

CONTRACT SCHEDULE 7
SECTION C

EDUCATIONAL PROGRAMS

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Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.3, the Academy shall implement, deliver, and support the educational programs identified in this schedule.

Mission and Vision

Jackson Preparatory & Early College (JPEC) inspires excellence through passion and commitment – one student at a time.

The primary goal of JPEC is to prepare all students for college, work and life. The school will ensure that all students, beginning in 6th grade, are growing academically at a pace that places them on track to be college-ready, as defined by SAT's college ready benchmarks, and as demonstrated by success within dual enrollment at Jackson College and other post-secondary partners.

JPEC will meet its mission by offering an extended school day and modified year-round program, beginning with a rigorous preparatory experience in grades 6th through 8th. An individualized high school and early college program is provided in grades 9th through 12th in partnership with Jackson College, whereby some students will begin taking college courses as early as grade 9 and all students will do so by grade 11. One year beyond grade 12 is offered, which combined with the entire academic experience, will result in students earning an Associate's Degree.

JPEC will be recognized as a world-class, personalized, small learning community, by developing and implementing an environment that ensures success for all students in academics, on-time graduation, and college experiences.

Sub-Schools

The academy splits its district into two "sub-schools", one being the College Preparatory, housing grades 6-8, and the Early College, housing grades 9-12. Teachers in each school are assigned to Focus Groups, which function as "home rooms" or "advisories", and each sub-school holds regular faculty meetings focused on a school-aligned curriculum as well as elements of school-culture.

Across the district, teachers, based on their professional certifications, teach classes both in the College Preparatory and in the Early College, and routine, whole-district professional development is held, bringing both sub-schools together.

Competency Based Learning

JPEC believes education needs to be practical and applicable. Content area knowledge is demonstrated through a mastery of chosen skills in each class. The minimum demonstration of knowledge for promotion to the next course is 80% of the skills in a class. Mastery is defined as demonstrating 90% of the skills of a course. These proficiencies correlate to a 3.0 and 4.0 grade, respectively.

Because skills can be demonstrated at any time, students are not “time-gated” by being forced to remain in a class where they have demonstrated the minimum level of skills to reach Proficiency. Students who demonstrate skills in a whole-course pretest are promoted to the next level of the course sequence, allowing them to be challenged at their own pace.

Alternately, students are not penalized for what they were not able to demonstrate at the start of a class or in the middle of a term – the final grade of each class reflects the ultimate demonstration of knowledge and ability. This, in turn, means that a student who demonstrates 80% of the skills of a course after the end of a term will be granted a final grade that reflects that ability. Students not demonstrating proficiency by the end of a term are not necessarily required to restart a course, but rather pick up where they left off at the end of a previous term. In cases where a student has demonstrated a minimal understanding of a course, resulting in a 1.5 or below, they will be asked to take that course again, to ensure a base level of instruction is there to support the student in demonstrating the rest of the skills.

Curriculum

JPEC’s curriculum is aligned to the Common Core State Standards, Michigan Grade Level Content Expectations and Michigan Merit Curriculum where applicable. The core curriculum is developed by the Academic Council, made up of department chairs, and continuously evolving, improving and aligned to relevant state and national learning standards.

The curriculum scope and sequence will extend the minimum standards through accelerated learning practices and differentiated instruction. Mastery of the curriculum and constant monitoring of student attainment of the competencies outlined in the curriculum will be the basis on which teachers and administration make decisions about student progress through the JPEC curriculum.

JPEC will modify the curriculum when necessary to meet the needs of all students, including those below grade level, students with disabilities and English language learners. This will be done through the use of individualized learning plans for all students and by ensuring that students master competencies as they move through the curriculum.

Student Success

In addition to its core design, JPEC will ensure the success of all students by providing a range of instructional support services using a tiered Response to Intervention model. Targeted supplemental instruction and academic intervention services will be provided to students who meet established criteria on an ongoing basis during the extended school day. In addition, following each academic year, summer school will offer additional instructional days to minimize learning gaps and to provide enrichment opportunities to students who demonstrate adequate mastery of the curriculum within applicable subject areas and grade levels.

Each student at JPEC will be assigned to an Academic Coach to ensure that they are successful in moving through the curriculum and meeting their individual goals, thereby preparing them for college, work and life. This becomes critically important as students enter the high school and early college components of the program, as JPEC staff provide an individualized course of study that allows students to exceed state and national learning

standards.

Special Populations

JPEC will provide services to students with disabilities in compliance with the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act, as well as any other applicable federal, state and local rules and regulations. Individualized Education Programs will be the primary vehicle for meeting the needs of students with disabilities.

In accordance with federal law, JPEC shall offer all students, regardless of native language, equal opportunities with regards to access and opportunities at school. JPEC participates in a countywide consortium in conjunction with the Jackson County ISD to provide resources to English language learners.

JPEC also recognizes that as a magnet for high performing students, special considerations need to be made to foster the academic development of advanced students. JPEC offers test-out opportunities for all students, as well as personalized curriculums made at the request of parents and in collaboration with a district-appointed team.

Educational Development Plan

All students at JPEC will have Educational Development Plans in accordance with the guidelines established by the Michigan Department of Education and available at https://www.michigan.gov/documents/mde/EDP_Fundamentals_ADA2017_570694_7.pdf These plans will initially be developed in the middle school grades and will follow students through the high school and early college levels of the program, changing and evolving to document student achievement and experiences, as well as to establish rigorous goals for the future.

Each plan must include personal information, career goals, awareness of career opportunities and job openings, education/training goals needed for each career goal, assessment results, a plan of action, and a parent endorsement.

Graduation Requirements

The Early College graduation requirements are met by closely aligning with the [Michigan Merit Curriculum](#), which requires every student in Michigan to complete a base curriculum. JPEC requirements are as follows:

Subject Area	Unit Requirement	Required Courses
Math	4 Units	Algebra 1, Geometry, Statistics, and Algebra II
Science	4 Units	Biology, Chemistry
English	4 Units	
Social Studies	4 Units	US History, World History, Civics, Economics
PE/Health	2 Units	Physical Education, Health
Arts	2 Units	
Foreign Language	2 Units	

Personal Curriculum

As required in Michigan, a Personal Curriculum will be developed by the district for a student as

requested by the parent or guardian. There are four types of Personal Curriculum available to students, 1) Enrichment, 2) General Modified, 3) Based on IEP, 4) Transfer Students. Personal Curriculums give districts and students the flexibility to make certain modifications to the Michigan Merit Curriculum graduation requirements. Each Personal Curriculum is developed by the Provost and School Counselor in conjunction with the student and parent, and the President of the Academy must sign off on each one.

Assessment and Program Evaluation

In a program where mastery is the method of advancing to the next level, providing continuous feedback to students is critical. While JPEC is committed to summative assessments (e.g. state and interim formal assessments) and has established educational goals around those outcomes, formative assessments will play an integral role in the teaching and learning of our students, daily. The JPEC staff will use formative assessments as part of the instructional process, as formative assessments are based on “real time” results, allowing students and teachers to adjust the learning process while it is happening. These results will help shape individual student plans of study as teacher and student, together, identify learning goals, set clear criteria for success and design assessment tasks that will provide evidence of student learning.

JPEC will administer the State-mandated Michigan Student Test of Educational Progress exams in grades 6th through 9th and the Michigan Merit Exam in grade 11. In grades 6th through 8th, JPEC will also administer, three times per year, the Northwest Education Association (NWEA) Measures of Academic Progress (MAP) in reading, language, math and science. This system directly aligns with the educational goals established by JPEC, as two of the three goals included in Schedule 7, Section B are specific to student growth and student achievement, using all assessment tools identified.

The anticipated annual standards of student achievement and growth are aligned to the primary goal of JPEC, which is to prepare all students academically for college, work and life. The current State sponsored college readiness exam, JPEC will also administer the PSAT and SAT fall and spring of every year, for grades 8-11.

Post-Secondary Program Opportunities

JPEC is uniquely embedded on the campus of Jackson College. Jackson College serves as the primary dual enrollment partner of JPEC and the standard course of academics leads to every student earning postsecondary credits primarily with Jackson College. For students excelling beyond an associate degree or offerings that are available at Jackson College, JPEC has multiple college partners nearby, including Albion College, Spring Arbor University, Siena Heights University, and Baker College. Students may gain approval for dual enrollment at any of these partner institutions through the JPEC School Counselor following a demonstration of success in dual enrollment at Jackson College. JPEC will cover dual enrollment costs at these partner institutions at a rate equivalent to the cost of similar credit courses at Jackson College. Any costs beyond those that JPEC would cover at Jackson College will be the responsibility of the enrolling family and will be billed directly to that family by the enrolling college or university.

The partnership with Albion College is a unique partnership allowing JPEC students to pursue 300- and 400-level courses with a highly esteemed liberal arts university. Albion College offers counselor-approved JPEC students the opportunity to take two courses per term, except in the

student's 13th year, where students who commit to attending Albion after graduating are given the opportunity to enroll in a 3rd class at an additional rate to be billed to the student's family.