CONTRACT AMENDMENT NO. 3

BETWEEN

BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)

AND

FRONTIER INTERNATIONAL ACADEMY
(PUBLIC SCHOOL ACADEMY)

CONTRACT AMENDMENT NO. 3
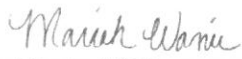
FRONTIER INTERNATIONAL ACADEMY

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 FRONTIER INTERNATIONAL ACADEMY ("Academy") on July 1, 2017 ("Contract"), the parties agree to amend the Contract as follows:

A. **Amend to Add Sixth 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 Sixth 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.

Dated: 10/12/2020

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

Dated: 10 / 06 / 2020

By: Asm Rahman, President
Frontier International Academy
Designee of the Academy

Exhibit 1

SCHEDULE 6

PHYSICAL PLANT DESCRIPTION

1. Applicable Law requires that a public school academy application and contract must contain a 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 description of the proposed physical plant (the "Proposed Site") of Frontier International Academy ("Academy") is as follows:

Address: 13322 Conant
             Detroit, MI 48909

Description: The facility includes a two story building with approximately 100,000 square feet. The first floor has 18 classrooms, two offices, four bathrooms, an auditorium, lunch room, kitchen, and two gymnasiums. The second floor has 25 classrooms, a library, four bathrooms, four offices, and a teacher's lounge.

Term of Use: Term of Contract

                                     Kindergarten through fifth grade
Configuration of Grade Levels: Ninth through twelfth grade

Name of School District and Intermediate School District:

Local: Detroit Public Schools
ISD: Wayne County RESA

Address: 28111 Imperial Drive
            Warren, MI 48093

Description: The facility includes a one story building with approximately 30,000 square feet. The leased space includes 16 classrooms, 5 offices, 3 bathrooms, a multi-purpose room/cafeteria, kitchen, art room, technology room, two storage rooms and a playground. There is a gymnasium on the property that is not being leased by Frontier International Academy but will be accessible for use by Frontier International Academy during school hours.

Term of Use: Term of Contract

Configuration of Grade Levels: Kindergarten through sixth grade

Name of School District and Intermediate School District:

Local: Warren Consolidated Schools
ISD: Macomb County

Exhibit 2

SECTION d

<u>Curriculum</u>

FRONTIER INTERNATIONAL ACADEMY 6th GRADE CURRICULUM

2455 S. Industrial Hwy. Ann Arbor, MI 48104

P: (734) 369-9500 F: (734) 369-9499

www.gee-edu.com

MISSION STATEMENT

The Academy's mission is to promote lifelong learning by nurturing academic excellence, positive character and an appreciation of cultures.

BELIEFS

❖ All students are entitled to reach their highest potential and must be encouraged to strive for excellence through a meaningful educational experience.

❖ Academic work must be challenging for all students, taking them above and beyond state standards and tapping into their diverse learning styles.

❖ The Academy should provide an environment where students are comfortable with their unique heritage regardless of their ethnicity, religion, race or background.

❖ Learning is enhanced by diversity and the Academy must promote multicultural awareness.

❖ To be effective, the Academy must provide a safe, orderly and positive learning environment.

❖ Parents are partners in the learning process and educational success is most often achieved when parents seize opportunities for involvement and support.

❖ The Academy and community should be in a partnership that shares the responsibility of educating its citizens.

❖ Learning is a lifelong process.

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APPROACHES TO STUDENT LEARNING

<u>Program Delivery</u>

In order to develop independent learners capable of solving the intricate problems of the twenty-first century, the Academy implements an integrated, inquiry-based approach to the Michigan Academic Standards ("MAS"). Academy coursework design meets the demands of being both college and career ready. Students' academic work, as well as all Academy-related non-classroom activities, reinforces the interrelated skills and techniques that promote learning across all disciplines to prepare learners for the rigorous demands of the global workplace. Assignments encourage students to draw upon past experiences and develop real problem-solving skills that are cross-disciplinary in nature.

The Academy strives to cultivate a family environment in which students can grow and explore learning. Students learn from each other and recognize an individual's unique gifts and qualities.

The Academy is designing and implementing curriculum, instructional strategies and assessments responsive to the needs, background, interests and abilities of students through differentiated instruction (Tomlinson & Allan, 2000). Through smaller class settings, student-centered learning and various research-based practices, the Academy creates engaged and committed learners. Differentiated instruction supports and incorporates many effective traditional methods and strategies as well as combines aspects of critical thinking, interdisciplinary instruction and several non-linguistic representations.

In addition, the Academy uses a variety of instructional strategies such as reader's and writer's workshop, cooperative learning, individualized instruction and the use of inquiry-based learning. Another research-based practice the Academy utilizes to support the needs of diverse learners is the Sheltered Instructional Observational Protocol ("SIOP") model, which identifies instructional features of high-quality lessons (Echevarria, Vogt, & Short, 2012). The theory behind this model is that language acquisition is enhanced through meaningful use and interaction with the English language. Through the study of content, students interact with English in a meaningful way with material that is relevant to the students' schooling. All content lessons incorporate activities in the language processes; listening, speaking, reading and writing. The teachers make the content comprehensible for all students through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary, adapted texts, cooperative learning, peer tutoring and native language support.

The curriculum for all content areas is based on the research done by Grant Wiggins' Backwards by Design and Heidi Hayes and Jacobs' Curriculum Mapping. The units contain the Big Ideas, Essential Questions, Vocabulary, Objectives, Student Friendly Learning Targets, Common Local Assessments and Model Activities based on the MAS. The tenets of backwards by design in practice for student learning are; all students should consistently experience curricula rooted in the important ideas of a discipline that require them to make meaning of information and think at high levels; students need opportunities to learn the basics and opportunities to apply them in meaningful ways; and balance for student construction of meaning and teacher guidance. The units are in an online system developed by the Rubicon Company called Atlas, which allows for teachers to access this information in school and at home. The curriculum is supported by textbooks and

other resources needed to be successful, but the primary goal of the curriculum is mastery of the MAS using materials from a variety of resources.

The start of effective teaching begins with teachers who have high subject knowledge and are able to convey the knowledge to all levels of learners. In addition, the teachers create a positive learning environment where every child feels safe to learn. To accomplish this task, the Academy has a three-step hiring process, and additional professional development is provided through experts in both differentiated instruction and Champs. The lessons developed for the teachers to use are modeled by instructional coaches as they work with teachers and referenced in the curriculum system, Atlas. The lessons are specific in objective—not only the content objective, but the language objective as well—as it is critical that the students become proficient in both language and content. Each unit has a sequential model of lessons with flexibility built in to fit the needs of the teachers' specific students – whether whole class, individual or group work.

Character Education

The Academy places an emphasis on character development and cultural awareness on a global scale. Students learn about the values of respect, responsibility, integrity, commitment, appreciation, cooperation, creativity, curiosity, empathy and tolerance, which are integrated into the curriculum.

CURRICULUM GOALS, INSTRUCTION AND ASSESSMENT

The Academy implements a curriculum aligned to the MAS for math, English language arts ("ELA"), science and social studies. The curriculum is enhanced by extracurricular activities such as arts offerings to cater to the holistic needs of students in the 21st Century. Technology is also central to Academy pedagogy. Teachers utilize computer and smart board-based strategies to prepare students for the technological demands of the future. The Academy seamlessly integrates technology to enhance the student learning experience.

The Academy curriculum follows the MAS with a clear intention to maintain academic rigor to provide the knowledge and skills required to be college and career ready. By achieving state benchmarks, the Academy teaching methodology embeds character values with academic training to develop student competency as well as curiosity. All stakeholders review the curriculum annually, and modifications are made on the continuum to meet both standardized requirements as well as individual student needs.

Academic Excellence

The Academy is committed to teaching and enforcing high-quality academic standards. It is the goal of the Academy's academic program to encourage each student to reach his/her maximum learning potential in all subject areas. The Academy will achieve this level of excellence by providing an instructional program that directly meets the needs of every student.

Curriculum Goals

Curriculum, instruction and assessment are continuously strengthened to enable students to be:

- ❖ intellectually, physically and emotionally healthy

- ❖ globally competitive

- ❖ engaged, responsible and informed citizens

- ❖ college and career ready

- ❖ able to demonstrate persistence and effort, a passion for lifelong learning

To accomplish these ends, the program is designed so learners seamlessly transition from one level to another and adapts to each child's developmental phase and readiness. The curriculum follows the high Standards of Quality, Key Developmental Indicators and aligns with the MAS. Curriculum maps are used by the teaching staff to guide daily planning and the development of lessons and activities.

It is important for students to think critically and develop excellent communication skills. The Academy focuses on creating inquiry-based lessons and engaging in activities with a trans-disciplinary curriculum that involves an important element: guided inquiry. Through inquiry, the student learns to negotiate the world around them. Students' imagination and creativity flourish as they question and think while learning how the world works. Through a fine-tuned balance of academics and creativity, the Academy students become equipped with 21st Century learning skills and prepared to conquer the challenges that lie ahead.

Moodle Nexus Learning Management System ("LMS") and Teacher Portal are utilized to store, organize and assess the written curriculum. The Teacher Portal provides a curriculum course map, outlines and activities for each unit and provides the scope and sequence of each grade level curriculum. The standards are aligned for each course both vertically and horizontally. Teachers access the Moodle Nexus site to develop, implement and guide daily instruction.

Academy teachers will ultimately be accessing digital curriculum for all curricula as the academy moves forward with a curriculum Review and Renewal process.

English Language Arts

The ELA program of the Academy embraces the philosophy and premise of the Michigan Department of Education ("MDE") and the MAS.

The Academy's goals for ELA are to educate students who are able to:

1. Read and analyze a variety of classic and contemporary literature and other texts for a variety of purposes and learn about literary history and theory. In addition, vocabulary is enhanced through text-based study while independent reading is encouraged through the Accelerated Reader program.

2. Investigate universal truths, enduring issues and recurring themes as a means to define and investigate important issues and problems, using both primary texts from history and science in addition to informational texts from a variety of print, visual and electronic media.

3. Write in a variety of contexts and genres for different audiences using the writing process while developing an understanding that writing is a recursive process that occurs in a variety of contexts and for a variety of purposes.

4. Engage intelligently in collaborative discourse and debate as well as presentations that encourage students to think critically and argue effectively using cited source material to frame arguments about matters of universal concern.

5. Master the tools and practices of inquiry and research by writing formal research papers with correct documentation as required by the intellectual demands of being both college and career ready.

6. The goal of the Academy's ELA program is to develop individuals who are effective communicators with the ability to express ideas and make important contributions to the world.

K-5 English Language Arts

Benchmark Literacy program is a comprehensive, research-proven program that empowers both experienced and beginning teachers with best-practice tools for vertically aligned K-5 reading, writing, speaking, listening and language instruction:

- ❖ 30 weeks of comprehension-focused instruction

- ❖ Pre-, ongoing, and post-assessment

- ❖ Gradual-release mini-lessons with built-in choice

- ❖ High-quality informational, narrative, and opinion/argument texts

- ❖ Complex texts for close reading applying text-dependent strategies

- ❖ Differentiated support for English learners and special needs students

- ❖ Customized professional development services

- ❖ State-of-the-art interactive technology

- ❖ Builds foundational skills—such as phonics, word study and fluency-to produce proficient readers

- ❖ Scaffolds ALL students to access complex informational and literary texts during whole-group

  - ► lessons during weeks 1 and 2

- ❖ Guides students to use text evidence in close reading

- ❖ Provides opportunities for students to develop collaborative conversations

- ❖ Develops writers by teaching writing process and writing to sources

Reading and writing are emphasized using the Readers and Writers workshop allowing flexibility to differentiate instruction as well as providing teachers with time needed to work with students in small group when needed.

6-8 English Language Arts

English language arts curriculum is compiled through a collaborative process including English language development for all students grades 6–8. Curricular resources and assessments are retained in Moodle Nexus where teachers can revise, improve and renew curriculum based on state standards. Using the backwards design process teachers tailor instruction to meet the needs of students preparing them for the College and Career Readiness Standards.

Mathematics

The advances of technology have profoundly influenced society. The world today increasingly depends upon information processing to solve problems. These developments in technology create professions requiring abilities and skills in mathematics, problem-solving and decision-making. To meet these needs, the Academy provides a comprehensive curriculum that teaches the fundamentals of mathematics, develops critical thinking and nurtures logical reasoning.

The overall goal of the mathematics program is to establish a solid foundation on which to develop skills for students at each grade level. The program strives to have students become mathematical problem solvers and develop mathematical reasoning skills. The curriculum includes a broad range of content, focusing on the knowledge of concepts and the ability to apply concepts to real-world situations.

The course sequencing is designed to produce mathematically literate people who:

1. Value mathematics.

2. Have confidence in the ability to do mathematics, demonstrating conceptual understanding and proficiency in operating skills.

3. Apply conceptual understandings, operational skills and technological tools to problem solving.

4. Communicate mathematical ideas orally and in writing.

5. Reason mathematically.

6. Understanding mathematical vocabulary.

7. Practice with real world situations.

K-5 Mathematics

The mathematics program lays the groundwork for mathematical literacy at an early age. The students are introduced to strands in algebra, data and probability, geometry, measurement, numeration, patterns and functions. The instruction is structured to provide multiple exposures to topics and frequent opportunities to review and practice skills.

6-8 Mathematics

The secondary mathematics program prepares students for life after high school, in college and in the career world, by demonstrating the many applications of mathematics. Students apply mathematical reasoning skills to other subject areas and solve real-world problems. The mathematics program at the Academy helps students develop a large mathematic vocabulary and enhances the ability to express mathematical ideas.

<u>Social Studies</u>

The social studies program focuses on building skills and competent knowledge in areas such as the Core Democratic Values, broad geographic perspectives based on the Five Themes of Geography (i.e. location, place, human environmental interactions, movement and regions), as well as an in-depth understanding of national and world history. The Academy is committed to the development of information processing, critical thinking skills, persuasive argument and research abilities.

The content and literacy standards of the MAS are incorporated into the social studies program. The social studies curriculum utilizes both textbooks and primary source documents that are intended to be models for articulating desired results and assessment processes.

The Academy's goals for social studies are to educate students who are able to:

1. Use knowledge of the past to construct meaningful understanding of diverse cultural heritage and inform civic judgments.

2. Utilize spatial patterns on earth to understand processes that shape human environments and make decisions about society.

3. Apply the knowledge of American government and politics to make informed decisions about governing communities.

4. Evaluate how the production, distribution and consumption of goods and services are used to make personal and societal decisions about the use of scarce resources.

5. Incorporate the use of social science investigation to answer complex questions about how and why members of society act and react to events of both the past and present and how those decisions impact the future.

6. Analyze public issues and construct and express thoughtful positions on these issues using textual evidence from primary sources as evidence in both written and spoken arguments.

K-5 Social Studies

The elementary social studies curriculum is a spiraled approach that develops the child's sense of the surrounding world from an ever-widening perspective. This begins with an emphasis on family and relationships and then moves into community development. The curriculum then progresses onto the State of Michigan, U.S. regions and then to early U.S. history. The middle school social studies curriculum continues with further exploration of U.S. history to the Reconstruction period and explores each of the world hemispheres to develop global perspectives.

6-8 Social Studies

Grade 6: Students develop global competencies for active, informed citizenship. myWorld Interactive emphasizes project-based learning to explore the world's places, systems, and cultures. The program is available as World Geography Survey, or Eastern and Western Hemisphere editions. Each includes strong ELA/literacy connections and multiple teaching options. Lessons promote critical thinking, problem solving, evidence-based reasoning, and communications skills. myWorld Interactive is the student-

centered world geography curriculum that helps you implement your state's standards and the College, Career, and Civic Life (C3) Framework for Social Studies.

Science

The science program embraces the philosophy and premise of the MAS and the Next Generation Science Standards ("NGSS").

The Academy's goals for science are to educate students who are able to:

1. Experience the richness and excitement of understanding the natural world and doing science as scientists.

2. Use appropriate habits of mind and understandings of the nature of science and scientific principles in making personal decisions.

3. Engage intelligently in public discourse and debate about matters of scientific and technological concern.

4. Increase understanding of economic productivity and personal responsibility through knowledge and skills.

K-5 TCI Science

The elementary science program engages students in scientific inquiry. Students use inquiry to develop questions and apply skills to plan how to find answers to the questions. This leads to opportunities such as conducting investigations through research, experiments and interviews with experts. Students then reflect on the learning and share the outcomes of discoveries.

6-8 Science It's About Time Project-Based Inquiry Science™ ("PBIS")

Each unit of PBIS begins with a Big Question or Big Challenge and learning experiences in the unit are sequenced to first help learners understand the project question or challenge, become interested in it, and identify the ways it is meaningful to their lives. Then the Big Question or Big Challenge of the unit drives inquiry throughout the unit. When students see the relevance of science to their lives, students become engaged in learning and gain a deep, long-term understanding of middle-school-level science content and practices, and learn how to use that content and those practices to solve problems.

Arabic Language

The Academy has developed a comprehensive kindergarten through eighth grade standards- based Arabic curriculum focused on Michigan's 5 Cs (i.e. Communication, Cultures, Connections, Comparisons and Communities). The Arabic language courses provide students with the tools necessary to communicate in real-life situations, to enhance cultural awareness and to inspire lifelong learning in a global society.

Arabic is provided and offered as a mandatory foreign language to all students on a daily basis. Proficiency levels are based on American Council of the Foreign Languages' ("ACTFL") pyramid beginning with novice (e.g., low, mid and high), continuing on to intermediate (e.g., low, mid and high) and ending with pre-advanced (e.g., low, mid and high).

Arabic thematic unit materials have been developed and are used in the classrooms. One theme per month is covered for eight consecutive months, allowing the month of June for review. Arabic language skills are developed sequentially and progressively from letters to words, phrases, sentences, paragraphs and final essay compositions. Unit assessments are teacher-made assessments and used with every unit. Furthermore, two proficiency assessments are given to measure annual progress in listening, reading and writing language skills.

The Arabic language curriculum:

1. Provides assessment goals at each proficiency level aligned with national and state standards.

2. Provides a progression of communicative functions in the target language.

3. Recommends opportunities for authentic practice in communication.

4. Provides resources on a variety of cultural topics.

5. Promotes divergent and critical thinking.

6. Identifies cross-curricular activities.

7. Supports academic achievement in other disciplines.

8. Reinforces skills in the students' first language (reading comprehension, grammar/mechanics and writing/speaking).

9. Promotes awareness of a diverse multicultural society.

10. Provides opportunities for interpersonal interaction using the target language with native speakers.

11. Prepares the students to be global citizens by broadening the students' understanding of the world.

Curriculum Programs and Resources:

Our K-8 curriculum utilizes the following resources to ensure each individual student reaches his/her maximum learning potential in all subject areas:

Curriculum Resource	Online/Print	Grade Levels
English Language Arts		
Benchmark Literacy Program	Print / online	K-5
Lexia	Online	K-6
CollegeBoard SpringBoard ELA	Print / online	6
Mathematics		
Bridges Mathematics	Print/Online	K-5
Agile Mind Mathematics	Print/Online	6
Science		
TCI- Teacher Curriculum Institute	Print/Online	K-5
IAT- It's About Time	Online	6
Social Studies		
RESA ISD	Print	K-5
Pearson MyWorld Interactive	Print/Online	6
ELL Supplementary		
Let's Go!/ Inside Phonics	Print	K-5
EDGE & Inside Phonics	Print	6
Arabic		
GEE Arabic Curriculum	Print/Online	K-6
Art		
GEE Art Curriculum	Print	K-6
PE/Hygiene		
GEE Physical Education & Health Curriculum	Print	K-6
Technology		
Code.org	Online	K-6

Extra-curricular activities to be offered

Co-curricular and the extra-curricular programs are integral parts of the Academy and provide a rich variety of activities for children to participate in after the academic program has finished, and during school hours. Sports teams, Robotics clubs and other engaging educational activities are encouraged to enhance the personal, social and physical skills of students as well as to support students while exploring various global cultures and strengthening cognitive skills.

Technology

The Academy's guidelines for technology instruction are designed to equip students with the technology skills to use 21st Century tools to develop learning skills. The Academy has identified key computer technology topics with which students demonstrate proficiency as students' progress through the grades:

- ❖ Use technology for creative self-expression
- ❖ Create original drawings
- ❖ Produce creative writing (fiction, poetry, personal experiences)
- ❖ Locate, organize, analyze, evaluate, synthesize & use information
- ❖ Use keywords & phrases to search the library catalogue, online databases, or the Internet
- ❖ Gather reference material from an online database.
- ❖ Capture, save and credit graphics
- ❖ Capture & transfer text from an online source to a word processor
- ❖ Process data and report results
- ❖ Create a graphic organizer for research notes
- ❖ Report research results through a variety of means
- ❖ Insert data in a data table
- ❖ Create graph of data (bar, line, or circle graph; glyph)
- ❖ Create a data table
- ❖ Communicate conclusions, solutions, or decisions based on data
- ❖ Understand/adhere to district & school procedures
- ❖ Practice safe searching and communications techniques
- ❖ Work cooperatively and collaboratively with others when using technology
- ❖ Demonstrate proper usage of equipment (computers and peripherals)
- ❖ Describe uses of technology in society
- ❖ Collaborate in pairs or larger groups on presentations
- ❖ Collaborate globally on projects
- ❖ Publish & share original creative work - Create a brochure, newsletter, book, or flyer
- ❖ Publish & share research results with audience of peers and others
- ❖ Learn about other cultures through the Internet (Library of Congress, Wikipedia)
- ❖ Interact with other cultures through collaborative web-based applications (skype, email, FaceTime)
- ❖ Turn on/off a computer properly
- ❖ Save/retrieve work from desktop files
- ❖ Identify parts of the computer

❖ Handle CDs and storage devices properly

❖ Launch/close applications on hard drive & CD/DVDs

- ❖ Use computer terms: menu, icon, scroll bar, cursor, etc.
- ❖ Use mouse skills (single, double, right/left clicks).
- ❖ Locate/use basic keyboard pads (enter, space bar, shift, backspace, tab...)
- ❖ Keyboard awareness: correct side of keyboard, home row
- ❖ Keyboard awareness: correct fingering, posture, touch typing
- ❖ Save/retrieve work on a network
- ❖ Understand appropriate use of 'save' and 'save as'
- ❖ Log in with account name and password
- ❖ Undo/redo
- ❖ Enter/delete text
- ❖ Select text/format with font options
- ❖ Edit alignment/justification, line spacing, and margins
- ❖ Understand a site is a collection of related pages
- ❖ Understand basic components of a web browser
- ❖ Standard website navigation (links, icons, menus)
- ❖ Access/use drawing program (tools, text, animations)
- ❖ Manipulate a graphic
- ❖ Use Nettiquette at all times
- ❖ Cyberbullying - identify instances and solutions
- ❖ Start/open and plan a presentation
- ❖ Add text and graphics
- ❖ Add appropriate transitions and/or animations
- ❖ Add appropriate sound effects and/or video/music
- ❖ Troubleshoot basic technology problems (reboot, check power, etc.)

Physical Education/Health Education Curriculum

The physical education curriculum is based on Michigan's physical education content expectations. The Academy uses GEE Physical Education Curriculum. The curriculum is aligned to national and state standards. This curriculum is developed to instruct students in physical education and promote lifelong physical activity. The health education program includes requirements set forth by the State of Michigan. The Academy uses the Michigan Model for Health™, which has been developed by Michigan educators to meet the state requirements for teaching health.

Art Curriculum

The art curriculum follows the MAS for Visual Arts, Music, Dance and Theatre for credit guidelines. To ensure students have a foundation and experience in the creative/artistic process, the units are developed as either stand-alone units or units that are incorporated into the core content curriculum. Each unit includes opportunities to engage in the dynamic artistic process using questions, problems, reflections and revisions to craft and shape the artistic vision. Students explore the history of artistic expression from a variety of time periods and cultures to develop a critical stance. Additionally, students use a variety of mediums (e.g., sculpture, painting, photography, calligraphy, graphic arts and textile design) to draft preliminary designs and revise/edit the preliminary work to meet the

demands of a particular technique or concept. Students also engage in collaborative discussion and critiques to better refine creative work.

Special Populations

Literacy is the cornerstone of academic achievement at the Academy. The Academy develops and nurtures all students to attain the proficiency necessary for success in all academic areas. The Academy expects that for some students, English constitutes a second language. As such, the curriculum's emphasis on multi-faceted learning is ideal for such a student. The Academy has additional resources in place for English Language Learners ("ELL"). The Academy utilizes the SIOP model to organize instruction to support ELL in the acquisition of the knowledge and skills needed to be college and career ready. The Academy follows the Response to Intervention ("RtI") process to meet the needs of at-risk, ELL and special education students. In order to service special populations, the Academy collects data from teacher input, parental input, district/state assessment scores, reading specialist summaries, grade level test scores, student work samples and outside agency input and records the strengths/weaknesses of the student. To meet the needs of gifted and talented students, the Academy offers dual enrollment and AP opportunities.

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational Program ("IEP") team, and together the team will make decisions that are subject to requirements regarding provision of the least-restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the MDE. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible or will provide an interim IEP agreed upon by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act ("IDEIA") and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free, appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.

2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.

3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA and reviewed on an annual basis or more frequently as determined by the IEP team.

Educational Development Plan ("EDP")/Career College Transition

The Academy supports its vision by developing lifelong learners. All middle school students develop career awareness through the EDP. The EDP is designed to increase self-awareness through hands-on activities, critical thinking and self-analysis of personal career goals.
In addition, a mentoring program is facilitated by middle school teachers. Mentor teachers serve as class sponsors, provide students with an open forum in a small group atmosphere, promote student involvement, increase student motivation and mentor students in academics, character education and social development.

Educational Assessment Plan

Grade Level	Assessment	When Administered
K-12	Northwest Evaluation Association™ ("NWEA™") Measures of Academic Progress® ("MAP®") reading and math	Fall, winter and spring
3-11	State Assessment	Spring
K-12	WIDA	Spring
K-12	Unit Common Assessments	Throughout the year

Assessments are used to guide instruction for teachers, students and parents to plan learning throughout the school year. Each assessment provides teachers, students and parents with targets that prepare students for the challenges of college, work and life. The assessments are given at designated times throughout the school year and students receive regular feedback on academic progress. The Academy-based summative and formative assessments include developed pre- and post-unit assessments for all core content areas to determine students' progress in mastering the MAS. In addition, teachers meet biweekly in data teams to review students' progress toward the mastery of standards and develop tiered instruction to meet the needs of both struggling students and students who need to be challenged. Finally, grade level lead teachers report progress of students on a month basis in building data teams to ensure adequate measures are taken to ensure students' growth.

The NWEA MAP assessment is the primary diagnostic and interim assessment used to determine the academic strengths and weaknesses of students. The detailed reports inform the administrator, teacher, parent and student of the areas of strength as well as areas where academic support is needed. Teachers and students develop an individual learning plan with annual goals for each student after the administration of the NWEA MAP assessment. The NWEA MAP assessment assists teachers and students in determining the focused areas of study for improvement during the year. Students are then assessed in the spring of the same school year to determine academic progress. This data is also used in the classroom and with online programs, such as Study Island® and Accelerated Reader™. The online programs, accessed both at Academy and home, are used to improve mastery of concepts on specific standards.

In addition to standardized assessments and teacher-created formative and/or summative assessments, students are encouraged to ask questions, to inquire, explore and research in order to develop a broader sense of the world. With the support of instructional staff, students are able to make connections between the theoretical learning of the classroom and the application required in the community outside the Academy.

Educational Programs Evaluation

The Purpose and Focus of Curriculum Development and Review/Renewal

Curriculum development and renewal is a dynamic and continuous process in which the Curriculum and Instruction team plans with a content committee representing teachers, instructional coaches, administrators, curriculum directors and academic coordinators. The team evaluates the educational programs in a systematic and data-driven way. This process helps ensure that the curricula expectations for the academy are rigorous, relevant and transparent. In addition, it guarantees that the curriculum is aligned with state and national standards. Preparing and inspiring students to realize their potential and to prepare them to be ready to enhance the global community is the primary focus of the work.

The academy strives to establish and implement a five-year review process grounded in the following research and best practices. Five characteristics of an effective curriculum are that it is meaningful, coherent, articulated, aligned, and promotes high standards for all students:

❖ A meaningful curriculum focuses on the rigor derived through the development of fundamental knowledge and skills necessary to succeed in a changing society and world.

❖ A coherent curriculum provides opportunities at each grade level to develop student cognitive skills through rich tasks that demand critical thinking.

❖ In an articulated curriculum, learning at different grade levels is appropriately sequenced and related.

❖ An aligned curriculum connects the written curriculum, what is taught and learned in classrooms, and the assessment practices.

❖ High standards for student learning include public knowledge of learning goals and sharing criteria and models of success.

This five-year review process requires a cycle of review that includes a year of evaluation or preparation for review, the year of the review itself, is followed by three years of implementation. While a five-year cycle is practicable, it is not adequate in its responsiveness to the continuously changing global community or expectations. In addition, the five-year process alone is not sufficient in its response to the immediate needs of students and teachers alike as they implement the curriculum. Since the curriculum should be based on the mission, goals and needs of the academies, state and national standards, which are linked to state assessments as well as the aspirations of the community, it is imperative that the review process align itself with the SIP (school improvement plan) expectations for continuous improvement. Therefore, the five-year process will also be supplemented with annual vertical analysis and program review based on each academies vertical analysis and program review data. The data from the school analysis will be used to update and renew curriculum.

During the development and review of a curriculum important it is important that the following questions be considered:

To what extent have we provided rigorous and relevant curriculum?

Is the curriculum comprehensive, including academics, arts, and personal wellness?

Are the learned skills and concepts transferable to real world applications?

Is the curriculum inquiry-based?

Does the curriculum provide for 21st Century skills?

- Problem solving
- Communication
- Critical thinking and adaptability
- Collaboration and teamwork
- Leadership

To what extent does the curriculum support high expectations for all learners?

Does the curriculum cultivate student interests, strengths and abilities?

Does the curriculum apply varied styles and approaches?

Is there evidence of an understanding of preferred strategies?

Does the curriculum meet individual needs?

To what extent does the curriculum support dynamic teaching?

Does the teaching promote a student-centered approach?

Is the teaching skillful?

Is the teaching engaging?

Is the teaching data-driven?

Is the teaching reflective and collaborative?

Is the teaching personalized?

These overarching questions guide the curriculum review process. With the mission in mind, the Curriculum Leadership, including input from the GEE curriculum and instruction team, academic coordinators, principals, content specialists, and teachers integrate and align 1) the long standing curriculum expectations/research that guides the five-year review process, 2) our current mission framework, as well as 3) current research in curriculum design and review. Additionally, they derive a contemporary definition of high quality curriculum built around five indicators that form the foundation of the review process: (i) Content Skills and Understandings, (ii) Curricular Maps, Units/Modules and Pacing Guides Development, (iii) Assured Learning Experiences, (iv)Assessment/Data, and (v) Curriculum Alignment.

CURRICULUM

Overview

The Academy has adopted Academy written curriculum housed in Moodle Nexus; Benchmark Advance English language arts for grades K-5, CollegeBoard SpringBoard ELA for grades 6-8, TCI™ science for grades K-5, IAT for 6-8 Science, Bridges To Mathematics for grades K-5, AgileMind Mathematics for grades 6-8 , Rubiconatlas RESA Social Studies for K-5, and Pearson My World Interactive for 6-8 Social Studies. The curriculum for all subjects and courses identified in this schedule is available electronically and accessible at the following links:

- ❖ **Rubicon Atlas**

- ❖ **Pearson MyWorld**

- ❖ **Benchmark Advance Education Company**

- ❖ **SpringBoard ELA**

- ❖ **Bridges to Mathematics**

- ❖ **Agile Mind Mathematics**

- ❖ **TCI**
- ❖ **It's About Time Activate Learning**

The following subjects/courses are offered at the Academy.

Course	K	1	2	3	4	5	6
English Language Arts	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X	X
Physical Education & Health	X	X	X	X	X	X	X
Art	X	X	X	X	X	X	X
Technology	X	X	X	X	X	X	X
Spanish (Descubre el Espanol)	X	X	X	X	X	X	X

Exhibit 3

Application and Enrollment
Requirements

Frontier International Academy

Enrollment Limits

The Academy will offer kindergarten through sixth grade and ninth through twelfth grade. The maximum enrollment shall be 1,000 students total for both campuses. The 13322 Conant, Detroit, MI campus maximum enrollment shall be 850 students and the 28111 Imperial Drive, Warren, MI campus maximum enrollment shall be 150 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.

- Academies 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 and Enrollment Requirements

Frontier International Academy

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 written approval from the BMCC 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 BMCC 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.

7-f-2

Application and Enrollment Requirements

Frontier International Academy

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 preference policy for siblings or children of employees and Academy Board members, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) or child(ren) of employees or Academy Board members 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, and children of employees and Academy Board members.

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Application and Enrollment Requirements

Frontier International Academy

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 BMCC Charter Schools Office of both the application period and the date of the random selection drawing, if needed. The BMCC 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 kindergarten through 6th grade and 9th through 12th 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 five (5) as set forth in MCL 380.1147:

- A child may enroll in kindergarten if the child is at least 5 years of age on September 1 of the current year.

*If a child is not 5 years of age on the specified enrollment eligibility date but will be 5 years of age not later than December 1 of a school year, the parent or legal guardian of that child may enroll the child in kindergarten for that school year if the parent or legal guardian notifies the school in a timely manner.

TITLE	FIA Contract Amendment -6th Grade
FILE NAME	Contract Amendmen...A - 6th Grade.pdf
DOCUMENT ID	186c1a6b6504e99035924365fb89eb3a4f033cbb
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