



April 24, 2020

Dr. Anne-Marie Sladewski
Macomb Academy
39092 Garfield Road
Clinton Township, MI 48038

Re: Approval of Continuity of Learning and COVID-19 Response Plan ("Plan")

Dear Dr. Sladewski

I am pleased to inform you that the Plan for Macomb Academy ("Academy") has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University and will be transmitted by our office to the State Superintendent of Public Instruction and the State Treasurer. The Plan is effective as of the date indicated in the Plan. You may proceed with Plan implementation for the remainder of the 2019-2020 school year and, if applicable, other elements that affect the 2020-2021 school year.

Please also proceed with the following next steps:

- To fulfill one of the required assurances, immediately add a copy of the approved Plan, assurances document, and budget outline to the Academy's website. An approved copy of the Plan is attached and can be found in Epicenter.
- Present the Plan to the Academy's Board of Directors ("Academy Board") at its next scheduled meeting. At that meeting the Academy Board should approve any necessary amendments to the Academy's 2019-2020 budget or other relevant agreements needed to implement the Plan. In accordance with the Terms and Conditions of the Academy's charter contract ("Contract"), the approved Plan shall constitute a Contract amendment to the Contract upon approval by the Academy Board. This Contract amendment will remain in effect as long as the Plan remains in effect. Attached please find a draft resolution for the Academy Board to use in approving the Plan and Contract amendment.

If the Academy requires an amendment to the Plan, please contact Amy Densmore, Director of Charter Accountability, at (989) 506-0355 or via email at avanatten@thecenterforcharters.org to initiate that process.

Thank you for all your efforts to keep student learning moving forward in these trying times. If you have any further questions or need additional support, please do not hesitate to contact us.

Sincerely,

A handwritten signature in black ink that reads "Corey Northrop". The signature is written in a cursive, flowing style.

Corey Northrop
Executive Director

cc: Traci Comer-Scarsella, Board President

Attachments:

Approved Continuity of Learning and COVID-19 Response Plan
Academy Board Resolution

MACOMB ACADEMY

39092 Garfield Clinton Twp., MI 48038 Phone (586) 228-2201 Fax (586) 228-2210
www.macombacademy.net

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

Date Submitted: April 20, 2020

Name of District: Macomb Academy

Address of District: 39092 Garfield Road, Clinton Township, MI 48038

District Code Number: 50901

Email Address of the District: macombacademy@macombacademy.net

Name of Intermediate School District: Macomb Intermediate School District

Name of Authorizing Body: Central Michigan University

This Assurance document needs to be returned to 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 one plan for all buildings.

The applicant hereby provides assurance it will follow the requirements for a Continuity of Learning 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.
2. Applicant provides assurance that it will pay all current 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 local bargaining units and school boards agree to implement the Continuity of Learning Plan.
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 Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s budget transparency website icon.

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 and Public School Academy is, to the best of their ability, providing each student with 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.

Date Submitted: April 20, 2020

Name of District: Macomb Academy

Address of District: 39092 Garfield Road, Clinton Township, MI 48038

District Code Number: 50901

Email Address of the District: macombacademy@macombacademy.net

Name of Intermediate School District: Macomb Intermediate School District

Name of Authorizing Body: Central Michigan 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 meaningfully access 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 in response to COVID-19.

District/ PSA Response:

Macomb Academy is a post-secondary transition program for students with disabilities aged 18-26 with continued eligibility for a free and appropriate public education. The mission of Macomb Academy is to provide, in collaboration with community and business resources, a transitional educational program to prepare students for adult roles in the workplace and life. The curriculum promotes the development and enhancement of confidence, self-advocacy, and

overall independence by focusing on independent living skills and employment preparation and training.

All students will be provided with the opportunity to use alternative methods of instruction to “energize” themselves for learning. Macomb Academy Staff will keep students at the center of educational activities and outreach to “equip” them with the necessary tools and knowledge acquisition and skill development. All students will be provided with content delivered in multiple ways to “empower” students to access learning.

The Macomb Academy curriculum address the development of skills for independent living and employability. When school is in session, the curriculum is delivered in the classroom and community-based settings, which provides authentic, hands-on experiences. The emergency school closure will likely preclude these kinds of activities, so it will be important to stretch our thinking about how this can be done in the home.

| Methods and Alternative Modes of Hybrid Instructional Delivery | |
|--|---|
| <ul style="list-style-type: none"> • All students will be provided with their daily class schedule that includes an outline of their specific classes and community-based work experience, complete with course and work-site title, objective, instructional goals, and learning activities providing knowledge acquisition and skill development. • All students will be provided with instruction, review, practice, feedback, and support by Macomb Academy staff. | |
| Method A | Method B |
| <ul style="list-style-type: none"> • On-line learning platforms such as Google Classroom, Class Dojo may be used to engage students individually and in groups • Online tools, content, and various electronic media, such as: Google Hangout, Zoom, Dojo, YouTube, etc.) • Students will have access to digital materials and instructional activities to remain engaged in learning during the time Macomb Academy remains closed • Supplemental websites and resources will be made available for continuous learning activities. | <ul style="list-style-type: none"> • Print material that continue to stimulate learning consistent with student needs • Calendar of activities listing projects or skill development experiences that can be completed to meet the Macomb Academy curriculum of independent living skills and employment preparation • Regular and consistent phone calls from Macomb Academy staff, comprised of teachers and paraprofessional instructional support staff • Regular consultation with support and related service providers, when services are part of the IEP • Supplemental materials from community agency partners supporting curriculum and IEP |

Macomb Academy acknowledges that all students and families we serve are diverse and remote learning opportunities, to the greatest extent possible, should seek to minimize the negative impact this unprecedented moment has on our students' educational experience.

Macomb Academy plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms for engagement, instruction and progress monitoring. In order to best serve our students and families, information regarding what access they have to Internet access and technology, as well the ability to support the continuation of instruction and learning in the home. This information will guide the method and mode of instruction. Students without Internet or electronic technology access will have access to instructional materials through instructional packets, which will be mailed. All students will need access to materials such as paper and writing implements, which will be made available to families that don't have them. All students will have access to instructional material, provided in the format determined best accessible, to complete their work.

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, Macomb Academy will focus its planning efforts on how to continue serving students to the greatest extent practicable by tailoring individual Contingency Learning Plans that provide educational benefits to students with disabilities. Assisting students in accessing the curriculum during remote learning should be a collaborative effort among Macomb Academy staff, students and families.

The Contingency Learning Plan developed for students with disabilities fits within the context of the district approved Continuity of Learning Plan. The Contingency Learning Plan is not considered the student's offer of FAPE (MDE-OSE) but a contingency plan offered in connection with the student's current IEP or offer of FAPE. As such, contingency learning plans do not require student or guardian agreement or prior written notice, but do require student or guardian involvement.

Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have behavioral supports documented in their IEPs. This pandemic can exacerbate some of those needs. Macomb Academy staff will collaborate with the students and their families to work on activities that support students with stress/anxiety reduction, and other social - emotional activities.

Caseload Teachers will:

- complete a Contingency Learning Plan for all students on their caseload
- identify how students on their caseload will be accessing digital or paper instructional material and consider adjustments for access for the students on their caseload for all instructional materials
- identify students and families who may need assistance with access, and provide the names to the building administrator.
- will schedule regular contact with students on their caseload to assist with support and access to the optional educational materials
- consider how each student's IEP goals can be supported by identifying essentials skills to maintain/support using optional educational materials
- identify how instructional services on essentials skills will be provided, in consideration of family circumstances.

Authentic and Relevant Options for Contingency Learning

- Use non-digital resources for work
- Incorporate independent living and employment preparation activities in daily routines at home. This includes, but not limited to:
 - assisting with household chores such as laundry, cooking, cleaning, sorting mail, creating or monitoring the family budget, meal planning, grocery lists, or caring for pets and/or younger siblings
 - facilitating certain classroom routines like responsibility, attendance, and participation through staff consultation with guardians, family members and caregivers
 - guardians, family members or caregivers support in establishing routines to bring structure to the long day at home
 - helping parents and caregivers recognize and capitalize on the natural opportunities for learning and reinforcement inherent in everyday activities in the home
 - enlisting siblings, roommates, caregivers, or other family members to facilitate meaningful independent living and work experience activities for post-secondary learners
- Have students track activities with photos or videos and submit to teachers
- Document efforts, including resources provided to families.
- Encourage journaling or checklist (written or recorded)
- Utilize virtual experiences through websites and video demonstrations

Support and Related Services

All students who receive related services will have the option to access those services both digitally and by paper with consultation from a provider and/or tele-therapy provided through one of the electronic platforms described above in the hybrid instructional method and mode model.

Support and Related Service providers will

- contact students or guardians of all students on their caseload and confer on the best service delivery model, digital, paper, or tele-therapy, considering home electronic capabilities
- schedule regular and consistent contact with students on their caseload either through tele-therapy or by phone to guide remote programs
- invite students and families who need support to contact them.

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:

Macomb Academy is committed to keeping students at the center of all educational activities. The unique nature of the Macomb Academy transition curriculum places the student in the center of the learning and IEP through the student's transition vision and three transition goals: independent living, education and training, and employment. Therefore, communicating with all students, guardians, families and caregivers is of prime importance. In addition, the effectiveness of the curriculum is based on the level of engagement of the student, encouraged through lively teaching, social-emotional support, and social interaction. The independent living and employment preparation curriculum occurs through authentic, relevant, and personalized learning where students are at center of the educational activities, outreach, and relationship building. To maintain continuity of learning, the social learning aspect of the curriculum will continue through providing opportunities for students to engage in conversations and learning activities with one another in small or large group formats.

Since school closed initially on March 16, 2020, Macomb Academy has maintained weekly communication with all students and guardians through weekly letters providing updates, support, and resources, and telephone calls. Every week every student is contacted personally through a telephone call and letter, which is sent through E-mail and U.S. mail. Communicating the assurances of this Continuity of Learning Plan has been done through written and verbal communication. During the time of April 20 – May 1, all caseload teachers will communicate with all students or guardians for the additional purpose of offering the development of a Contingency Learning Plan.

During this communication, Macomb Academy intends to determine:

- the intention of the student or guardian to access our instructional materials or optional resources that will be mailed through electronic means or US mail
- the days and times that are preferred for continuous learning support
- the preferred method of contact for the purposes of continuous learning support
- what supports and resources are needed for continuation of learning and overall well-being
- a plan for how and when Macomb Academy will be in regular communication with them

The intent of gathering this information is to provide on-going support and resources, as well as maintain communication and contact to minimize the potential impact of the extended closure.

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

District/ PSA Response:

Each student at the Macomb Academy receives specially designed instruction based on his/her transition goals, supported by the present level of functioning described in the IEP. Since

students will not receive in-person instruction, each student and guardian will be offered the option to develop a Contingency Learning Plan developed to address the unique student learning needs as delineated in their IEP. These plans will specify the unique service delivery needs of the student that can be delivered in light of the current COVID-19 health emergency. Part of the development process will identify the student's, guardian's, family's or caregiver's ability to participate in continuous learning and adapt instruction to meet as many objectives as specified in the student's IEP.

The continuous learning process will identify how students will access digital or paper instructional materials, and will take into consideration how adjustments will be made for those who need assistance with accessing materials. Contact with students/families should follow the schedule delineated in the Contingency Learning Plan, and all contacts will be documented, siting relevant information. This will serve to document our services during this time of crisis.

All Macomb Academy teachers, with support of the remaining staff members will be available to students and families in need of support. This support will be to answer questions or provide additional support accessing our learning opportunities.

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

District/ PSA Response:

Macomb Academy staff will determine an individualized system for monitoring student learning. Such systems may be through a video conference, phone call, and maintain a log that will detail every contact made with a student, guardian, family member or caregiver. The log will document the date, nature, and response for each contact. This documentation serves as a measure of our good faith effort to meet student needs as stipulated in the student's IEP and provides feedback to modify or adjust instruction in future content delivery.

Students will be monitored through email response, interactive digital platforms, phone conversation, and various means of demonstrating completed work. Work may also be mailed or transmitted through any electronic medium. Students not interacting or responding to outreach to engage in continuous learning will be referred to the building administrator for follow-up.

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:

The Macomb Academy Board will be provided for its review, and approval, any necessary budget amendments to ensure the Academy remains in compliance with the Uniform Budgeting & Accounting Act.

Anticipated costs will come from the General Fund, Office Supplies Budget Account 5910.

| Anticipated Budget | | | |
|---|--|---|-------------|
| Item | Description | Purpose | Cost |
| Postage (includes envelopes and stamps) | Mailing communication updates | Maintain communication and connectivity | \$650.00 |
| | Mailing learning materials and supplies | Accessibility for all students | |
| Copying | Reproducing materials for student/family use | Facilitate accessibility for all students | \$100.00 |
| Instructional Supplies | Purchasing learning supplies | Support remote learning | \$100.00 |
| Total Anticipated Costs | | | \$850.00 |

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:

Beginning March 13, 2020, the building administrator participated in frequent meetings with Macomb County administrators and consultants related to the first and subsequent Executive Orders directing state-wide school closures. Starting March 16, 2020, Macomb Academy staff met frequently with the building administrator through in-person staff meetings, individual phone and electronic conversations, collaboration meetings, and planning committees to discuss the continuation of learning through meaningful practice, review and enrichment activities. During all communications and collaboration efforts staff have provided feedback as to what has

been working in our exertions to continue to stimulate student learning and brainstorm methods and strategies to improve our efforts. In addition, maintaining close communication and contact with students, guardians, families and caregivers were of prime importance and took precedence above all else. The Macomb Academy Board of Directors were contacted and debriefed of the impact of COVID-19 relational to the statewide school closure. Information regarding the development and implementation of the Continuity of Learning Plan and the Contingency Learning Plan were reviewed and discussed. Input from the representative of the bargaining units was solicited and considered in the development of the Continuity of Learning Plan. Students and guardians were informed on several levels of the possibility of a plan through the directive of the development and implementation of the plan. The process has been collaborative and inclusive of staff, stakeholders, board governance, and bargaining unit representation. Macomb Academy staff are committed meeting and collaborating regularly and consistently to deliver the best services to our students through this plan and any revisions.

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 on the Macomb Academy website. A letter has been sent to stakeholders through electronic and US mail communication alerting them of the development of the plan, and a follow up letter will be sent explaining how they can access the Macomb Academy Continuity of Learning Plan. For those requesting a copy, one will be mailed to their home address.

Relative to Contingency Learning Plans, a cover letter will be sent by the building administrator explaining the nature of a Contingency Learning Plan and what the students and guardians should expect relative to the development of the plan for the Macomb Academy student.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be by April 28, 2020.

District/ PSA Response:

Full implementation of this plan began on April 15, 2020. However, Macomb Academy has been informally implementing varying aspects of the details delineated in this plan since March 16, 2020.

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 the 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:

This does not apply to the student enrollment population at Macomb Academy. All students are post high school and are not eligible for post-secondary dual enrollment courses.

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

District/ PSA Response:

The post-secondary nature of Macomb Academy exempts students from eligibility for the provision of food when school is in session. However, since March 16, 2020, Macomb Academy students and families have been provided with resources for meal and grocery attainment through the following means:

- At the onset of the statewide school closure, personal contact was made and established with every Macomb Academy student and family to determine what support they may need during the COVID-19 health emergency
- Weekly outreach continues to determine need as the COVID-19 health emergency continues
- Meal distribution information from the 21 Macomb County local school districts was provided, and is a reminder in weekly written and phone outreach communications
- Food Pantry and grocery assistance information was provided, and is a reminder in weekly written and phone outreach communications
- Food pantry boxed grocery pick up locations was provided, and will be included in weekly written and phone outreach communications when locations and dates are available
- Gift cards were donated to Macomb Academy through the Utica-Shelby Township Kiwanis Club for local grocery and multi-purpose stores, and they have been, and will continue to be distributed to students and families in need until the supply is exhausted
- Grocery delivery is provided for families who are unable to leave their home to shop

- 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:

Macomb Academy has continued to pay all school employees since March 16, 2020 and will continue to pay all employees through the end of the school year. Hourly employees are paid for their scheduled hours and their scheduled work. Where scheduled work cannot be done, the building administrator has redeployed staff to provide meaningful work to assist teachers and help students in the continuity of learning process.

- 12. Provide describe how the district will evaluate the participation in the Plan by pupils.**

District/ PSA Response:

Macomb Academy students are an integral part of their learning. Through their transition vision and related goals, personalized learning occurs through the IEP. The process for evaluating the participation of students, much like the plan to provide multiple modes and methods of instruction, will meet the diverse needs of our students. All students will take an active role in evaluating their participation using various methods of monitoring and reporting.

Caseload teachers, with assistance from the Macomb Academy staff, will maintain a Contingency Learning Plan log which will document the services provided to students, guardians, families and caregivers, and log the communication, including progress monitoring and formative assessment on each student. Formative assessment will allow Macomb Academy staff to measure the progress each student is making, determine the appropriateness of that progress or make needed adjustments to the Contingency Learning Plan to improve student progress.

Ongoing student contact and guardian or caregiver consultation will be used to problem solve any unexpected change in student engagement and learning during the implementation of this Continuity of Learning 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:

Macomb Academy is making every effort to support our students, guardians, families and caregivers during this COVID-19 health emergency. We realize that uncertainty can cause a sense of vulnerability, which can lead to increased stress and anxiety. Every student and his/her

immediate support network has been provided with emergency mental health contact information, as well as a 24 hour mobile number to reach the building administrator for help and assistance.

All Macomb Academy students are under the provisions of an IEP. Services delineated in those IEPs will be delivered to the extent possible under the limitations of the current COVID-19 health emergency. Those services include social worker, and other support services. For those students that do not current have mental health services delineated in their individualized plan, needs will be considered individually, and potentially added to a Contingency Learning Plan. Since the well-being of our students and those around them is our primary concern, weekly well-being checks are made by the building administration and Macomb Academy staff through phone calls and written communication. Return calls and follow up written communication is made guaranteeing contact is made weekly with every student, guardian, family or caregiver. Additionally, Macomb Intermediate School District has developed a comprehensive compendium of mental health resources. Once approved for dissemination, the document will be provided to the students, guardians, families and caregivers, as well as posted on our website to direct families to additional supports they may need.

A unique aspect of the Macomb Academy student is the support received from a supports coordinator through Macomb County Community Mental Health (CMH). Students with open cases with CMH have designated support coordinators. Every student or guardian in this situation has received guidance from the building administrator or staff on accessing support through that service. Students who do not have current open cases with CMH have been provided the access number, and an invitation from the building administrator to provide support in navigating the process to establish a case. Additionally, community advocacy agencies, such as Disability Network of Oakland and Macomb, and ARC Services offer support to students, guardians, families and caregivers. This information has been provided, as well as reminded in weekly written and verbal communications

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:

Macomb Academy provided written and verbal information to the families of mobilized disaster relief child care centers within the county for those, or anyone they know, who may benefit from the service. The information has been posted to the school website. Macomb Academy stands ready to support Macomb Intermediate School District in providing resources in the form of personnel, materials, supplies, or other means.

15. Does the District's plan provide for the adoption of a balanced calendar instructional program for the remainder of the 2019-2020 school year and planning for the adoption of a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

Macomb Academy does not plan to adopt a balanced year calendar for the remainder of the 2019-2020 school year. Consideration of a balanced year calendar for 2020-2021 may be considered through the arrangement of the strategic planning process, which includes an examination of the calendar by a committee of stakeholders who will investigate the length and design of the school year related to the intended outcomes as a result of the instructional process.

Name of District Leader Submitting Application: Dr. Anne-Marie Sladewski,
Executive Director

Date Approved: 04/24/2020
Name of Authorizer Designee: Corey Northrop, Exec Director
Date Submitted to Superintendent and State Treasurer: 04/24/2020
Confirmation approved Plan is posted on District/ PSA website:



Amy Densmore <amyvanatten@gmail.com>

Continuity of Learning and COVID-19 Response Plan ("Plan")

1 message

Google Forms <forms-receipts-noreply@google.com>
To: amyvanatten@gmail.com

Fri, Apr 24, 2020 at 12:09 PM

Thanks for filling out [Continuity of Learning and COVID-19 Response Plan \("Plan"\)](#)

Here's what we got from you:

Continuity of Learning, and COVID-19 Response Plan ("Plan")

In accordance with the Governors Executive Order No. 2020-35, there has been a suspension of in person K-12 instruction for the remainder of the 2019-2020 school year. School districts are required to submit a "Continuity of Learning and COVID-19 Response Plan" (Plan) to their Intermediate School District (ISD) or authorizing body (if applicable) for review and approval no later than April 28, 2020. Intermediate districts and authorizing bodies shall submit one copy of the approved Plan by District to the State Treasurer and State Superintendent by completion of the following form and uploading a complete copy of the approved Plan. All questions regarding submission can be directed to OSRFA@michigan.gov

Email address *

Intermediate School District/ Authorizing Body Information

Name of Intermediate School District (If you are an Authorizing Body select "Other") *

Name of Authorizing Body (if an ISD please answer "NA") *

Central Michigan University

Name of ISD Superintendent/Authorizer Designee *

Corey Northrop

School District Information

Name of School District *

Macomb Academy ▼

School District Code Number *

50901 ▼

School District Contact Name *

Dr. Anne-Marie Sladewski

School District Contact Email Address *

asladewski@macombacademy.net

School District Contact Phone Number *

586-228-2201

Plan Specifics

Confirmation "Continuity of Learning and COVID-19 Response Plan" has been approved by your ISD/Authorizing Body? *

- Yes
- No

Date of ISD/Authorizer Body Approval? *

| | | |
|---------|------|--------|
| April ▼ | 24 ▼ | 2020 ▼ |
|---------|------|--------|

What is your best estimate of additional cost associated with Plan implementation? *

| |
|---------|
| \$1,000 |
|---------|

Attach a PDF file of the Approved Plan. *

Files submitted:

| |
|--|
| 50901 Macomb CLP Approved - Amy Densmore.pdf |
|--|

By clicking submit on this form, you are certifying that the District's Plan has been approved by the ISD/Authorizing Body, contains a PDF file of the approved Plan, and the information provided is true, accurate, and in accordance with Executive Order No. 2020-35. *

- Yes
- No

Create your own Google Form