



FERRIS STATE UNIVERSITY
CHARTER SCHOOLS OFFICE

April 15, 2020

TRANSMITTED VIA ELECTRONIC MAIL

Mr. Tim Rothman
351 W. Samaria Rd.
Temperance, MI 48182

Dear Tim:

Consistent with Governor Whitmer's **Executive Order 2020-35**, this letter shall serve as official notification that the Ferris State University Charter Schools Office has reviewed the New Bedford Academy (NBA) *Continuity of Learning Plan* and it has been approved. Thank you and the entire NBA team for your attention to this important matter.

Two important things now need to happen:

1. The full Board needs to hold a meeting to approve the plan. This should occur at your next meeting.
2. The approved plan (attached here with signature) must be placed on the academy's website.

These are unprecedented times in our country and the K-12 field, and it seems that every day brings new information, guidance, and requirements for all of us. As your Authorizer, we remain committed to helping our academies navigate these issues and to providing support to you and the academy staff in successfully enacting their remote learning plan. Please do not hesitate to contact Sharon Hopper (SharonHopper@ferris.edu) if you have any questions about virtual Board meetings, or me (RonaldRizzo@ferris.edu) if I can be of any assistance.

Thank you, take care, and remain safe.

Sincerely,

A handwritten signature in blue ink, appearing to read 'R. S. Rizzo'.

Ronald S. Rizzo, Ph.D.
Director

cc.
Dr. Amanda Magnuson, New Bedford
Dr. Jeff Hamlin, Education Partners
Ms. Sharon Hopper, CSO
Dr. Michele Siderman, CSO



Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order ([EO 2020-35](#)) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so.

Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- **Teach Content:** Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- **Deliver Flexible Instruction:** Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- **Engage Families:** Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.

- **Check Student Learning:** Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- **Make Instructional Adjustments:** Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- **Engage Families:** Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

**Continuity of Learning and COVID-19 Response Plan (“Plan”)
Assurances**

Date Submitted: April 10, 2020

Name of District: New Bedford Academy

Address of District: 6315 Secor Rd, Lambertville, MI 48144

District Code Number: 58901

Email Address of the District: amagnuson@newbedfordacademy.com

Name of Intermediate School District: Monroe County ISD

Name of Authorizing Body (if applicable): Ferris State University

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.

Continuity of Learning and COVID-19 Response Plan (“Plan”)

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, “district” refers to school districts and public school academies.

Date Submitted: April 10, 2020

Name of District: New Bedford Academy

Address of District: 6315 Secor Rd, Lambertville, MI 48144

District Code Number: 58901

Email Address of the District Superintendent: jhamlin@edpartners.net

Name of Intermediate School District: Monroe County ISD

Name of Authorizing Body (if applicable): Ferris State University

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District/ PSA Response:

Teachers are providing instruction via teacher web pages found on the school's web site, chat rooms, pod casts, video conferencing, blogs, daily assignments and homework, video instruction, links to sites for supplemental instruction, email and phone support. Teachers and para professionals correct student work and provide feedback to students. daily. Teachers post assignments that use the current curricular tools and programs. Students have books and workbooks at home. Students who do not have access to the web site are given packets with print-outs of activities. Parents can pick up

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

Teachers are in contact with students and parents daily and assign daily lessons to all students. Student work is individualized based on the students needs and the teacher interaction with the student. Staff directly interact with students and parents via classroom web pages, emails, chat rooms, video conferencing, pod casts, telephone support and regular email. This allows for continued individualized student support and continues building on the relationships begun during the school year.

Modification of work for special education students is done weekly and the special education teacher is reaching out to all students on her caseload each week. Additionally, general education teachers communicate with each student, answering questions and checking in on them. Several communications have already gone home to parents on how they can support their children's learning at home and directing them on how to contact staff. A questionnaire about how students are able to connect will assist teachers and staff in keeping in contact with each child in the way that suits them best. As work is received, teachers and paraprofessionals grade it and provide feedback.

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

Instruction is being provided by teachers and support staff using three instructional methodologies depending on the students access to technology. On-line instruction is provided using the class web site. This includes, pod casts of lessons, work examples, student assignments, classroom video conferencing, chat rooms, email exchange of student work and classroom assignments and instructions. The second method provides students with work packets from the school which can be picked up from the school or mailed. This is typically used for students that have little or no computer or Internet access at home. Parents/guardians can pick up printed activities for students. All students have their usual books and workbooks with them, so they can continue to work as usual and contact teachers via multiple methods if they need additional support not provided on-line. The third method provides direct phone support to parents and students. All teachers have been assigned a cell phone or number that allows parents or students to contact them between 9:00am and 3:00pm Monday through Friday unless they are of course teaching a lesson. Teachers and special education teachers are contacting families weekly to talk over problems with students on the phone or through email and to answer any questions they may have.

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

The principal and superintendent will monitor teacher web pages and the web site, as well as the work and activities sent home to, and received by, the students. Teachers will turn in logs of phone and email contact with students. These logs will be reviewed weekly by the principal.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

A budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures is attached.

Postage costs - Approximately \$5 each week for approximately 40 of our 80 families for the next 10 weeks. $\$5 \times 40 \text{ families} \times 10 \text{ weeks} = \2000 postage costs.

Envelopes/labels costs - Approximately \$150 in envelopes and labels to mail work and communications.

Phone service - 6 teachers

Total costs - Approximately \$2150.

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

The teachers provided feedback constantly during the first week of alternative learning, and the superintendent kept in close contact with the board. Prior to schools being closed, this plan was developed by the superintendent and principal, using the feedback provided by teachers and the board. Through the last 3 weeks Teachers, the principal and superintendent have continued to refine the process to provide the best possible instruction to students while keeping both students and staff safe. The Board has reviewed this plan and the plan will be presented for full board approval one they meet.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

The Plan will be posted to the school's web site, sent to all families via email, and sent home to all families through regular mail, teachers will distribute the plan to their students in their virtual classrooms as well. An Instant Alert will be sent out to notify parents/guardians that important information is on the way.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2008.

District/ PSA Response:

The Plan has already been implemented with the exception of cellphones which are expected by April 10th. All aspects of the plan should be implemented by Tuesday, April 28, 2020 deadline.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

As this is a Young 5s – 8th Grade school/district, there are no pupils that fit this category.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

Students have already been directed to two local drive-thru food distribution spots, through email, regular mail, and via our web site.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

The district confirms that it will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan.

12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

The teacher logs of phone calls and email, student participation on teachers' web pages, work posted on the site or questions asked or answered in the chat room or on the blog, pick up and return of assigned work, and phone calls or emails to the school will all be used to evaluate pupil participation in the plan.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District/ PSA Response:

Links to mental health activities will be posted on the web site and also shared with parents through electronic and standard mail. Students have already been encouraged by the principal through email to keep a daily journal. The ISD has offered several lessons that will posted and assigned on teachers' sites as appropriate. Additionally, lessons from our health program that deal with mental health will also be discussed, presented, and assigned.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

The district will share out all information of disaster relief child care centers to all its families through the web site, email, phone messages, and letters.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

No, the district will use the same calendar as already approved by the Board.

Name of District Leader Submitting Application: Dr. Jefferson Hamlin, Superintendent

Date Approved: 4/14/2020

Name of ISD Superintendent/Authorizer Designee: David Eisler, President, Ferris State University

Date Submitted to Superintendent and State Treasurer: 4/15/2020

Confirmation approved Plan is posted on District/PSA website: 4/17/2020