

CONTRACT AMENDMENT NO. 7

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

STATE STREET ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 5

STATE STREET ACADEMY

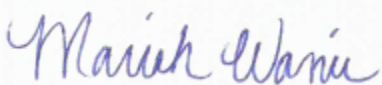
In accordance with Article IX of the Terms and Conditions, incorporated as part of the Contract to Charter a Public School Academy and Related Documents, issued by the BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS ("College Board") to STATE STREET ACADEMY ("Academy") on July 1, 2015 ("Contract"), the parties agree to amend the Contract as follows:

A. Amend Curriculum and Add Seventh Grade for the 2020-2021 Academic School Year.

1. Amend Contract Schedule 6: Physical Plant Description, by deleting page 6-1 and replacing it with the material attached as Exhibit 1.
2. Amend Contract Schedule 7d: Curriculum, by adding at the end of that schedule the Seventh Grade curriculum attached as Exhibit 2.
3. Amend Contract Schedule 7f: Application and Enrollment Requirements, by deleting that schedule and replacing it with the material attached as Exhibit 3.
4. Amend Contract Schedule 7h: Age or Grade Range of Pupils, by deleting that schedule and replacing it with the material attached as Exhibit 4.

The changes identified in this Section A shall have an effective date of August 1, 2020.

This amendment is hereby approved by the College Board and the Academy through their authorized designees and shall have effective dates as set forth above.



By: Mariah Wanic, Director of Charter Schools
Bay Mills Community College
Designee of the College Board

Dated: 9/3/2020



By: Thomas Peters, Director
Lake Superior Academy
Designee of the Academy

Dated: 08/27/2020

Exhibit 1

Schedule 6

Physical Plant Description

1. Applicable Law requires that a public school academy application and contract must contain description of and the address for the proposed physical plant in which the public school academy will be located. See MCL 380.502(3)(j); 380.503(5)(d).

2. The address and a description of the proposed physical plant (the “Proposed Site”) of State Street Academy (“Academy”) is as follows:

Address: 1110 State Street
Bay City, Michigan 48706

Description: The subject property is located in the Saginaw-Bay City-Midland Metropolitan Statistical Area (“MSA”) and is situated on 3.94 acres. The building, which consists of 39,309 square feet, was built in 1950 and consists of three separate floors, with the redevelopment of the 1st and 2nd floors completed in September 2001. At that time, a new air conditioning system was installed, restrooms were upgraded, a new lighting and ceiling grid was installed, new doors were installed, the property was upgraded to conform with the ADA, and various other improvements were completed. The school consists of approximately 30 classrooms (10 on each floor), administrative offices, restrooms, and ancillary areas. Asphalt parking is located on the side and rear. Construction is 3 story concrete and brick with flat roof. Currently, the school operates out of the 1st and 2nd floors. With the expansion to the 8th grade, plans are to renovate the 3rd floor.

Term of Use: Term of contract.

Configuration of Grade Levels: Pre-Kindergarten to Sgxgpyj Grade

Name of School District and Intermediate School District:

Local: Bay City School District

ISD: Bay-Arenac

3. It is acknowledged and agreed that the following information about this Proposed Site is provided on the following pages or must be provided to the satisfaction of the College Board before the Academy may operate as a public school in this state.

- A. Size of Building
- B. Floor Plan
- C. Description of Rooms
- D. Copy of Lease or Purchase Agreement

Exhibit 2

7th Grade Curriculum
State Street Academy

Math

Engage NY Math – full curriculum maps and scope/sequence documents are available at:
<https://www.engageny.org/common-core-curriculum>

In Grade 7, instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

6 Modules that cover:

Ratios and Proportional Relationships • Analyze proportional relationships and use them to solve real-world and mathematical problems. The Number System • Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Expressions and Equations • Use properties of operations to generate equivalent expressions. • Solve real-life and mathematical problems using numerical and algebraic expressions and equations. Geometry • Draw, construct and describe geometrical figures and describe the relationships between them. • Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Statistics and Probability • Use random sampling to draw inferences about a population. • Draw informal comparative inferences about two populations. • Investigate chance processes and develop, use, and evaluate probability models.

English Language Arts

Engage NY ELA – full curriculum maps and scope/sequence documents available at:
<https://www.engageny.org/common-core-curriculum>

7th Grade has 4 modules which cover 4 units. These modules/units will be taught throughout the year and follow the curriculum map outlined at:

<https://www.engageny.org/resource/grade-7-ela-curriculum-map>

The units being covered are:

- **Unit I: Reading Closely for Textual Details: At the Pole**
Developing Core Proficiencies Curriculum
- **Unit II: Making Evidence-Based Claims Unit: Cesar Chavez**
Developing Core Proficiencies Curriculum
- **Unit III: Researching to Deepen Understanding Unit: Water**
Developing Core Proficiencies Curriculum
- **Unit IV: Building Evidence-Based Arguments Unit: Doping Can Be that Last 2 Percent**
Developing Core Proficiencies Curriculum

Social Studies

Oakland Scope Elementary – full curriculum maps and scope/sequence documents are available at:
http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/Calendars?BackLink=Atlas_Browse_View_Calendars&Page=1&SchoolFilter%5B%5D=8&SubjectFilter%5B%5D=39&NowViewing=Atlas_Browse_View_Calendars

The seventh grade social studies curriculum focuses on early world history and geography with a deliberate focus on the content literacy. Students begin their exploration into world history with a focus on historical thinking. By unpacking historical and geographic thinking, students learn how these disciplines are distinct in how they ask questions and frame problems to organize and drive inquiry. Students learn that historians must have some evidence to support the claims they make in their accounts. They investigate how these social scientists select, analyze, and organize evidence, and then use that evidence to create accounts that answer questions or problems. By introducing students to the “invisible” tools that historians use to create historical accounts -- significance, social institutions, temporal frames (time), and spatial scales (space) – the course deepens students’ historical habits of mind and builds students’ social and content literacy. The curriculum will be taught in 7 units. The units are as follows:

Unit 1: An introduction to World History

Unit 2: Beginning of Human Societies

Unit 3: Early Civilizations and Pastoral Peoples

Unit 4: The Rise of Classic Empires and (Era 3)

Unit 5: Interactions, The Fall of Empires and Other

Unit 6: Patterns of Adaptations

Unit 7: Converging Patterns

Science

The science curriculum consists of daily instruction in the classroom plus 2-3 days of supplemental S.T.E.M. classes consisting of hands-on science explorations aligned to NGSS.

Science standards can be found at:

https://www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf

Standards being taught are:

- Structure and Properties of Matter
- Chemical Reactions
- Forces and Interactions
- Energy
- Waves and Electromagnetic Radiation
- Structure, Function, and Information Processing
- Matter and Energy in Organisms and Ecosystems
- Interdependent Relationships in Ecosystems
- Growth, Development, and Reproduction of Organisms

- Natural Selection and Adaptations
- Space Systems
- History of Earth
- Earth's Systems
- Weather and Climate

Physical Education

The physical education curriculum is EPEC (Exemplary Physical Education Curriculum) for grades K-8. The program is broken down into the following four modules (taught through various activities at each grade level): Locomotor Skills, Object-Control Skills, Knowledge/Activity/Fitness, and Personal/Social Skills. Objectives in object-control, locomotor, knowledge, and activity are taught in a “spiral” fashion. Steps in the teaching/learning progression are introduced and/or reviewed in several lessons per grade. The fitness objectives involves a different exercise, so these objectives do not spiral, but instead are focused on helping students achieve grade-level standards through a variety of exercises.

Module A1: Locomotor Skills Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Objectives: gallop, hop, horizontal jump, leap, run, skip, slide, vertical jump, and walk

Module A2: Object-Control Skills Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. Objectives: batting, catch fly balls, catch rolling balls, foot dribble, forehand strike, hand dribble, instep kick, lift and carry posture, overhand throw, underhand strike, and underhand throw

Module B: Knowledge, Activity, Fitness Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. Objectives: beneficial effects of physical activity, body parts/planes/actions, use of space Participates regularly in physical activity. Objectives: aerobic activity/fitness Achieves and maintains a health-enhancing level of physical fitness. Objectives: abdominal/low back strength, arm/shoulder strength, hip/low back flexibility

Module C: Personal/Social Skills Exhibits responsible personal and social behavior that respects self and others in physical activity settings. Objectives: compassion for others, cooperation, following directions, respect for others, responsibility, self-control Values physical activity for health, enjoyment, challenge, self-expression, and or social interaction. Objectives: best effort, constructive competition

Health:

The curriculum for 7-8 grades can be found at:

<https://www.michiganmodelforhealth.org/curriculum/middle-school-7-8>

The **Michigan Model for Health™ Middle School Curriculum (Grades 7-8)** addresses the major youth health risk behaviors identified by the Center for Disease Control and Prevention (CDC). The middle school curriculum is organized by five health topic modules that cover the following six main health topics. Each health topic module consists of one teacher manual with fully-scripted lesson plans, teacher resources, online resources, and support materials.

The modules cover:

- Social & Emotional Health
- Nutrition & Physical Activity
- Safety
- Alcohol, Tobacco & Other Drugs
- Personal Health & Wellness
- HIV/AIDS & Other STI

Exhibit 3

APPLICATION AND ENROLLMENT REQUIREMENTS

State Street Academy

Enrollment Limits

The Academy will offer Pre-Kindergarten through 7th grade. The maximum enrollment shall be 350 students. The Academy will annually adopt maximum enrollment figures prior to its application and enrollment period.

Requirements

Section 504 of the Revised School Code states that public school academies shall neither charge tuition nor discriminate in pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a Michigan public school district.

- Academy enrollment shall be open to all individuals who reside in Michigan. Except for a foreign exchange student who is not a United States citizen, a public school academy shall not enroll a pupil who is not a Michigan resident.
- Academy admissions may be limited to pupils within a particular age range/grade level or on any other basis that would be legal if used by a Michigan public school district.
- The Academy Board may establish a policy providing enrollment priority to siblings of currently enrolled pupils. However, the Academy may not provide a preference to children of Board members or Academy employees.
- The Academy shall allow any pupil who was enrolled in the immediately preceding academic year to re-enroll in the appropriate age range/grade level unless that grade is not offered.
- No student may be denied participation in the application process due to lack of student records.
- If the Academy receives more applications for enrollment than there are spaces available, pupils shall be selected for enrollment through a random selection drawing.

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.

- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of approval from the Charter Schools Office.

Legal Notice

- The Academy shall provide legal notice of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice must be forwarded to the Charter Schools Office.
- At a minimum, the legal notice must include:
 - A. The process and/or location(s) for requesting and submitting applications.
 - B. The beginning date and the ending date of the application period.
 - C. The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good faith affirmative action efforts to seek out, create, and serve a diverse student body.

Re-Enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.

- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - A. The number of students who have re-enrolled per grade or grouping level.
 - B. The number of siblings seeking admission for the upcoming academic year per grade.
 - C. If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - D. The number of spaces remaining per grade after enrollment of current students and siblings.

Random Selection Drawing

A random selection drawing is required if the number of applications exceeds the number of available spaces.

Prior to the application period, the Academy shall:

- Establish written procedures for conducting a random selection drawing.
- Establish the maximum number of spaces available per grade or grouping level.
- Establish the date, time, place, and person to conduct the random selection drawing.
- Notify the Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The Charter Schools Office may have a representative on-site to monitor the random selection drawing process.

The Academy shall use a credible, neutral “third party,” such as a CPA firm, government official, ISD official, or civic leader to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing at a public meeting where parents, community members, and the public may observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.

The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

Exhibit 4

SECTION 7h

AGE OR GRADE RANGE OF PUPILS

The Academy will enroll students in Pre-Kindergarten through 7th grade. The Academy may add grades with the prior written approval of the Charter Schools Office Director or the College Board.

Students of the Academy will be children who have reached the age of 5 by September 1 of the current school year.