



FERRIS STATE UNIVERSITY  
CHARTER SCHOOLS OFFICE

April 16, 2020

Mr. Jeff Duchene  
Duchene Chiropractic PC  
19199 15 Mile Rd.  
Clinton Twp., MI 48035

Dear Jeff:

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 Huron Academy's (HUA) *Continuity of Learning Plan* and it has been approved. Thank you and the entire HUA 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 at their 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](mailto:SharonHopper@ferris.edu)) if you have any questions about virtual Board meetings, or me ([RonaldRizzo@ferris.edu](mailto: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.

Mr. Mark Talbot, Principal  
Ms. Maria Dockins, CS Partners  
Ms. Sharon Hopper, CSO  
Ms. Linda Bouman, 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 9, 2020

Name of District: Huron Academy

Address of District: 11401 Metropolitan Parkway, Sterling Heights, MI 48312

District Code Number: 50903

Email Address of the District: talbotm@huronacademy.org

Name of Intermediate School District: Macomb 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 9, 2020

Name of District: Huron Academy

Address of District: 11401 Metropolitan Parkway, Sterling Heights, MI 48312

District Code Number: 50903

Email Address of the District Superintendent: talbotm@huronacademy.org

Name of Intermediate School District: Macomb 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:

The Academy will continue to provide alternative instruction using the following platforms:

- **Use of on-line learning and virtual instruction**

**We will need computer laptop or tablet equipment that can access the Internet in the student's home to be successful. Families will need Internet access.**

- **Telephone communications,**

**They need a telephone**

- **Email**

**Need an email address and access.**

- **Videos and slide-shows**

**Teacher will use current resources to provide this service,**

- **Use of instructional packets**

**These will be teacher produced so no additional materials are needed.**

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:

Students have always been the focus and center of everything we do at the Academy. We move forward with a remote learning plan with that in mind. We will continue to provide our students with a multitude of different learning opportunities that are diversified to meet the needs of all students. Feedback and communication as it is in the classroom setting will be a focus here in a remote setting. Students will know that their teacher still cares about them through the daily interactions and continued support of their efforts. Administration will center the focus of all communications with stakeholders such that it is clear that the students continue to be the focus moving forward. The continued use of social media will continue to provide an avenue for daily dialogue and connectivity for all stakeholders.

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

District/ PSA Response:

We will be using multiple platforms to reach our students as mentioned earlier in this plan, they include:

- Use of on-line learning and virtual instruction

We will incorporate Google Classroom and Zoom conferencing to provide a regular direct link for interaction between teachers and students. Teachers will schedule class meeting times and be available with on-line office hours.

- Telephone communications

When necessary the teacher, para-pros, and support staff will make phone calls to students to further support the continued efforts of their students.

- Email

The written medium will be incorporated to inform students and their families of all important instruction opportunities. When needed it will provide another way to provide feedback and critique of lessons and student work.

- Videos and slide-shows

There are many sites that provide students with video medium that they can be directed to engage. Teachers will use tools within Google Classroom to run slides and other visual media to enhance the lessons. Teachers may also instruct students to watch scheduled television

programming to enhance the lessons as well.

- **Use of instructional packets**

Teacher created handouts and worksheets will be provided to students. Different methods of distribution will be incorporated including downloads, interactive google documents, and mail delivered instructional packets.

Based on student needs, the student support team (Social Worker, Special Education Teacher, ELL, Student Support Staff, Speech Pathologist, and the School Leaders) will reach out to individual students and families to provide support. The student support team will help connect the family to outside agencies to help meet their needs. While general education teachers are making weekly programming they will monitor and assess the needs of students and families. If a need is presented the teacher will elevate that need to the student support team to make the necessary follow-up.

The Social Worker, Speech Pathologist, Special Education Teachers, Student Support Teachers and paras will continue to provide services to students through virtual meetings, based on the current IEP or 504 plan. We will primarily be using video conferencing software to host these meetings. The student support team will also utilize Google Classroom, Google Hangout, Emails, Texts and phone calls to support students. Students may also reach out to support staff through their regular teacher or through school email. We will utilize all of our resources to continue services defined in IEP's and 504 plans as best we can, of course this will look different but every effort will be made to meet the goals and objectives that are outlined for each student.

All instructional personnel will be involved in documentation and tracking of student participation and completion of student work. Support personnel will log all time on task to best serve IEP and 504 students as well as at risk students who had been receiving Response To Intervention services. The tracking capacity of Google Classroom and existing software applications such as IXL and RAZZ-KIDS will be incorporated as well continuing to hold student scores in PowerSchool. We will implement Little SIS for Classroom software to provide overarching tracking of our efforts in general.



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

District/ PSA Response:

The Academy will establish a centralized point for all staff to report on the activities and participation of students. We will track the successful completion of learning materials and provide feedback to all stakeholders. This will be done in part by incorporating tracking software and other methods to streamline the collection of data. Various staff members beyond just teaching staff will assist students and their families who are having any difficulties with any aspect of the student learning and work toward finding solutions for those students.

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:

We see that there is likely to be additional expenses that were not scheduled in our original budget, they are likely to include:

#### Technology

Student tablets for home use .....	10K
Student Chrome-books for home use .....	30K
Learning Applications .....	10K
Tech Programs and Software .....	20K

#### Production and distribution of Learning Packets

Duplication Costs .....	2K
Postage Cost .....	5K

#### Food Distribution

Food Cost & Staffing .....	5K
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We have no contingency for these unpredicted cost in th current budget so these expenditures will be covered as best they can by the general fund from State School Aid.

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 plan was established collaboratively through the use of email and virtual conferencing since face to face meeting were not practical given the executive mandate from the Governor. School Administration, the School Improvement Team, Special Education representatives, school board and management company team members all took part.

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

District/ PSA Response:

The Academy will use the following methods to reach the public:

- Posting on the School Website
- Facebook and other social media platforms
- Mass Email
- Mass Texting
- Individual communications from teachers, administrators, and other staff members

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:

We have been providing instructional support since the initial closure of schools so we intend to continue doing so moving forward. With that said, we are ready to implement as early as 4/13/20 or upon acceptance of our proposal.

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:

The Academy serves students from Kindergarten through 8th grade and has no involvement with postsecondary or career preparatory programs.

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

District/ PSA Response:

We enrolled in the Free Healthy Meals for Kids food service program and will continue to support our students and the community by distributing healthy balanced meals for the remainder of the school year. We will provide this service weekly, providing a week's worth of breakfast and lunch for any child 18 and under.

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 Academy will continue to pay the staff through the remainder of the school year.

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

District/ PSA Response:

As suggested earlier in the plan we will be centralizing monitoring and implementation of the program and it will include contingencies for attendance and participation in the remote learning plan. The Academy will make every effort to maximize participation by reaching out to those who are not making an effort. Tracking software and programming will be utilized to assist in evaluating participation of our students.

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:

The Academy will make every effort to make our community aware of our availability to offer help and support in this troubling times. We will lean on available trained staff such as our school counselor, school social worker, and others to provide one on one support through various communication media for members of our community that need it. School Administrators will be available for any member of the community that needs questions answered and someone to communicate accountability issues with. Our Teaching staff will be the first connection and we will count on each of them to communicate any issues that they perceive so that support for mental health can take place. We have staff who can communicate in multiple languages particularly Arabic that will be called upon to assist those who need support and have difficulty with English.

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 Academy has been licensed through LARA to provide child care before and after school. We will be happy to comply with directives from the Macomb Intermediate School District to assist in disaster relief child care such that it is allowed within our licensing.

Optional question:

15. Does the District plan 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:

We have no plans to change the calendar of instruction either in the 2019-20 or 2020-21 school year.

Name of District Leader Submitting Application: Mark S. Talbot

Date Approved: 4/16/2020

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

Date Submitted to Superintendent and State Treasurer: 04/16/20

Confirmation approved Plan is posted on District/PSA website: 4/24/20