



April 24, 2020

Ms. Stephanie Glenn
Pembroke Charter Academy
19940 Mansfield St.
Detroit, MI 48235

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

Dear Ms. Glenn:

I am pleased to inform you that the Plan for Pembroke Charter 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: Jason Puscas, Board President
Julie Stapleton, Board Corresponding Agent

Attachments:

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

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

Date Submitted:

Name of District:

Address of District:

District Code Number:

Email Address of the District:

Name of Intermediate School District:

Name of Authorizing Body (if applicable):

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

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

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

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

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

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

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

Date Submitted: April 20, 2020

Name of District: Pembroke Charter Academy

Address of District: 19940 Mansfield Street, Detroit, MI 48235

District Code Number: 82765

Email Address of the District Superintendent: Stephanie Glenn – 110.sglenn@nhaschools.com

Name of Intermediate School District: Wayne RESA

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 access meaningfully and 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.

Pembroke Charter Academy, in partnership with National Heritage Academies (NHA) and its Curriculum & Instruction (C&I) team, has identified important standards for each grade and subject, created a simplified scope and sequence for these standards, and created or identified student-ready resources mapped to these standards. A printed version of these materials has

been mailed to each student's home. This print-based version will be the primary mode of instruction, with digital enhancements as extension opportunities, where appropriate. Learning can be fully done with print-based material if device or internet is not available. A system-wide survey was conducted to assess need and accessibility to internet and devices. We distributed Chromebooks and have pointed families to free and reduced-price internet sites where necessary. All materials were also designed to be accessible by phone. However, we intentionally designed our remote learning program to ensure that lack of access to a device or internet was not a barrier to student learning. The printed packets sent to every students' home allows every student access to needed learning materials.

Examples of the materials are shown. A complete copy of all materials is available upon request.

English Language Arts (ELA)

Important standards have been identified for each grade level and organized into genre and/or skill-based topics. Students can engage with a topic for one full week. Resources aligned to each topic fall into five categories: reading log; responding to text; quick write prompts; phonics practice (K-2 only); and i-Ready/Ready lessons (2-8 only). The activities have been compiled for each topic and provided to teachers and students for print and digital approaches.

An example is provided below.

Grade 4

Teacher Preparation for Topic 1

All print materials match the digital materials, with the exception of Ready v. iReady. Ready lessons are only printed in the workbook being sent to students.

Directions	Select one path for your students to follow.		Encourage students to participate daily.
Topic	Print	Digital	Read Aloud or Independent Reading
Summarize Narrative Writing	<p>Assign Reading Street work:</p> <ul style="list-style-type: none"> Read "Come Learn About Dolphins" Complete topic 1 constructed responses <p>Assign Ready workbook:</p> <ol style="list-style-type: none"> Lesson 5 Summarizing Informational Texts Lesson 13 Unfamiliar Words <p>Assign topic 1 Quick Write prompts</p> <p><i>*all above assignments are in printed packet</i></p>	<p>Upload Reading Street PDF: "Come Learn About Dolphins" <i>*Chromebooks are unable to display PDFs - assign students to read the print version sent to them</i></p> <p>Upload What/How/Why: Summarize Doc Word</p> <p>Upload constructed response prompts:</p> <ol style="list-style-type: none"> Summarize the main idea on page 7. Doc Word Read through page 17. How would you summarize the dolphin's relationship with other sea life? Doc Word Reread page 14 and 15. Summarize what mother and baby dolphins do. Doc Word <p>Push iReady lessons:</p> <ol style="list-style-type: none"> Summarizing Informational Text Inferences About Informational Texts Determine Word Meanings Using 	<p>Digital: Post log on platform</p> <p>Print: Students have log in printed materials</p> <p>Assign: Read for 20 minutes and log your pages read on your reading log.</p> <p>Write down one thing you read about.</p> <p>Or Assign: Read to your child for 20 minutes and log your minutes read.</p> <p>Write down one thing you read about.</p>

Math

Important standards have been identified for each grade level and organized into topics.

Student can engage with a topic for two full weeks. Topics can be assigned or completed in any order. The baseline math plan assumes a “print plus” approach – that is, a model that has all students engage with the printed materials, with teachers having the option to add digital learning materials.

Printed materials include math stories, lessons, practice pages, and games. Digital resources that teachers may add include DreamBox, iReady, and Khan Academy. If a teacher is already fully engaged with teaching on a digital platform such as Google Classroom, they can continue to do so, using these resources as needed.

An example is provided below.

3rd Grade		
	Recommended for All Students	Enhancement Options
Topics	Print	Digital
Topic 1 Multiplication Suggested Pacing: 2 Weeks	3 rd Grade Home Learning Packet Topic 1: Pages 7- 73 <u>Activities Each Week</u> ☞ 1 Math Story a day ☞ About 2-3 Lesson Pages a day ☞ 1-2 Games a week	Enhancement Option 1: Assign Dream Box Adaptive Programming
		Enhancement Option 2: Assign Khan Academy Lessons: <ul style="list-style-type: none"> • Intro into Multiplication • 1 Digit Multiplication or Assign iReady Lessons: <ul style="list-style-type: none"> • 1c: Understand Multiplication, Part 1 • 1c: Understand Multiplication, Part 1 • 2c: Use Order and Grouping to Multiply • Level C Multiplication Practice
Topic 2 Division Suggested Pacing: 2 Weeks	3 rd Grade Home Learning Packet Topic 2: Pages 74- 156 <u>Activities Each Week</u> ☞ 1 Math Story a day ☞ About 2-3 Lesson Pages a day ☞ 1-2 Games a week	Enhancement Option 1: Assign Dream Box Adaptive Programming
		Enhancement Option 2: Assign Khan Academy Lessons: <ul style="list-style-type: none"> • Intro into Division • More on Multiplication and Division or Assign iReady Lessons: <ul style="list-style-type: none"> • 5c: Understand Division, Part 1 • 5c: Understand Division, Part 2 • 7c: Understand Patterns • Level C Division Practice

Science/Social Studies (SS)

Important skills in both science and social studies have been identified. Students will engage with these skills using content appropriate to each grade level. There are both print-based and

digital resources available for teachers to use with their students to help reinforce and develop these important skills.

An example is provided below.

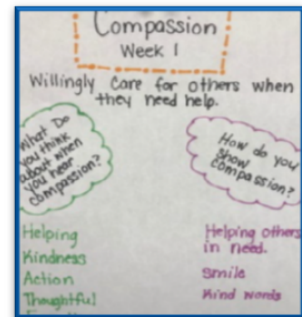
Directions: Select one path (print or digital) for your students to follow.		
Topic	Print	Digital
Asking Questions about Phenomenon	Assign Activity #1 to your students referencing the page numbers in the printed materials. This will include Lesson 1 and Lesson 2 on Asking Questions about Phenomenon.	Assign Activity #1 to your students. This will include Lesson 1 and Lesson 2 on Asking Questions about Phenomenon. <ul style="list-style-type: none"> • Lesson 1 DOC • Lesson 2 DOC <ul style="list-style-type: none"> ○ Moroccan Tree Climbing Goats VIDEO ○ Turquoise Ice on Lake Baikal VIDEO <p>Upload the GoogleDocs for those lessons for your students.</p>

Moral focus

Providing a balance of developing the current virtues for April and May and reinforcing other virtues is the key goal of the Moral Focus home-learning resources. Each week, students will have access to three activities that teachers can use to develop their understanding of the current virtues. There are choice boards available to reinforce the virtues of *respect, gratitude, perseverance, encouragement, and self-control.*

An example of these resources is provided below.

Day 1: Introduce Compassion	
Materials: Paper, Pencil	Time: 30 minutes
<p>1. Read the grade level definition of Compassion and expected behaviors.</p> <ul style="list-style-type: none"> • Discussion Questions: <ul style="list-style-type: none"> ○ How can you tell if someone is sad or needs help? ○ How can show know someone needs Compassion? ○ What are some examples of showing Compassion? ○ What was the positive impact of Compassion in those examples? <p>2. On a piece of paper, student writes the grade level definition of Compassion.</p> <p>3. On the left side of the page list 3-5 adjectives and synonyms they think of when they hear the word compassion. On the right side of the page list 3-5 examples of Compassion.</p> <p>Throughout the week add more examples and descriptions of Compassion as they arise.</p>	



Physical activity

Co-curricular teachers will collaborate with grade-level teachers to provide weekly opportunities for students.

Daily time allotments

The table below shows suggested time-on-task for various academic subjects by day.

Content Area	Monday	Tuesday	Wednesday	Thursday	Friday
ELA	60-75 minutes	60-75 minutes	60-75 minutes	60-75 minutes	60-75 minutes
Math	45-75 minutes	45-75 minutes	45-75 minutes	45-75 minutes	45-75 minutes
Science/SS	0 minutes	30 minutes	0 minutes	30 minutes	0 minutes
Moral Focus	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes
Physical Activity	30 minutes	30 minutes	30 minutes	30 minutes	30 minutes

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.

Teachers at Pembroke Charter Academy will prioritize connections with families using provided resources. Whether teachers are using a print-based, digital, or hybrid approach, they will leverage resources from NHA's C&I team to support learning from home.

Teachers will:

- Serve as a single point of contact if they are a homeroom or classroom teacher.
- Make regular contact with families through phone calls and/or emails.
- Craft academic plans to be communicated at the beginning of the week that enumerate learning opportunities for students that week.
- Select resources from C&I's website listing important standards and resources to populate learning plans for their students, or leverage print-based resources that have been shipped home.
- Offer office hours regularly and respond to messages within 24 hours.

In addition, the principal will regularly communicate with all families.

Examples of how we are connecting with families are provided below.

- Weekly SchoolMessenger messages to families
- Weekly random phone calls to families across all grade levels
- Specific support to those families impacted by COVID-19 loss via SSW services
- Remaining responsive to both emails and phone messages

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

As a baseline, every student was sent a printed version of all learning materials via USPS. The school took this step to comply with stay-at-home orders.

NHA's Curriculum & Instruction team has identified important standards and the supporting digital and analog content needed to support student learning in remote contexts. An amended scope and sequence for the remote-learning phase of the school year has been created and populated with student-ready resources. For ELA, resources are provided in both print and digital modes. The math remote-learning plan assumes a "print plus" approach, under which teachers begin using print resources and may extend instruction with DreamBox, iReady, and other resources. Social studies and science materials are provided in print modes.

Special education students: Students with IEPs will access the same learning opportunities (print-based and digital) that are offered to general education students. These learning activities and supports will address student needs identified within any IEP, to the extent appropriate. To accomplish this, special education providers will collaborate with general education teachers to ensure provision of accommodations and modifications (when appropriate) that allow students to access learning opportunities.

At-risk students: Interventionists will take direction from their leadership team on how to best collaborate and support general education teachers so that all instructional professionals are able to support each student and family as needed.

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

A central component of managing and monitoring student learning is the regular connection teachers make with students. We have designed the plan so that teachers can spend less time on content creation and more time on connecting directly with students and families.

Teachers will, as a baseline, connect weekly with families by phone, text, or email. In addition, students have already demonstrated a variety of creative ways to respond to work challenges and imperatives – for example, by taking pictures, recording videos, or mailing completed papers.

All teachers have developed Google Classrooms (Y5 – 6th) for delivery of subject matter and assignments. Teachers will complete weekly tracking sheets to capture both the submission of assignments along with the engagement and participation. Teachers will provide actionable feedback to students on their work. Additionally, a Specials Google Classroom has also been created that provides students with optional enrichment activities such as Physical Education/Exercise video links, Mandarin, and Art.

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

Please see the attached Budget Outline.

The Workbooks line item consists of the remote learning packets that were printed and distributed through Xanedu. There were two shipments of three workbooks for each student. Each shipment has a workbook for:

- Math
- ELA
- Social studies, science, and moral focus combined

The Professional Development line item consists of a Google kickstart training for teachers regarding the curriculum so there would be a consistent approach in how to use the workbooks.

The 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.

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

This CLP was created through collaboration with NHA and the principal to ensure that the school is meeting the needs of the school population. In addition, the principal and the NHA Curriculum & Instruction team have included teacher voice in designing this plan.

The school's Board was provided an opportunity to review the plan prior to submission.

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

Pembroke Charter Academy's Continuity of Learning Plan and COVID-19 Response Plan will be posted on the school's website within the state-required transparency information. The school has also communicated the plan to families via our SchoolMessenger, emails, and other forms of school-wide communications such as Newsletters and social media platforms as appropriate.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

Implementation of our remote learning plan has been under way since Governor Gretchen Whitmer first announced a state-wide closure from March 16 through April 5. In the initial days of this transition, we focused on helping students, families, and staff adjust mentally and physically to a new learning model. Teachers and other staff connected with students via telephone and email to provide learning options using printed materials the students had

brought home. Schoolwork was based on reading material and lessons that had recently been completed, using reinforcements and extensions. New standards that had not been covered before the closure were not introduced.

The current learning plan was rolled out to teachers, and printed packets were mailed home to families, the week of April 6. Since that week was our school's previously scheduled spring break, learning activities began again on April 13.

Pembroke Charter Academy accepts and embraces the fact that this initiative can and must evolve continuously for as long as we are using it. Development of this remote learning initiative must continue as long as this kind of learning is being offered. We consider this a live development project that must embrace an ethos of continuous innovation and improvement. As and if needed, we will request an amendment to the plan.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 288.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

The Academy provides instruction to students in kindergarten through eighth grade; dual enrollment and CTE courses do not apply.

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

In adjusting to the immediate and dramatic change to our charge as educators, we identified that one of the three largest tasks facing us was continuing to provide food service to the community. Since the beginning of school closures, Pembroke Charter Academy has ensured that meals have been provided to our families. We have directed families to a local resource for food.

Primary Resource

- NHA-partner school: Flagship Charter Academy: 13661 Wisconsin, Detroit, MI 48238
 - Monday – Friday from 9 a.m. to 2 p.m.

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.

All school employees will continue to get paid as normal throughout the school closure whether they are salaried or hourly employees.

As we deploy and redeploy staff to ensure meaningful schoolwork under our CLP, teachers will remain focused on student learning, and we note that our planned instructional and learning activities remain teacher- and student-centered.

Deans and principals also remain critical to success in a remote-learning context. Below is a list of activities that will help staff stay focused on learning and connecting with students.

Deans

1. Regular one-on-one meetings (O3s) with teachers.
2. Regular grade-band meetings.
3. Regular wing meetings.
4. Regular connections with the special education team.
5. Regular school team meetings.
6. Coordination with C&I personnel on instructional support.
7. Personal growth and PD on supporting teachers in a virtual environment.
8. Parent connections as needed.

Principal

1. Regular O3s with directs.
2. Regular staff meetings.
3. Regular school team meetings.
4. Regular PLC meetings.
5. Connect with NHA's Service Center departments on school-based decisions on:
 - o Investment planning.
 - o Enrollment procedures.
 - o Pay and benefits.
 - o Evaluations.
 - o School data needs.
6. Oversee communications to all staff.
7. Communicate to all school families regularly.
8. Maintain connections with NHA board rep.

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

Teachers will log their weekly communication with students, as well as the student's weekly participation in their learning opportunities. This will be assessed based on the responses to the teacher's communication with the student.

Here is an example of the tracker:

Gradebook		Remote Learning		Aspire	Q4 2019-2020	BAKER, DAVID
Students	Week of 4/13/2020		Week of 4/6/2020		Week of 3/30/20	
	Teacher Connection	Student Participation	Teacher Connection	Student Participation	Teacher Connection	Stuc
Barr, Aaliyah	...	✓	...	✓	□	
Benton, Antonio	□	○	...	○	□	
Bridgeman, Victoria	...	✓	...	✓	□	
Brown, Tra'Nyah	□	○	...	✓	□	
Cason, Ta'Yonna	□	○	...	○	□	
Darden, Mariah	...	✓	...	○	□	
Edmond, Jamira	□	○	...	○	□	
Hall, Jay'Sean	...	✓	...	✓	□	
Jones, Jeremy, Jr	□	○	...	○	□	
Luckey, Sharnae	...	✓	...	✓	□	

During each weekly O3, the teacher will share with their dean the names of any students who did not participate. After 2 weeks of no participation, the dean will bring the name to the principal who will trigger the response of the social and emotional support team, the team will continue attempts through a variety of communication methods.

For the final trimester or quarter, for which all learning has been done remotely, schools are assigning grades of either Pass or Incomplete, based on student participation with the learning material. Prior to the closure, students had already been identified (and their parent/guardian notified) of any retention status, if applicable. All other students are being promoted.

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.

On an ongoing basis, our teachers will connect with each student weekly. Our school social worker will continue to connect with her/his existing caseload and will also be available for additional caseload as the need arises. In addition, families were provided with a list of social and emotional supports.

In the event of a state of emergency or state of disaster, Pembroke Charter Academy will partner with our local district in providing resources to affected parents and students.

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 follows it.

Executive Order 2020-16 states in part: "Effective immediately and continuing through April 15, 2020 at 11:59 pm, disaster-relief child-care centers may operate in any school facilities operated by a school district or nonpublic school that are closed and are approved for student use."

In the event that our ISD asks to use our school building for a disaster-relief child-care center, we will connect with the school's management partner, National Heritage Academies, to cooperate in providing our building for such use and such length of time as is needed.

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

No. We do not plan to adopt a balanced calendar for the remainder of the 2019-20 school year. We are considering adapting a balanced calendar for the 2020-21 school year as this will allow us to begin instruction prior to Labor Day. We believe that any additional days of face-to-face instruction that we can provide in 2020 will benefit our students as we strive to close any learning gaps from school closures in the 2019-20 school year.

Name of District Leader Submitting Application: Stephanie Glenn

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved plan is posted on District/PSA website:

Pembroke Academy

Continuity of Learning and COVID-19 Response Plan Budget

	<u>Budget</u>
General Fund	
REVENUE	
Revenue from Private Sources	-
Total Revenue & Other Transactions	<u>-</u>
EXPENDITURES	
Basic Instruction	
Workbooks	6,118
Total - Basic Instruction	<u>6,118</u>
Instructional Staff Support	
Professional Development	1,614
Total - Instructional Staff Support	<u>1,614</u>
Total Expenditures & Other Transactions	7,732
Revenue Over (Under) Expenditures *	<u><u>(7,732)</u></u>

* If funding becomes available through the CARES Act it will be used to cover costs in excess of revenues. However, the services agreement between the school and NHA ensures that these expenses will be covered regardless of revenue.



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 2:34 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 *

Pembroke Academy ▼

School District Code Number *

82765 ▼

School District Contact Name *

Stephanie Glenn

School District Contact Email Address *

110.sglenn@nhaschools.com

School District Contact Phone Number *

866-642-3676

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

\$8,000

Attach a PDF file of the Approved Plan. *

Files submitted:

82765 Pembroke CLP Approved - Amy Densmore.pdf
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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