



BAY MILLS
COMMUNITY COLLEGE
CHARTER SCHOOLS OFFICE

August 27, 2026

Jill Thompson
Michigan Department of Education
608 West Allegan Street
PO Box 30008
Lansing, MI 48909

Dear Ms. Thompson:

Attached please Contract Amendment No. 1 for Presque Isle Academy.

Please let me know if you have any questions, I can be reached at (906) 248-8446.

Sincerely,

A handwritten signature in blue ink that reads "Mariah Wanic".

Mariah Wanic, Director of Charter Schools

**CONTRACT AMENDMENT NO. 1
BETWEEN**

**BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS
(AUTHORIZING BODY)**

AND

**PRESQUE ISLE ACADEMY
(PUBLIC SCHOOL ACADEMY)**

CONTRACT AMENDMENT NO. 1

PRESQUE ISLE 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 **BAY MILLS COMMUNITY COLLEGE BOARD OF REGENTS** ("College Board") to **PRESQUE ISLE ACADEMY** ("Academy") on **July 1, 2024** ("Contract"), the parties agree to amend the Contract as follows:

A. Amend Schedules to Add 7th and 8th Grade for the 2026-2027 School Year.

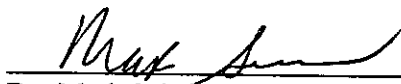
1. Amend Contract Schedule 6: Physical Plant Description, by deleting page 6-1 and replacing it with the material attached as Exhibit 1.
2. Amend Contract Schedule 7b: Educational Goals, by deleting this schedule and replacing it with the material attached as Exhibit 2.
3. Amend Contract Schedule 7d: Curriculum, by adding the 7th and 8th grade curriculum at the end of this schedule, this material is attached as Exhibit 3.
4. Amend Contract Schedule 7f: Application and Enrollment Requirements, by deleting this schedule and replacing it with the material attached as Exhibit 4.
5. Amend Contract Schedule 7h: Age or Grade Range of Pupils, by deleting this schedule and replacing it with the material attached as Exhibit 5.

The amendments are hereby approved by the College Board and the Academy through their authorized designees and shall have the effective dates of August 11, 2026.



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

Dated: 8/27/2026



By: Mark Schuler, Board President
Presque Isle Academy
Designee of the Academy Board

Dated: 8-27-26

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 a description of the proposed physical plant (the "Proposed Site") of American International Academy ("Academy") is as follows:

Address: 20830 Cedar Street
Onaway, MI 49765

Description: The building is approximately 6,000 square feet and includes a large instructional open space that is dedicated mainly to self-paced computer study housing 24 stations, a large central instructional area and staff stations, a student study room with tables and chairs, two faculty offices, a large physical education room, a self contained classroom, and a large shop – vocational area with a large receiving door.

Term of Use: Term of Contract.

Configuration of Grade Levels: 7th – 12th

Name of School District and Intermediate School District:

Local: Onaway Area Community School District
ISD: Cheboygan-Onaway-Presque Isle ESD

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

4. In addition, the Academy and the College Board hereby acknowledge and agree that this Contract is being issued to the Academy with the understanding that the Academy cannot conduct classes as a public school academy in this state until it has obtained the necessary fire, health and safety approvals for the above-described proposed physical facility. These approvals must be provided and be acceptable to the College Board or its designee prior to the Academy operating as a public school. In cases of disagreement, the Academy may not begin operations without the consent of the College Board.

Exhibit 2

Pursuant to Applicable Law and Terms and Conditions of this Contract, including Article VI, Section 6.2, the Academy shall achieve or demonstrate measurable progress for all groups of pupils toward the achievement of the educational goal identified in this schedule. Upon request, the Academy shall provide Bay Mills Community College Charter Schools Office (BMCSO) with a written report, along with supporting data, assessing the Academy's progress toward achieving this goal. In addition, Bay Mills Community College Board of Regents Public School Academy Authorizing Body expects the Academy will meet the State of Michigan's accreditation standards pursuant to state and federal law.

Educational Goal to be Achieved:

Prepare students academically for success in college, work, and life.

To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, BMCSO will annually assess the Academy's performance using the following measures:

Measure 1: Student Achievement

The academic achievement of all students grades 7-11 will be assessed using the following metrics and achievement targets.

GRADES	METRICS	ACHIEVEMENT TARGETS
Grades 7-10	The average grade-level scores in reading and math as measured by NWEA	Students enrolled for three* or more years will on average achieve scores equal to or greater than the grade-level reading and math NWEA college readiness achievement targets identified in this schedule

Measure 2: Student Growth

The academic growth of all students in grades 7-10 at the Academy will be assessed using the following metrics and growth targets:

Grades	Metrics	Growth Targets
Grades 7-10	Growth made by students from fall-to-spring in reading and math as measured by growth targets set for each student on the Measure of Academic Progress by NWEA	Students will on average achieve fall-to-spring academic growth targets for reading and math as set for each student on the Measure of Academic Progress by NWEA

The measure of student growth is the most important, but not the only factor the authorizing body considers when determining whether the Academy is "demonstrating measurable progress" toward the contractual goal of preparing students academically for success in college, work, and life.

Some of the other factors considered are: academy's comparative position within state accountability reports, required state test proficiency rates compared to surrounding district's, the trend in the number of students reaching growth targets and achievement targets over the contract period.

Exhibit 3

Mathematics 7

Course Description

This course begins with an in-depth study of proportional reasoning where students utilize concrete models such as bar diagrams and tables to increase and develop conceptual understanding of rates, ratios, proportions, and percentages. Students build on their proportional reasoning to solve problems about scale drawings by relating the corresponding lengths between objects. Students' number fluency and understanding of the rational number system are extended as they perform operations with signed rational numbers embedded in real-world contexts. In statistics, students develop meanings for representative samples, measures of central tendency, variation, and the ideal representation for comparisons of given data sets. Students develop an understanding of both theoretical and experimental probability. Throughout the course, students build fluency in writing expressions and equations that model real-world scenarios. They apply their understanding of inverse operations to solve multistep equations and inequalities. The course concludes with a geometric analysis of angle relationships, area, and volume of both two- and three-dimensional figures.

Course Objectives

Throughout the course, you will meet the following goals:

- Apply mathematical reasoning skills and statistical analysis to solve real-world problems.
- Effectively translate between graphic, numeric, symbolic, and verbal representations.
- Learn to select and use appropriate mathematical knowledge when investigating problems.
- Apply proportional reasoning, utilizing multiplication and division to solve problems with ratios, rates, and scale factors.
- Develop a probability model comparing and contrasting theoretical and experimental probabilities.
- Demonstrate an understanding of the meanings and uses for variables in mathematical problems.
- Work with two- and three-dimensional figures to solve problems involving area, surface area, and volume.

Mathematics 8

Course Description

The course begins with a unit on input-output relationships that builds a foundation for learning about functions. Students make connections between verbal, numeric, algebraic, and graphical representations of relations, and apply this knowledge to create linear functions that can be

used to model and solve mathematical and real-world problems. Technology is used to build deeper connections among representations. Students focus on formulating expressions and equations, including modeling an association in bivariate data with a linear equation, and writing and solving linear equations and systems of linear equations. Students develop a deeper understanding of how translations, rotations, reflections, and dilations of distances and angles affect congruency and similarity. Students develop rules of exponents and use them to simplify exponential expressions. Students extend rules of exponents as they perform operations with numbers in scientific notation. Estimating and comparing square roots of non-perfect squares to perfect squares exposes students to irrational numbers and lays the foundation for applications such as the Pythagorean Theorem, distance, and volume.

Course Objectives

Throughout the course, you will meet the following goals:

- Effectively translate between graphic, numeric, symbolic, and verbal representations.
- Learn to select and use appropriate mathematical knowledge when investigating problems.
- Demonstrate an understanding of functions and use functions to represent quantitative relationships.
- Use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems.
- Analyze two- and three-dimensional figures using distance, angle, similarity, and congruence.
- Develop and apply foundational mathematical skills such as the application of rational and irrational numbers.

ELA 7

Course Description

Students grow as readers, writers, and thinkers in this middle-school course. With engaging literary and informational texts, students learn to think critically, analyze an author's language, and cite evidence to support ideas. Students complete an in-depth study of Jack London's classic novel *White Fang*, and read excerpts from other stories, poetry, and nonfiction. Explicit modeling and ample opportunities for practice help students sharpen their vocabulary, grammar, and listening skills. Students also respond routinely to texts they have read. In extensive, process-based writing lessons, students write topical essays in narrative, informative, analytical, and argumentative

formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.

Course Objectives

Throughout the course, you will meet the following goals:

- Read complex texts at grade level.
- Understand and analyze the structure and elements of literature from various genres.
- Increase academic and domain-specific vocabulary.
- Use text evidence to analyze, infer, and synthesize ideas.
- Engage in routine writing in response to texts read and analyzed.
- Use the writing process to complete a variety of essay writing assignments.
- Develop research skills to access, interpret, and apply information from several sources.
- Gain the tools for speaking and listening in discussions and presentations.
- Learn a variety of real-world and digital communication skills.

ELA 8

Course Description

In this course, students build on their knowledge and blossom as thoughtful readers and clear, effective writers. A balance of literary and informational text engages students throughout the course in reading critically, analyzing texts, and citing evidence to support claims. Students sharpen their vocabulary, grammar, and listening skills through lessons designed to provide explicit modeling and ample opportunities to practice. Students also routinely write responses to texts they have read, and use more extensive, process-based lessons to produce full-length essays in narrative, informative, analytical, and argumentative formats. In this full-year course, students develop a mastery of reading, writing, and language arts skills.

Course Objectives

Throughout the course, you will meet the following goals:

- Read complex texts at grade level.
- Understand and analyze the structure and elements of literature from various genres.
- Increase academic and domain-specific vocabulary.
- Use text evidence to analyze, infer, and synthesize ideas.
- Engage in routine writing in response to texts read and analyzed.
- Use the writing process to complete a variety of essay writing assignments.
- Develop research skills to access, interpret, and apply information from multiple sources.

- Gain the tools for speaking and listening in discussions and presentations.
- Learn a variety of real-world and digital communication skills.

SCIENCE MS

Course Description

This full-year middle school course focuses on introducing students to the diversity of life found on our planet. The course includes an overview of scientific principles and procedures, and leads students toward a clearer understanding of cells and heredity, the five kingdoms, human body systems, and ecology. As students refine and expand their understanding of life science, they will apply their knowledge in investigations that require them to ask questions and explore the world around them. Throughout the course, students will also solve problems, reason abstractly, and learn to think critically.

Course Objectives

Throughout the course, you will meet the following goals:

- Examine the characteristics of living things.
- Investigate cell structure and cellular processes.
- Relate the structure and function of DNA to inheritance patterns.
- Explore the changes in organisms over time.
- Learn about the diversity of organisms, from bacteria to animals.
- Analyze how human body systems work together to maintain homeostasis.
- Demonstrate an understanding of populations and ecosystems.
- Explain the causes and effects of environmental change.

WORLD HISTORY MS

Course Description

The MS Survey of World History course provides a basic overview of all aspects of World History from the early River Valley civilizations through our modern world. Students will gain a rich understanding of global cultures and the historical factors that have shaped the world around them. Throughout the course students analyze historical sources and make connections with concepts such as government, economic systems, and technology and innovation. Students encounter rigorous reading and writing activities for a variety of purposes. These activities allow students to develop literacy and writing skills as well as critical thinking and communication skills. The course

begins with units covering ancient civilizations in the regions of Mesopotamia, India, China, and Greece and Rome. Students learn what life was like in ancient times and how the empires rose and fell. Students move on to study the social and political changes that were brought about during the Renaissance and that spurred world-wide explorations. Revolutions, imperialism, and world wars follow with in-depth studies on how these events happened and their influence. As one century ends and the next begins, students study the Cold War as well as the political and economic changes across the globe. The course concludes with the issues facing our global society from environmental issues to the role technology plays in our everyday life.

Course Objectives

Students will meet the following goals by taking this course:

- Analyze how the physical environment affected human migration and the development of ancient societies.
- Investigate the rise and development of ancient cultures and their political institutions, social structures, cultural characteristics, art and literature, and economies.
- Examine the Renaissance and Reformation, The Enlightenment, and the Scientific Revolution.
- Explore World War I, World War II, the Holocaust, and the Cold War.
- Apply historical inquiry skills to the study of World History.
- Explore how technological innovations affects our world.
- Explore the challenges of our Modern World.

Health Quest MS

The curriculum introduces students to the concepts of what good health is, why good health is important, and what students should do to achieve good health.

- **Your Body:** This unit introduces the different systems in the human body, showing how the body develops from birth through childhood, during adolescence, and in adulthood.
- **Health:** This unit demonstrates to students how they may develop good practices as they promote proper mental, emotional, physical, and social health.
- **Nutrition and Fitness:** This unit teaches how to establish healthy eating practices and proper fitness routines.
- **Health Maintenance:** This unit focuses on safety, emergency care, and disease prevention.
- **Responsible Living:** This unit discusses how students may apply the principles of responsible living, covering topics such as pollution, drugs, alcohol, tobacco, and sexually transmitted diseases and pregnancy.

Keyboarding and Applications MS

Course Description

Keyboarding and Applications is a semester-long course that teaches sixth, seventh, and eighth grade students keyboarding skills, technical skills, effective communication skills, and productive work habits. Students learn proper keyboarding techniques. Once students have been introduced to keyboarding skills, lessons include daily practice of those skills. Students gain an understanding of computer hardware, operating systems, file management, and the Internet. In addition, students apply their keyboarding skills and create a variety of business documents, including word processing documents and electronic presentations.

Course Objectives

Throughout the course, you will meet the following goals:

- Identify various current and emerging technologies and select the appropriate technology to complete a task
- Use the computer's operating system to execute work responsibilities
- Demonstrate proper keyboarding technique, and improve speed and accuracy
- Make word-processing documents with columns, graphics, and bulleted lists
- Create and deliver an effective presentation following presentation guidelines
- Effectively navigate the Internet and search for information
- Evaluate the reliability of a website
- Demonstrate communication skills for obtaining and conveying information
- Send and receive e-mail, following appropriate guidelines

Exhibit 4

Application and Enrollment Requirements

Presque Isle Academy

Enrollment Limits

The Academy will offer seventh through twelfth grade. The maximum enrollment shall be 100 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 5

SECTION 7h: AGE OR GRADE RANGE OF PUPILS

The Academy plans to enroll students in seventh through twelfth grade and 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.