

**RESOLUTION APPROVING THE EXTENDED COVID-19 LEARNING PLANS
("ECLP") AND APPROVAL OF CHARTER CONTRACT AMENDMENT**

Joy Preparatory Academy (the "Academy")

A special meeting of the Academy Board of Directors was held on the 24th day of September, 2020, at 6:00 p.m.

The meeting was called to order at 6:00 p.m. by Board Member Cobbs:

Present: Cobbs, Ector, Reid, Green

Absent: None

The following preamble and resolution were offered by Board Member Ector and supported by Board Member Reid:

BACKGROUND

On August 20, 2020, in response to the novel coronavirus ("COVID-19") pandemic affecting our state, Governor Whitmer signed into law certain amendments to the State School Aid Act of 1979, as amended, MCL 388.1601 *et seq.* ("Back to School Laws"). The Back to School Laws include additional requirements for all Michigan schools as they plan for a return of preK-12 education for the 2020-2021 school year. Under the Back to School Laws, a public school academy must provide for instruction under an extended COVID-19 learning plan ("ECLP") that is approved by its authorizing body ("Authorizer"). ECLPs include many of the same subject matters addressed in a public school academy's charter contract, including measurable educational goals to be achieved by all subgroups in the school, measurement of those educational goals by one or more benchmark assessments, a description of how the educational program, including instruction, will be delivered, a description of the school's curricula and specific reporting requirements for the 2020-2021 school year. Under the Back to School Laws, schools retain the flexibility to tailor and adjust their ECLPs to meet the needs of their students and the community they serve.

The Back to School Laws require, among other things, that each public school academy do the following:

- (1) Establish educational goals required to be included in the ECLP no later than September 15, 2020.
- (2) Approve an ECLP and submit it to their respective Authorizer for approval by October 1, 2020. If approved by the Authorizer, the ECLP is transmitted by the Authorizer to the Superintendent of Public Instruction and the State Treasurer.
- (3) Make an ECLP accessible through the transparency reporting link on the school's website by October 1, 2020.

(4) Within the first nine weeks of the 2020-2021 school year, administer 1 or more benchmark assessments from the list approved by the Michigan Department of Education (“MDE”)¹, a benchmark assessment provided by MDE, or local benchmark assessments, or a combination of the above, to pupils in grades K-8 to measure math and reading proficiency. In addition, by the last day of the 2020-2021 school year, administer another benchmark assessment to pupils in K-8 to measure proficiency in the same subject matter. The Back to School Laws require schools to use the same benchmark assessment(s) used in the 2019-2020 school year, if applicable.

(5) Provide each pupil's data from the benchmark assessment or benchmark assessments, as available, to the pupil's parent or legal guardian within 30 days of administering the benchmark assessment(s).

(6) Not later than February 1, 2021, create a report that addresses the progress made in meeting the educational goals in the ECLP that the academy expected would be achieved by the middle of the school year and make the report available on the transparency reporting link on a public school academy’s website.

(7) Not later than the last day of the 2020-2021 school year, create a report concerning progress made in meeting the educational goals in the ECLP and make the report available on the transparency reporting link on a public school academy’s website.

(8) No later than June 30, 2021, send the aggregate academy-level data from a benchmark assessment(s), excluding data from a local benchmark assessment or local benchmark assessments, to a regional data hub that is part of the Michigan data hub network that shall compile the data and send it to the Center for Educational Performance and Information (“CEPI”).

(9) Thirty days after approval of the ECLP, the Board shall meet monthly to re-confirm how pupil instruction is being delivered at the school and whether it is consistent with the ECLP and to ensure that 2 2-way interaction, as defined in the Act, is occurring between students and teachers each week of the school year for at least 75% of students enrolled in the school. At each meeting, the Board shall: (a) publicly announce its weekly interaction rates of 2 2-way interaction since its last meeting; (b) allow for public comment on the ECLP; and (c) discuss whether changes to the method of delivery for pupil instruction under the ECLP are necessary.

THE ACADEMY BOARD THEREFORE RESOLVES THAT:

1. The attached ECLP, approved by the Authorizer, is approved. See Exhibit 1. Actions taken by Academy representatives to prepare and submit the ECLP to the Authorizer are ratified.

¹ MDE has approved four providers of benchmark assessments and continues to assess additional providers. See [https://www.michigan.gov/documents/mde/Benchmark assessments 7000777.pdf](https://www.michigan.gov/documents/mde/Benchmark_assessments_7000777.pdf)

2. The attached Contract amendment, incorporating the ECLP into the Contract, is approved. See Exhibit 2. The Board President is authorized to sign and submit the Contract amendment to the Authorizer for approval.
3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this resolution be and the same hereby are rescinded.
4. The Academy will deliver from time to time such information regarding the implementation of the Academy's ECLP as the Authorizer or Michigan Department of Education may reasonably request.
5. Any Board policies or provision of Board policies that prohibit or impede the Academy's compliance with ECLP are temporarily waived, suspended or altered.
6. This Resolution shall take immediate effect and continue through the end of the 2020-2021 school year. If the Back to School Laws are amended, and such amendments requires additional Board action relative to the ECLP, the Board may take such action to comply with existing law.

Ayes: 4

Nays: 0

Resolution declared adopted.

Antoinette Reid
Print Name:

Secretary, Academy Board

[Exhibit 1: Attach Copy of ECLP Approved by Authorizer]

JPA Extended COVID-19 Learning Plan

Address of School District: Joy Preparatory Academy

District Code Number: 82958

Building Code Number(s): 82958

District Contact Person: Adasina Philyaw

District Contact Person Email Address: Adasina.Philyaw@leonagroup.com

Local Public Health Department: Denise Fair

Local Public Health Department Contact Person Email Address: FairD@detroitmi.gov

Name of Intermediate School District: Wayne RESA ISD

Name of Authorizing Body: Ferris State University

Date of Adoption by Board of Directors: 9/24/2020

Assurances

- The Academy will administer an approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year.
- Within thirty days after the approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter, the Academy, at a meeting of its board of directors, will re-confirm how instruction is delivered during the 2020-2021 school year and will solicit public comment, at a public meeting, from the parents or legal guardians enrolled in the Academy.
- If delivering pupil instruction virtually, the Academy will expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- If delivering pupil instruction virtually, the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- The Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
- The Academy, in consultation with a local health department, and district employees, will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics. A determination concerning the method for delivering pupil instruction shall remain at the Academy Board's discretion. Key metrics that the Academy will consider shall include at least all of the following:
 - COVID-19 Cases or Positive COVID-19 tests
 - Hospitalizations due to COVID-19
 - Number of deaths resulting from COVID-19 over a 14-day period
 - COVID-19 cases for each day for each 1 million individuals
 - The percentage of positive COVID-19 tests over a 4-week period
 - Health capacity strength
 - Testing, tracing, and containment infrastructure with regard to COVID-19
- If the Academy determines that it is safe to provide in-person pupil instruction to pupils, the Academy will prioritize providing in-person pupil instruction to pupils in grades K to 5 who are enrolled in the Academy.
- The Academy will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Academy and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Academy. The

Academy will publicly announce its weekly interaction rates at each Academy Board meeting where it re-confirm how instruction is being delivered , beginning 30 days after approval of its Extended COVID-19 Learning Plan, and every 30 days thereafter. The Academy will make those rates available through the transparency reporting link located on the Academy website each month for the 2020-2021 school year.

- The Academy will create and make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than **February 1, 2021**, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Academy expected would be achieved by the end of the school year.

A. Ried on behalf of Dr. Alfred Cobbs
President of the Board of Directors

9/25/2020
Date

Introduction and Overview

- Provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

Academy Statement:

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

As we return to school in the fall, our first priority will be to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

As our Academy plans to begin the school year in a hybrid and virtual learning environment, we will need to ensure that there are structures in place to ensure student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

In addition to the narrative above, JPA's staff must rely on "real time" news and research that directs us on how to be "ready for learning" during COVID-19. As we begin to educate our students both Face to Face and virtually, there has been a heightened focus on "the whole child" and how we effectively and efficiently met their needs (academically, behaviorally, socially and physically). The daily topics of conversations range from fear of "back to school", feeding virtual students, testing remotely to adhering to safety protocols, enrollment and reassuring parents that now is the time to work cohesively with us to narrow such an enormous gap in learning and teaching. This plan keeps the stakeholders accountable when monitoring the effectiveness of the action steps listed and expounded on in detail in the COVID-19 Continuity Learning Plan. The questions arise weekly when we ask ourselves, "Did we do what we said we would do?" and "What do we need to do differently?" Because of the unknown and limited information in March, we were steering a ship in muddy waters and foggy weather. In contrast to the here and now, with more communication, guidance from MDE, WRESA, TLG, FSU and Wayne County Health Departments many issues are clearer which helps us to be more driven, direct and focused in our efforts to wrap support around families and students.

Educational Goals

- **Outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. It is the expectation of your authorizing body that your educational goal is aligned to the educational goal within your charter contract. The Academy must establish all of its goals by no later than **September 15, 2020**.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals must include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The goals must select a benchmark assessment or benchmark assessments that are aligned to state standards and an assurance that the Academy shall administer the benchmark assessment or benchmark assessments to all pupils to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) The goals must be measurable through a benchmark assessment or benchmark assessments.
- **Ensure** that the benchmark assessment used to measure progress toward attainment of the goals is approved by the Michigan Department of Education and meets all of the following: (a) Is one of the most commonly administered benchmark assessments in the state; (b) Is aligned to the content standards of the state; (c) Complements the state's summative assessment system; (d) Is internet-delivered and includes a standards-based assessment using a computer-adaptive model to target the instructional level of each pupil; (e) Provides information on pupil achievement with regard to learning content required in a given year or grade span; (f) Provides immediate feedback to pupils and teachers; (g) Is nationally normed; and (h) Provides multiple measures of growth and provide for multiple testing opportunities.
- To the extent practicable, the Academy shall administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

Academy Statement:

Quality Evidence-Based Assessment Practices

The academy believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, the academy will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in

the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

Educational Goals

The Northwest Evaluation Association Measure of Academic Progress (NWEA MAP), a nationally normed and computer-adaptive test, will be administered to all grade K-8 students three times in the 2020-21 school year, in the fall (within the first nine weeks of the start of school), the winter, and in the spring to determine whether students are making meaningful progress toward mastery of the standards. The NWEA MAP is aligned to the Common Core Standards and listed by the Michigan Department of Education as an approved testing tool.

Academy will make available on its transparency reporting link located on the Academy's website, a report concerning the progress made in meeting the education goals not later than February 1, 2021 for fall-to-winter goal and not later than the last day of school of the 2020-21 school year for the winter-to-spring goal.

Reading/ELA & Mathematics Goals (*Expected to be met midyear and at year end*):

All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards. Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Using a recognized norm-referenced test, the Academy shall demonstrate that:

- Expected to be met at year end:
 - Goal 1: The Fall to Spring growth rate in Reading of each grade levels kindergarten through eighth as measured by the NWEA MAP Growth Assessment will fall at or above the 50th percentile.
 - Goal 2: The Fall to Spring growth rate in Mathematics of each grade level kindergarten through eighth as measured by the NWEA MAP Growth Assessment will fall at or above the 50th percentile.
- Expected to be met midyear and at year end:
 - Goal 3: The average Spring percentile ranking for JPA as measured by the NWEA MAP Growth Assessment will be at or above the 50th percentile in Reading for grades kindergarten through eighth grade.
 - Goal 4: The average Spring percentile ranking for JPA as measured by the NWEA MAP Growth Assessment will be at or above the 50th percentile in Mathematics for grades kindergarten through eighth grade.

Instructional Delivery & Exposure to Core Content

- **Describe** how and where instruction will be delivered during the 2020-2021 school year. (E.G., in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).
- **Describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the Academy had planned for that exposure to occur for in-person instruction.
- **Describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

Academy Statement:

Mode of Instruction

To start the school year, K-8 families have the choice to enroll for face-to-face instruction or virtual instruction (Class Dojo, Google Classroom, ZOOM and software platforms). Students attend Mon.-Thurs. and receive interventions, tutoring, feedback and time with their teachers and peers via ZOOM/GoogleMeet. Staff are also available through M-F via TextNow or GoogleVoice. Students and staff health and safety will be addressed through a cohort model that keeps students together for the entire school day. All general and special education students are engaged in all core subjects (Math, ELA, Science and Social Studies) plus STEAM and ART that connect with the core subjects through interdisciplinary projects. Our Tier 2 students receive help from our in-class paraprofessionals (Title 1, CARES and 31a) both face to face and virtually in all subjects that they demonstrate a weakness in using DRA and NWEA. Also, tier 3 students receive reading and math interventions from our interventionists at least three times a week. All students are expected to utilize IXL, Studyisland and RAZkids to assist with review, to be exposed to various examples of content and communicate with their teacher through questions and application of understanding of grade level content. JPA's instructional coaches meet weekly with instructional staff to gather information on students' progress, research teaching resources and strategies and monitor compliance of essential documentation from both special education teachers and general education teachers.

Curriculum and Instruction: Academic Standards

The academy curriculum for core academic areas is aligned to state standards and housed in common pacing per content area and by grade level. As teachers navigate the wider than usual range of competencies expected this fall, they will use these Curriculum, Instruction, and Assessment Toolkits to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction and prioritize K-12 instructional standards for the 2020-2021 School Year. The CIA

Toolkits will guide teachers to implement instructional approaches to meet the range of student needs as they return to school in the fall, identify assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments, and incorporate well-being and SEL/trauma-informed practices into instruction.

Assessment and Grading

The Academy bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. We place a heavy emphasis on formative assessment. This is critical in the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each marking period. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send out to parents report cards at the end of each marking period.

Equitable Access

- If delivering pupil instruction virtually, **describe** how the Academy will provide pupils with equitable access to technology and the internet necessary to participate in instruction.
- **Describe** how the Academy will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

Academy Statement:

Technology

The academy ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. The academy has established a system for maintaining student access to technology devices and the internet and it is described in the Continuity of Learning Plan, and again in the MI Safe Schools Roadmap--Sample District Preparedness Plan.

The narrative from the CLP is below:

JPA developed a Continuity Plan that provided our families with the opportunity to learn at quality levels with multiple opportunities for support. Teachers planned for a daily support hour, community circle, video chats and modeled lessons from Common Core/TLG Pacing Guides. Interventionists continued to give interventions to our 70+ plus who scored on a Tier 3 level on DRA and NWEA. Administration encouraged parents to watch parent tutorials on Google Classroom and Class Dojo to maximize their child's virtual learning experience. If families had limited access to the internet and technology, they were asked to reach out to their child's teacher who communicated with administration. Funds were allocated for at home (backpack filled with supplies) resources and hot spots were purchased and distributed on a referral basis. Weekly packets were sent on Fridays to the School Leader and instructional coach with instructional material from Quarters 3 and 4. The packets were printed on Mondays and available for pick up during the week. For the families who have the desire to assist with virtual learning and be involved in the process utilized their phones or technical devices in the home. Our staff members also worked with Triumph Church and other non-profit organizations to obtain laptops which was successful in getting them in the hands of the families. However, those select families didn't 'show up' for virtual learning. Parents also requested packets to be mailed to the homes due to the fear of COVID-19 and lack of reliable transportation.

Teachers (Special and General), paraprofessionals and interventionists monitored their caseloads and students' participation with an electronic gradebook and attendance sheet which was monitored by the school leader and coach. Our Speech Pathologist also delivered intervention and support services on a weekly basis. Feedback was documented every 2.5 weeks with a progress report which was mailed to the home for both general education and special education students.

Parent meetings were held via Zoom for MTSS and IEP students. The staff were required to participate in virtual seminars, webinars and tutorials on the software such as RAZ-Kids, IXL, StudyIsland and the platforms used for instruction, such as Class Dojo and Google Classroom. TLG (The Leona Group) offered weekly PLCs as well to the staff to enhance their skillset for connected to all learners during Phase 1, 2 and 3. CARES funds along General Funds were targeted and spent to send literature home (5-6 packaged books for each student) for grade Pre K-8 to encourage reading at home. Weekly emails were sent from our partners from MDE and WRESA to assist both staff, administration and families that addressed the challenges from all stakeholders and offered solutions on how to make a smooth and sustainable transition.

JPA intends on meeting all the expectations listed on pages 17-18. If we are moved to Phase 1, 2 and 3 we will investigate further the use of NWEA at home with our students. We were able to use our second benchmark and lost the ability to assess them the 3rd quarter.

Students with identified special needs

When school starts, students' IEPs, IFSPs, and 504 plans will be reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students who are identified with special needs, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility. Resources to consider: Alt+Shift consultation or web resources at - <https://www.altshift.education/resources/remote-learning-resources>

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

The academy's full instructional plan addresses ways all learners are supported and can be found in the [MI Safe Schools Roadmap--Sample District Preparedness Plan](#).

[Exhibit 2: ECLP Contract Amendment]

EXTENDED COVID-19 LEARNING PLAN CONTRACT AMENDMENT

BETWEEN

FERRIS STATE UNIVERSITY
(AUTHORIZING BODY)

AND

JOY PREPARTORY ACADEMY
(PUBLIC SCHOOL ACADEMY)

OCTOBER 1, 2020

EXTENDED COVID-19 LEARNING PLAN (“ECLP”) CONTRACT AMENDMENT
JOY PREPARATORY 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 **FERIS STATE UNIVERSITY** (“University Board”) and **JOY PREPARATORY ACADEMY** (“Academy”) on July 1, 2020 (“Contract”), the parties agree to amend the Contract as follows:

1. The attached ECLP is incorporated into the Contract. Exhibit 1 [Attached ECLP approved by Authorizer]. The parties agree to suspend the following Contract provisions for the 2020-2021 school year to the extent that such Contract provisions are in conflict with the ECLP:
 - a. Schedule [7b]: Educational Goals;
 - b. Schedule [7c]: Educational Programs;
 - c. Schedule [7d]: Curriculum; and
 - d. Schedule [7e]: Method of Pupil Assessment.
2. Any revisions or changes to the ECLP, approved by the Academy Board, shall be added to this Contract amendment upon approval by the [Charter Schools Office Director]. The parties agree that amendments to the ECLP will be identified sequentially as “First Amendment to the ECLP Contract Amendment,” “Second Amendment to the ECLP Contract Amendment,” and so forth.
3. This Contract amendment shall remain in effect until the end of the 2020-2021 school year or termination by the parties, whichever occurs first.
4. In the event that is a perceived conflict between the ECLP and the Academy’s Preparedness Plan, the parties agree to discuss implementation of both the ECLP and the Preparedness Plan to ensure that the Academy can meet all of its obligations under applicable law.

This Contract amendment is hereby approved by the University Board and the Academy through their authorized designees and shall have an effective date of the Academy’s first day of school for the 2020-2021 school year.

By:
Ferris State University
Designee of the University Board

Dated: October 1, 2020

A-Reid on behalf of Dr. Alfred Cobbs
By: Dr. Alfred Cobbs, Board President
Joy Preparatory Academy
Designee of the Academy Board

Dated: October 1, 2020