



**Macomb Academy Extended COVID-19 Learning Plan**

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

**District Code Number:** 50901

**Building Code Number(s):** 50901

**District Contact Person:** Dr. Anne-Marie Sladewski, Executive Director

**District Contact Person Email Address:** [asladewski@macombacademy.net](mailto:asladewski@macombacademy.net)

**Local Public Health Department:** Macomb County Health Department

**Local Public Health Department Contact Person Email Address:** Macomb County Health Department, Moesia Lee-Turner

**Name of Intermediate School District:** Macomb Intermediate School District

**Name of Authorizing Body:** Central Michigan University

**Date of Adoption by Board of Directors:** 09/17/2020



October 01, 2020 [via email]

Ms. Anne-Marie Sladewski  
Macomb Academy

Re: Approval of Extended COVID-19 Learning Plan (“Extended Learning Plan”)

Dear Ms. Sladewski:

I am pleased to inform you that the Extended Learning Plan for Macomb Academy (“Academy”) has been approved by The Governor John Engler Center for Charter Schools at Central Michigan University. The Center will transmit the Extended Learning Plan to the State as soon as an appropriate mechanism to do so is made available. The Extended Learning Plan is effective as of the date indicated in the document.

To fulfill one of the required assurances, immediately add a copy of the approved Extended Learning Plan to the Academy’s Transparency Page of its website. An approved copy of the Extended Learning Plan is attached and can be found in Epicenter. The approved Extended Learning Plan constitutes a Charter Contract amendment and remains in effect as long as the Extended Learning Plan remains in effect.

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 style with a large, stylized "C" and "N".

Corey Northrop  
Executive Director

cc: Traci Comer-Scarsella, Board President

Attachment: Approved Extended COVID-19 Learning Plan

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

MACOMB ACADEMY (the "Academy")

A [regular/ special] meeting of the Academy Board of Directors was held on the 17th day of September, 2020, at 4:30 p.m.

The meeting was called to order at 4:32 p.m. by Board Member Traci Cromer-Scarsella  
Present: Traci Cromer-Scarsella, Deborah Carlton, Michael Cadrette,  
Absent: N/A Thomas VanStembrock

The following preamble and resolution were offered by Board Member Deborah Carlton and supported by Board Member Traci Cromer-Scarsella

**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 includes 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 authorizing body ("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)<sup>1</sup>, 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).

<sup>1</sup> MDE has approved four providers of benchmark assessments and continues to assess additional providers. See [https://www.michigan.gov/documents/mde/Benchmark assessments 700077 7.pdf](https://www.michigan.gov/documents/mde/Benchmark%20assessments%20700077%207.pdf)

(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 actions taken by Academy representatives to prepare and submit the Academy's ECLP to Authorizer are ratified.
2. The ECLP, as approved by the Authorizer, is approved by the Academy Board as the ECLP and as the ECLP Amendment to the Contract.
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.



Print Name: Deborah Carlton

Secretary, Academy Board



### 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.

Traci Comer-Scarsella  
Board President

Board approved: 09/17/2020



## **Introduction and Overview**

Macomb Academy is a post-secondary transition public school academy (PSA) 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. Student progress is measured through advancement on Individualized Educational Plan (IEP) goals and objectives, performance on community-based employment preparation experiences, and Life Centered Career Education (LCCE) assessments. When school is in session traditionally, the curriculum is delivered in the classroom and community-based settings, which provides authentic, hands-on experiences. The emergency school closure precluded those activities, with the exception of progress made on IEP goals and objectives, while learning continued while at home.

During the mandatory school closure between March 13 and the end of the 2019-2020 school year, as continuity of learning was implemented, continuing with community-based work preparation and training was suspended while continuing to learn while at home continued for independent living and employment preparation skills. While learning from home, all students were provided with the opportunity to use alternative methods of instruction to “energize” themselves for learning. Macomb Academy staff kept students at the center of educational activities and outreach to “equip” them with the necessary tools, knowledge acquisition and skill development. All students were provided with content delivered in multiple ways to “empower” students to access learning. The mode of instruction was virtual and daily attendance was at least 83%. Students were expected to log in to the virtual classroom daily, participate in instruction, receive instructional support, and engage in social activities. Although not optimum for the typical independent living and employment preparation experiences, students remained engaged and used their homes as classrooms for authentic, relevant and connected learning experiences.

Macomb Academy engaged the school community and gathered input through various Town Hall meetings and surveys to collect feedback on Return to School plans. The Academy collected information from the students and families about their plans for returning to school using direct contact through phone calls and electronic surveys. Based on the data received, the Academy confirmed that all of the respondents to the survey were satisfied with the continuity of learning that occurred from March 13 through the end of the 2019-2020 school year. Additional data reflected slightly more than 50% of students and families expressed interest in bringing students back to the building for face-to-face instruction, while slightly less than 50% of the



students and families preferred the remote learning platform due to their personal preferences regarding health and safety. Therefore, there is a need for an extended plan that is versatile and ready to fit the needs of the Macomb Academy community.

The development and implementation of an Extended COVID-19 Learning Plan (ECLP) allows for structures to continue with instruction unique to Macomb Academy while increasing student engagement and the attainment of independent living and employment preparation skills for the 2020-2021 school-year. While Michigan remains in Phase 4 due to the pandemic, many students and families are reluctant to return to the Academy for in-person learning and prefer the option of a remote learning option due to health and safety concerns. The Academy also has a large part of the population who are willing and ready to return to school for in-person. To balance both requests, and accommodate the unique learning needs of the students, Macomb Academy offered the availability to select between in-person and remote learning while Michigan, and Region, specifically, is operating in Phase 4 of the Safe Start Return to School COVID Response Plan.

Macomb Academy is confident it will reach 100% of its students and families with the instructional options that are offered. This will guarantee a viable and equitable program for its students, designed to increase student engagement and achievement.



## **Educational Goals**

The Macomb Academy Charter Contract, and its current Contract Amendment 8, defines the Academy's educational goals and related measures as:

- **Educational Goal to Be Achieved**  
All students will achieve the annual, measurable goals contained in the Individualized Education Program (IEP) developed for each student.
- **Measure for Determining Goal Achievement**  
To determine whether the Academy is achieving or demonstrating measurable progress toward the achievement of this goal, the Academy will:
  - review each student's IEP, and will monitor and report progress expected of the student. Progress toward achievement of goals will be evaluated on or before the annual review date of the IEP, and in accordance with the evaluation procedures and performance criteria as indicated in the IEP.
- **Metric:** The progress of all students at the Academy will be measured by an annual evaluation of each student's progress toward meeting their IEP goals.

The Academy delivers the Educational Program through the Life Centered Career Education curriculum ("LCCE"). The LCCE curriculum focuses on several fundamental areas, or domains, of necessary growth including Daily Living Skills, Personal/Social Skills, and Occupational Guidance and Preparation Skills. The Academy provides several courses for students to learn and practice the designated skills within these central topics. In addition, the Academy engages Students through Community Based Instruction (CBI) activities and the employment preparation and training program.

The Academy provides different learning opportunities in the community through CBI. Students learn relevant, meaningful and connected real world skills, and are able to apply the skills personally and kinesthetically at home and in the community. During a typical delivery of the instructional program, students participate daily in a community-based employment training and preparation work experience program. Community business partners offer employment opportunities as volunteer internships for students. Academy students experience two scheduled internships per year.

The ECLP addresses the continuation of LCCE instruction for independent living and employment preparation. Community-based work experiences will be suspended until the conditions of COVID-19 improve in the region or it is deemed safe for staff and students to reintegrate within the community for the volunteer work experience internships.



The LCCE curriculum-based assessment will be administered twice during the year. Once in the fall as a baseline measure, and again in the spring as a growth measure. Comparison measures can be made for existing students from the spring assessment to the fall. However, due to the mandatory closure of school in March 2020, the spring administration of the LCCE assessment did not occur. The LCCE assessment is aligned to the three transition domains of independent living, employment, and education and training, as defined in the Individuals with Disability Improvement Act (IDEIA), more commonly referred to as the Individual with Disabilities Act (IDEA).

As a post-secondary school, formalized state assessments are not part of the Michigan Department of Education requirements for the students enrolled at Macomb Academy. The Academy will make available on its website, transparency reporting for attendance of in-person and distance learning, and maintain anecdotal records of daily interactions between the student and instructional staff. The anecdotal records will inform the progress made toward meeting the Academy's educational goal, as well as monitoring and presorting progress toward achievement of annual IEP goals and objectives.

### **Instructional Delivery & Exposure to Core Content**

Macomb Academy will assure an instructional delivery model and exposure to the core content of Macomb Academy during the 2020-2021 school year that is commensurate with the typical operating hours and days of instruction. The Academy will assure progress toward mastery of the Macomb Academy curriculum will be reported to the students and the student's guardian according to standards and schedule commensurate with the reporting procedures during a typical school year.

- **Instructional Delivery**

The Academy will assure students the instructional delivery and exposure to core content will be commensurate with the typical delivery model operationalized during a nonpandemic school year. Students are scheduled for 180 days of instruction that will occur through synchronous and asynchronous instruction, delivered by certified staff and supported by highly qualified instructional support staff.

Students receive instruction either through in-person learning or remote learning while at home models, and both are expected to continue with learning while away from the classroom setting



completing the assigned tasks for demonstrations of learning. The models for instruction are as follows:

- Remote learning for all
- In-Person Instruction for those who elect
- Remote learning for those who elect

September 8 – 11, 2020

- Remote learning for all students
  - Students will receive direction instruction through personal contact with the teacher, preparing them for the school year on September 8 – 9, 2020. During this time, they will receive information about the synchronous and asynchronous learning structure, and associated required performance task format. Information and directions regarding procedures, expectations and materials will be covered.
  - September 10 – 11, 2020, all students will log in to the electronic platform for remote learning and will receive direct instruction on the process, procedure and practice for remote learning.

September 14, 2020 – June 16, 2020

- Synchronous and asynchronous learning for all students
  - Synchronous Learning: 9:00 a.m. – 1:00 p.m.; Monday - Thursday
    - In-Person instruction for students who elected to return to school for learning
    - Remote learning for students who elected to continue to learn while at home. Students log in to the electronic platform and participate in the process of teaching and learning while instruction is occurring in the classroom setting.
  - Asynchronous Learning: 1:00 – 3:30 p.m.; Monday – Thursday and 9:00 a.m. – 3:30 p.m. Friday
    - All students continue with asynchronous learning while at home
    - Individualized instructional support is provided to students one-to-one or small group
    - Students are expected to work on assigned learning experiences, culminating in a weekly presentation performance task.
- In the event in-person learning cannot occur, all students will learn through synchronous and asynchronous instruction using the electronic platform.
- Exposure to Core Content

The Academy uses the traditional form of the LCCE curriculum as a basis for instructing students. This will continue through the in-person and remote learning instructional delivery models. The content will be presented using weekly, bi-weekly or monthly thematic units, with a daily core content objective, and an expected goal, assessed through a culminating performance task.



The LCE curriculum is a research-based educational system designed to provide students who have mild cognitive disabilities, learning disabilities, or who are “at-risk” with the important skills or competencies needed to function successfully as productive workers in the home and community. As a motivating and effective classroom, home and community-based curriculum the LCCE curriculum is used by staff to prepare students to function independently and productively as family members, citizens, and workers, and to enjoy fulfilling personal lives.

Using the LCCE curriculum, Academy staff examine present levels of student competencies as aligned to the three domains:

- Daily Living Skills,
- Personal/Social Skills, and
- Occupational Guidance and Preparation Skills.

The competencies are used to guide instructional planning, determine Individualized Education Program (“IEP”) goals and objectives and measure student progress. The curriculum is delivered in a systematic, comprehensive approach utilizing best practices, community services, and when applicable, involves the family.

The Daily Living Skills courses are designed to teach students how to manage personal finances, personal needs, food preparation and citizenship responsibilities, as well as leisure activities. The Personal/Social Skills domain assists students in developing self-awareness, self-confidence, socially responsible behavior, good interpersonal skills, independence, decision-making and communication skills. The final domain, Occupational Guidance and Preparation Skills, provides opportunities for students to build upon 21st century learning skills such as appropriate work habits, seeking and maintaining employment, physical and/or manual skills and job-specific competencies.

During a typical school year, students participate in classes for half of the day and attend community-based work experience training sites, with a job coach, for the other half of the day. The Academy uses a “hands-on” approach to promote understanding. For example, students will cook in the kitchen, will make sewing repairs on clothing, will learn to use a washer and dryer, and will run the student store. Students are also involved in CBI and practice and apply skills learned in classes to activities and tasks in the community. While community-based work experience trainings sites are suspended as a result of responding to the adaptations of the conditions of COVID-19, students will engage in modified work experience training while at the Academy for instruction or continuing to learn while at home.



Academy teachers and paraprofessionals will use different approaches to deliver instruction to students. The staff differentiates instruction through various methods such as kinesthetic learning, auditory lessons, visual learning techniques, technology-based lessons, and teacher-facilitated discussions. To further support and reinforce skills and concepts, teachers plan cross-curricular lessons. Cross-curricular lessons are related through a central theme, issue, problem or experience.

As a special education transition program, the Academy modifies and adapts curriculum for all students. To ensure success for all students, lessons are customized, adaptations are Provided, and IEP considerations are taken into account.

When planning and delivering the instructional models and exposing students to the core content, the Academy will assure that parents are contributing members of the IEP team, and together the team will make decisions that are subject to requirements regarding provision of the teaching and learning process. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules (MARSE) as issued by the Michigan Department of Education. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (“IDEA”) and state law and regulations. The Academy will fully comply with federal laws and regulations governing students with disabilities as follows:

- The Academy is responsible for providing a FAPE to students with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.
- The Academy will ensure that students are re-evaluated by the multidisciplinary team at least every three years.
- When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEA and reviewed on an annual basis or more frequently as determined by the IEP team.

The IDEIA describes the need to provide “effective transition services to promote successful post-school employment and/or education.” The Academy’s mission is rooted in providing transition services to prepare students to transition from a structured school culture to adult roles. To effectively develop a student’s transition plan, Academy staff will schedule meetings to review IEP goals, consider student vocational interests, training preferences and living skills. The Academy will coordinate the transition process through the transition case manager/teacher and administration. In tandem with the transition process, the Academy will also implement transition planning and services for students through community agency partnerships.



Preparing students with disabilities for the workforce requires time and planning by the school, parents and students. This can be exceptionally challenging while schooling in the midst of the COVID-19 pandemic. Although the Academy has developed processes and systems to ensure proper student placement on community-based work experience job sites, the continuity of learning in the community may be suspended according to conditions of COVID-19 in the region and resulting restrictions of The Academy or community-based work experience partners.

The Academy will continue to prepare students for the world of work in different ways. One method is to help students gain an understanding of personal abilities, interests and values. Another approach is to help students gain an understanding of work and acquire effective decision-making skills (Levinson and Palmer, 2005). The Academy will also provide work experiences by setting up a simulated work environment in the school, as well as working with families to replicate similar experiences for students who are learning while at home. In addition, through synchronous and asynchronous instruction, learning and performance tasks, students will practice completing job applications, creating resumes, and role-playing job interviews. The goal for every student at Macomb Academy, and continuing through the delivery of instruction during the COVID-19 pandemic, is to achieve some degree of independence through independent living and employment.

- **Reporting Progress**

The Academy utilizes the LCCE Knowledge Battery on a bi-annual basis. This battery uses standardized, criterion-referenced questions to assess student's basic knowledge in the three domains. In addition, student progress will be assessed weekly by the instructional staff. These assessments will be used to chart and monitor student growth during the course of learning for each student during the course of the year.

Staff will continuously monitor the student's progress and collect data relational to IEP goals. The data will be reported on according to the schedule in each IEP, and also reviewed during the student's annual IEP meeting.

Further, the Academy's leadership will schedule time for staff to examine IEPs, analyze data and review student progress as it aligns to the Academy's mission and each students Individualized Educational Program (IEP). Through data analysis and the monitoring of student learning goals, the Academy will determines curricular adjustments, instructional changes and effectiveness of the educational program.



## **Equitable Access**

In order to ensure success and equitable educational opportunities, Macomb Academy considered and made provisions for technology and its population of students with disabilities.

- **Technology**

Prior to the start of the school year, Macomb Academy ensured all of its students had access to the Internet and a device. The Academy accomplished this by collecting information through an electronic survey, as well as direct phone calls to students and families. The data reflected every student had access to learning through Internet and personal electronic devices.

Macomb Academy provides on-time technology support for students during the operational hour from 8:00 a.m. – 4:00 p.m., with mobile phone tech support available before 8:00 a.m. and after 4:00 p.m. In addition, home support is available with advance notice.

In the event that paper-based assignments or instructional materials are necessary for learning through remote instruction while at home, various methods will be made available to the students and families on an individualized bases.

- **Students with Disabilities**

Due to the COVID-19 pandemic, Macomb Academy will need to be flexible in how they deliver instruction to all students during the 2020-21 school year. The MI Safe Schools Roadmap identifies six phases of schools/districts being open/closed, and it is likely that districts may move from one phase to another over the course of the school year based on orders from the Governor. Such changes may occur abruptly and with little advance warning.

Macomb Academy should plan proactively to facilitate seamless transitions for students as schools move from one phase to another based on changes in the public health situation. Phases notwithstanding, the Academy is required to develop and IEP to deliver a free and appropriate public education (FAPE) under the MI Safe Schools Roadmap, including additional considerations for distance learning. These considerations will help develop an IEP that is, to the extent possible, applicable in either a brick-and-mortar or distance learning environment.



Macomb Academy students and families have the option to select between in-person learning and remote learning as the preferred model of instruction for the 2020-2021 school year. This decision will be made in partnership with the special education staff and administration. These students will be supported by their special education caseload provider and paraprofessional instructional support team. Every effort will be made to ensure their virtual assignments are modified relational to their Individualized Educational Plan.

Once the school year begins, each student's IEP will be reviewed in coordination with special education teachers, support and related services providers, and administration to address any data-driven accommodations or services that are needed due to known changes in the student's needs. Intervention and support services will be integrated into the student's program.

The Academy's special education teachers and instructional support staff will be provided with time and support to collaborate and communicate regarding student performance and student needs on IEP goals and objectives daily. Macomb Academy ensures a continuation of services for students receiving support and related services within each IEP. The Academy also ensures a method for the continuation of evaluation for students requiring re-evaluation.

Distance learning presents unique and difficult challenges, especially for students with disabilities. Macomb Academy is challenged with providing effective special education programming while still meeting its legal requirement under IDEA and Michigan law. Michigan Department of Education Office of Special Education (MDE-OSE) has provided guidance on the development of contingency learning plans to continue to provide effective special education programming while maintaining legal requirements for students with disabilities and an IEP.

An individualized Contingency Learning Plan (CLP) may be developed by the IEP Team to describe exceptions to the delivery of special education programs and services described in the IEP. The CLP assumes that most of the IEP will be implemented as written; its focus is to describe how service delivery will deviate from the current IEP because of changes in the public health situation.

Incorporating a Contingency Learning Plan into the current IEP ensures that in the event Macomb Academy must shift suddenly from one MI Safe Schools phase to another due to changes in the public health situation, or as temporary school closures occur during the year, the student continues to progress toward current IEP goals/objectives as would under the current IEP; and continues to receive the special education programs, related services, and



supplementary aids/supports in the current IEP to an extent that is safe, reasonable, and practicable given the circumstances. A Contingency Learning Plan is not a requirement, but rather a recommended practice to address changes in service delivery driven by the public health situation. If there is no contingency plan incorporated into the IEP (either by reference or by attachment) then the IEP must be revised/amended to address any change in the delivery of FAPE. Without a revised/amended IEP or contingency plan, the Academy is vulnerable to formal complaints and findings of noncompliance relative to failure to implement the IEP as written and failure to provide FAPE.

The Academy will hold IEP meeting virtually, on the phone, or in person following CDC and Macomb County Health Department Guidelines. Service providers will utilize ZOOM to meet with students individually or in small groups. The Academy staff will collaborate on a daily basis to assess the daily instructional program, student's individual needs, and modify and adjust the instructional plans, services, and IEP accordingly based on the unique educational needs.

The Academy will comply with all timelines, procedures, and compliance requirements related to individual students and each IEP, while developing and implementing CLPs to address changes in the adaptations of the conditions of COVID-19.