

COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan)

Name of District: St. Clair County Intervention Academy

Address of District: 1170 Michigan Rd., Port Huron, MI 48060

District Code Number: 74911

Web Address of the District: <http://www.intervention-academy.org/>

Name of Intermediate School District: St. Clair County RESA

Name of Authorizing Body (if applicable): Port Huron Area School District

Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020. A single application should be filed by the district rather than multiple applications for individual schools within a district.

Preparedness Plan Assurances

The District agrees to meet all of the following requirements of Executive Order 2020-142

- The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before

he or she showed symptoms to the time when he or she was last present in school.

Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan (“Preparedness Plan”) that is informed by [Michigan’s 2020-21 Return to School Roadmap](#) (“Return to School Roadmap”) from the COVID-19 Task Force on Education and Return to School Advisory Council.

In accordance with Executive Order 2020-142 a plan must include all the following parts:

- A.** The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan*.
1. Describe how the district will offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student’s parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

Please see SCCIA’s Continuity of Learning and COVID-19 Response Plan in the following link: http://www.intervention-academy.org/documents/SCCIA_ContinuityOfLearning.pdf

- B.** The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:
1. **Face coverings** (p. 22)
 - a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
 - i) All staff and all students in grades preK-12 when on a school bus.
 - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
 - iii) All staff when in classrooms.
 - iv) All students in grades 6 and up when in classrooms.
 - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

Please describe how you would implement the requirements and recommendations for **Personal Protective Equipment**.

Required by the Roadmap and to be followed by SCCIA:
Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Any staff member who cannot medically tolerate a facial covering must not wear one.

Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

- *Special education teachers should consider wearing clear masks.*
- *Homemade facial coverings must be washed daily.*
- *Disposable facial coverings must be disposed of at the end of each day.*

Facial coverings must be worn by preK-12 students, staff, and bus drivers during school transportation.

Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except for during meals.

Any student that is unable to medically tolerate a facial covering must not wear one.

Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one.

Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
District Implementation Plan:

In accordance with the requirements described in Phase 4 of the Michigan Safe Start Plan, SCCIA will require and ensure compliance that all staff and students wear facial coverings as described below:

i) All Day Treatment/Night Watch staff transporting students to/from school will wear a facial covering. A mask will be provided to staff if needed. All students boarding the Day Treatment/Night Watch vans for transportation to/from school will be required to wear a facial covering. A mask will be provided to students if needed.

ii) At the building entrance, signage will be posted that a facial covering or mask is required for entry into the school and must be worn at all times while in the building including indoor hallways and common areas except during meals. This requirement will apply to all staff and students as well as parents or other visitors. A mask will be provided to staff and students if necessary.

iii) All staff will be informed of the requirements in SCCIA's COVID-19 Preparedness and Response Plan in a staff meeting prior to the start of school, which will include informing staff that they are required to wear a mask in the classroom. A mask will be provided to staff if needed.

In regards to items i, ii, and iii above:

Facial coverings must always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.

Any staff member who cannot medically tolerate a facial covering must not wear one.

Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.

iv) In addition to signage reminding students that a facial covering or mask is required while in classrooms, county staff will be ensuring students wear their facial covering/mask at all times. A mask will be provided to students if needed.

v) Not applicable.

-The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all student orientations, and all staff orientations. (July 20th - remainder of school year as needed)

-Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face covering in each designated area of the building, grounds, or bus. (Completed July 20th)

-Fabric face coverings will be ordered and provided to every student and staff member on a daily basis. These will be placed on county vans and in the classrooms every evening by the custodial and transportation staff.

-Face coverings will be turned in at the end of the day (in some cases these will need to be collected by county staff who transport students by van.) (Daily beginning on the 1st day of school)

-Face coverings will be washed daily by the custodial staff and stored appropriately for distribution. Non-washable face coverings will be discarded. (Daily beginning on the first day of staff reporting)

-Individuals (staff or students) who claim medical exemption will need to meet with the district Health Safety Team/Principal to provide rationale and documentation. (Begins 1st day of school and continues throughout the school year)

-Exempted individuals will be recorded in a master database.

-Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, administrator) or county staff and asked to put the face covering on. The instance will be documented as a log entry in the county's behavior management database as well as the school's master database.

-Students showing patterns of non-compliance will be removed from the classroom and meet with their probation officer. Parents will be notified of each instance of non-compliance by county staff. Continued non-compliance will result in permanent placement into remote instruction with the student being banned from coming to the classroom.

-Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.

-Guests to the school building (substitute teachers, etc) will be issued a disposable face covering upon entry (if they do not already have a facial covering) and will be instructed to wear the face covering at all times. Instances of non-compliance will result in the guest being

escorted from the building by the school administrator.

-In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

2. Hygiene

Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

Please describe how you would implement the requirements and recommendations for **Hygiene**.

Required by the Roadmap:

Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).

Guidance for proper handwashing techniques will be posted throughout the school building. Additionally, all classrooms have a sink for handwashing and access to soap. Each Monday, staff will demonstrate for students the proper technique for handwashing. This will include the use of hand sanitizer as well. (*Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.*)

Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.

Systematically and frequently check and refill soap and hand sanitizers.

Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.

Limit sharing of personal items and supplies such as writing utensils.

Keep students' personal items separate and in lockers.

Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.

Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings.

District Implementation Plan:

- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office or county staff immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that is posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include
 - Hand-washing schedule
 - Room and materials cleaning schedule
- Teacher will teach students the following to students on the first day of school and reinforce weekly or more often as needed (this may be done via video)

- proper hand washing on the first day of school and reinforce weekly or more often if needed
- how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- County staff will
 - Procure adequate soap, hand sanitizer, paper towels, tissues by July 20th and ensure supplies are on hand throughout the school year.
 - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by July 20th
 - Monitor hygiene supplies and refill as needed
 - Procure hand sanitizing stations July 20th
- Sharing school supplies will be limited, and each student will have their own supply box for materials (supplies are given to students upon enrollment)

Please describe how you would implement the requirements and recommendations for **Spacing, Movement, and Access.**

Required by the Roadmap:

Space desks six feet apart in classrooms. Class sizes should be kept to the level afforded by necessary spacing requirements.

In classrooms where large tables are utilized, space students as far apart as feasible.

As feasible, arrange all desks facing the same direction toward the front of the classroom. Teachers should maintain six feet of spacing between themselves and students as much as possible.

Family members or other guests are not allowed in the school building except as required county staff for clinical services or other court mandated requirements.

Post signage to indicate proper social distancing.

Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.

Provide social distancing floor/seating markings in waiting and reception areas.

Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

Adult guests entering the building should be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.

District Implementation Plan:

- Building/facility leaders and county staff will walk through each building before Aug. 1st to assess number of desks, tables, capacity to physical distance with existing student enrollment and furniture
- Building/facility leaders will determine what furniture or supplies can be removed from

- the building or what alternate furniture can be used to create greater physical distance.
- Hallways, cafeteria, and entry will be marked in 6-foot increments by July 20.
- Signage will be posted throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- All permitted guests will comply with the screening protocol noted below.

3. Cleaning

Please describe how you will implement the cleaning **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

Please describe how you would implement the requirements and recommendations for **Cleaning**.

Required by the Roadmap:

Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.

Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.

Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

Staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.

District Implementation Plan:

- Each morning before the school day begins at 8:30am, the building's janitor (St. Clair County employee) will clean/disinfect frequently touched surfaces (light switches, doors, bathrooms), student desks, with an EPA approved disinfectant. This will also include the cleaning of bathrooms, hallways, classroom, and other common areas.
- As required, subsequent cleanings of frequently touched surfaces must take place at least every 4 hours. At noon (3.5 hours after the beginning of the school day), a St. Clair County employee will clean/disinfect frequently touched surfaces (light switches, doors, bathrooms), student desks, with an EPA approved disinfectant. With SCCIA's school day ending at 3:05, this will ensure we are meeting/exceeding the cleaning requirement of every 4 hours on frequently touched surfaces.
- All staff performing the cleaning/disinfecting of the building will be provided with (by St. Clair County) and required to use the proper PPE including gloves, mask, and surgical shield.
- All cleaning supplies/chemicals will be stored in a secure and locked room (maintenance/cleaning supplies closet).

Please describe how you would implement the requirements and recommendations for **Food**

Service, Gathering, and Extracurricular Activities.

Required by the Roadmap:

Prohibit indoor assemblies that bring together students from more than one classroom.

Classrooms or outdoor areas should be used for students to eat meals at school, if distancing guidelines cannot be met.

If cafeterias must be used, meal times should be staggered to create seating arrangements with six feet of distance between students. Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.

Students, teachers, and food service staff should wash hands before and after every meal. Students, teachers, and staff should wash hands before and after every event.

Large scale assemblies of more than 50 students are suspended.

Off-site field trips that require bus transportation to an indoor location are suspended.

Recess should be conducted outside whenever possible with appropriate social distancing and cohorting of students. If more than one class is outside, students should wear facial coverings.

If possible, school-supplied meals should be delivered to classrooms with disposable utensils.

If possible, schools should offer telecasting of assemblies and other school-sanctioned events.

Extracurricular activities may continue with the use of facial coverings.

District Implementation Plan:

- At this time there will be no indoor assemblies. All presentations that are needed will be done by remote monitors in the classrooms or by staff entering the room to share the needed information.
- Students will be served lunch in their room, pods, or multi-purpose room. Food Service staff will drop off bag/box lunches and disposable utensils, on a cart to the classroom 10 minutes prior to the designated lunch time.
- All students will wear masks into the cafe and can remove them when eating. They will put them back on when eating is completed.
- In order to address social distancing students will sit 6 feet apart when they are eating.
- Markings will be put on the floor to designate a six foot apart distancing as students wait in line in the cafe.
- All cafeteria workers will be expected to wear masks, face shields and gloves when dealing with food items. They will all be expected to wash their hands before and after all food service according to CDC guidance. Visual guidance will be in the kitchen to encourage the correct procedure for hand washing.
- All field trips are suspended, this will be reviewed as we move to a level 5.

4. Athletics

Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

Not applicable. We do not have athletics.

5. Screening

Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24).

Please describe how you would implement the requirements and recommendations for **Screening Students and Staff**.

Required by the Roadmap:

Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.

Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up.

Identified staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

Staff should conduct daily self-examinations, including a temperature check, prior to coming to work.

If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

District Implementation Plan:

- A copy of our screening and exposure plan will be submitted to the County Health Department. This plan will be reviewed by the county Health Department should any revisions need to be made.
- All staff, students, and other visitors must have their temperature checked (no touch thermometer) upon entry into the building. If an individual has a fever of 100.4 or higher, they will not be admitted into the building. The name and temperature of each person entering the building will be collected.
- A quarantine area is available for students if they are exhibiting symptoms of COVID-19. Students exhibiting symptoms of COVID-19 will be transported home by parents. The SCCIA and Day Treatment/Night Watch programs will follow the St. Clair County Health Department's guidance for staff and students returning to work/school.
- County staff will assist students in quarantine.
- From the time of identification of potential infection, the student will not be left unattended and a log sheet of activity will be maintained at 5 minute intervals until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where to report for testing.
- County staff will have frequent (daily) communication with the student/family until test results are provided and verified before the student can return to school.
- During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes or more.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through a Google form for COVID-19. The school administrator will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.
- Positive tests for staff members will result in a minimum of ten days out from school. Days of

quarantine for COVID-19 positive results will NOT count against employee sick time allocations.

6. Testing

Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

Please describe how you would implement the requirements and recommendations for **Testing Protocols for Students and Staff, and Responding to Positive Cases.**

Required by the Roadmap:

Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.

Every school should identify and designate a quarantine area and a staff person to care for students who become ill at school.

Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

District Implementation Plan:

- The SCCIA and Day Treatment/Night Watch programs will cooperate with and follow the St. Clair County Health Department's guidance for testing staff and students who are exhibiting symptoms of COVID-19. This includes their quarantine/isolation recommendations for those with symptoms or those that have tested positive and guidance for returning to work/school, which may include a negative COVID-19 test.

7. Busing and Student Transportation

Please describe how you will implement the **requirements** for busing and student transportation protocols from the *Return to School Roadmap* (p. 28).

Please describe how you would implement the requirements and recommendations for **Busing and Student Transportation.**

Required by the Roadmap:

Require the use of hand sanitizer before entering the van. Hand sanitizer must be supplied on the van.

The van driver, staff, and all students in grades 6-12, if medically feasible, must wear facial coverings while on the van. Note: there may be situations where it is not safe for the van driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials.

Clean and disinfect transportation vehicles before and after every transit route. Children must

not be present when a vehicle is being cleaned.

Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.

Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.

Create a plan for getting students home safely if they are not allowed to board the vehicle.

If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.

Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out. Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

District Implementation Plan:

- All students attending the SCCIA are required to attend as a part of their court-order into the Day Treatment/Night Watch Program. As a result, all students will be transported to/from school by the Day Treatment/Night Watch Program. All staff transporting students will wear a mask. All students will be required to wear a mask before boarding the van. Hand sanitizer will also be provided on all vans. Weather permitting, windows will be cracked while in motion. A mask will be provided to staff and students if needed.
- The Day Treatment/Night Watch Program will ensure the vans are properly clean with an EPA approved disinfectant prior to students boarding the vans. This will include all frequently touched surfaces. The vans will have windows/doors open when parked with weather permitting.
- Should a student become ill during the school day or they are unable to board the vehicle, group transportation for that student will not be used. The student's parent(s) will transport the student from school. If a parent is not available, alternate transportation arrangements will be made, which might include the student being given a ride home separate/individually from other students.

Please describe how you would implement the recommendations for **Mental & Social-Emotional Health**.

One of the pillars of the program our school operates is to provide our students with the mental and social emotional health supports they need. The SCCIA works in collaboration with the Day Treatment/Night Watch Program (DTNW) of St. Clair County. Our district provides all students with an individualized education and the DTNW program works with and supports students in their path to overcome the many challenges our students face and their mental and social-emotional health. The DTNW program has 3 master-level clinicians on site at all times and coordinates with Community Mental Health of St. Clair County to provide

students with 2 additional master-level clinicians and offer these same supports to students.

Our district has daily and even hourly communication with the county staff, probation, and clinicians to provide timely support for our students. Essentially, this works as our screening and referral process, however, as stated above our students are already receiving clinical services; daily or weekly.

Professional Learning:

- As part of our professional development plan, staff will be provided with training to support social-emotional learning and trauma-informed practices throughout the school year by working with professionals in the field, who are county employees (clinicians).
- [Free Asynchronous Professional Learning Modules](#). The resources for professional learning listed below will be made available to our district staff.

Well-Being

Michigan Assessment Consortium

- [Leveraging the Science of SEL: How to support health and wellness during the COVID-19 Crisis](#)

Michigan Virtual and the Michigan Department of Education

This partnership has created a series of free online courses that inform educators on best practices in social emotional learning:

- [Introduction to SEL](#)
- [Integrating SEL Into Culturally Responsive Classrooms](#)
- [Embedding SEL Schoolwide](#)
- [Creating a Professional Culture Based on SEL](#)
- [Trauma-Informed Support](#)

New Pedagogies for Deep Learning

- [Cultivating Well-Being in Challenging Times with Dr. Jean Clinton](#)

Instruction

Please describe how you would implement the recommendations for **Governance**.

Our district's Return to Instruction and Learning work group will be led by the district's administrator. We will include:

- Office manager
- Teachers
- Board of Education representative
- DTNW Program Director

- DTNW Program Managers
- St. Clair County Director of Juvenile Services

Due to scheduling challenges, we will be meeting in subgroups. After each meeting, information, ideas, suggestions, and proposed changes will be shared. The meetings will take place in person and virtually via Zoom when necessary. Social distancing guidelines and facial coverings will be implemented.

The final Preparedness Plan will be posted on the district's website. Due to our small staff size (7), all supplemental information and questions to ensure clarity, expectations, and execution of the plan will occur as a result of all staff members being a part of the work group meetings (face-to-face or virtually). Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure students are well versed in the event we return to remote learning in any form or fashion.

Please describe how you would implement the recommendations for **Instruction**.

Instruction - Before School Starts

SCCIA's primary instructional delivery method will remain the same for the 2020-21 school year:

- All students will start the year with access to online instruction via Edgenuity, which provides students with standards-aligned grade-level instruction by highly-qualified teachers with access to a highly qualified teacher for face-to-face support.
- All incoming students will complete a battery of assessments to identify grade-level proficiencies and identify areas of need (support).
- All students' academic and social emotional needs will be addressed as these are key pieces to the Day Treatment/Night Watch Program all of our students are a part of.

Whether students at SCCIA are receiving face-to-face instruction, hybrid instruction, or remote instruction, clear expectations for any of the 3 modes of instruction include:

- Best practices for face-to-face, blended, or remote learning (via Edgenuity and teacher support)
- Grade-level proficiencies
- Assessing students and providing feedback
- Differentiated support for students
- The inclusion of social-emotional learning (county and CMH clinicians)
- Guidance around daily instructional time and daily percentage goals based student needs, ability, and access to technology or other resources, if applicable.

During Phase 4, all students (grades 6-12) will participate in hybrid mode of instruction. Students will be placed into group 1 or group 2. Each group will attend every other day Monday - Thursday with Fridays having students attend who need additional supports such as intervention, IEP services, or additional work towards meeting daily percentage goals on Edgenuity courses. When students from either group are working from a remote location, they will be able to call in via phone, video in via Zoom or Google Hangouts, and/or email their teacher for support. A hybrid model will allow for a more personalized schedule while being able to more effectively implement the safety measure outlined in our preparedness and response plan.

Standards-Aligned Curriculum and High Quality Instructional Materials:

SCCIA's curricular resources, provided by Edgenuity, are accessible digitally. Our teachers have a strong command of curricular resources to provide additional support to students working on Edgenuity and have received ongoing professional development over the ~10 years SCCIA has been using Edgenuity. Additional digital resources are used to enhance student engagement and the formative assessment process. SCCIA has been using Edgenuity for several years, which allows us to more smoothly transition from face-to-face instruction to hybrid and even remote learning while meeting all Michigan Merit Curriculum standards for the following content areas:

- Math
- Science
- ELA
- Social Studies
- Health
- Physical Education
- World Languages: Spanish

High Quality Instructional Methods and Intervention Programs:

Deep learning, closing achievement gaps, and student engagement are the primary focuses for our school regardless of the learning environment (face-to-face, hybrid, or remote); especially with our entire student population being at-risk. We will continue to use the Professional Learning Community (PLC) structure to give opportunities to teachers to examine student work and make meaningful instructional decisions in a collaborative, systemic way.

We will continue to use the intervention programs we have in place for English and math in grades 6-12. Additional support(s) may be necessary for students as we determine their needs in the first weeks of school, which will be further explored by our PLCs and staff as a whole.

Meaningful Assessment Methods:

From the very first day our students begin until they exited, our district assessment plan provides teachers and students the ability to identify gaps in student learning and target individual student needs on an ongoing basis. We engage our students in regular progress monitoring and formative assessment to guide PLCs structure using examples of student work to consider as teachers work together to plan next steps in instruction.

Integration of Social-Emotional Learning:

The social-emotional needs of our students are likely greater than most school student bodies. All of our students are on probation for a myriad of reasons and are considered at-risk. As a result, our students have access to a master-level clinician at all times while on site provided by the Day Treatment/Night Watch program and St. Clair County whom we collaborate and work very closely with. When working remotely, they can call or video conference with the program's clinicians. If needed, the clinicians have the ability to go and visit the students.

As a staff we have always placed a strong emphasis on the well being of students. In response to the added challenges created by the pandemic and school closures teachers have performed (at least) weekly one-on-one student check-ins when working remotely. This have occurred by virtual meeting, phone, or at a minimum email if the student was unable to

participate virtually or via phone

Special Education:

Per recommendation and before school starts, SCCIA will look at revising students' IEPs and 504 plans in coordination with general and special education teachers. These revisions should address any accommodations and/or services that are needed due to changes in the student as well as be based on assessment data and parent feedback. Upon the beginning of the 2020/21 school year, SCCIA will:

- Immediately begin intervention and support services with an emphasis on implementation of IEP and 504 supports/services.
- General and special education teachers will collaborate on delivery methods for assessments and instruction (accessibility) as outlined in IEPs, every Friday as needed.
- The DTNW program's clinicians and probation officers will also be a part of the collaborative process for review and implementation of IEPs and 504s.
- Ensure necessary adjustments and accommodations to/for Edgenuity courses are made for students who are receiving special education service when remote learning is needed.
- The IEP Team at SCCIA will evaluate whether students with an IEP need recovery services from missed face-to-face instruction with the intent on closing learning gaps. This will be done on a case-by-case basis.

Postsecondary Transitions:

Working collaboratively as a team consisting of our general education teachers, special education teacher, principal, and Day Treatment Staff, we will be working to secure support(s) for students who are transitioning to postsecondary. These supports will encompass:

- Determining what resources should be shared with Class of '21 and Class of '22 students and families.
- Planning for fall administration of SAT and ensuring that high school staff are communicating regularly with seniors.
- Providing resources, information, and training to parents and students. This will include a wide continuum of topics such as FAFSA completion, college application preparation, etc., as needed
- Work with Day Treatment Night Watch staff to provide continued support to Tuition Incentive Program (TIP) eligible students.
- Continue working with MRS (Michigan Rehabilitation Services) for job placement programs.
- In coordination with the Day Treatment Night Watch Program team, focus on identifying students who may need additional transition support(s).

Resources that support postsecondary transitions:

- [College and Career Readiness COVID-19 ISD College Access Network](#)

Schedules and Routines:

SCCIA will begin Phase IV using a hybrid model with cohorts identified as group 1 and group 2 (each cohort will have subgroups that do not co-mingle). Students will participate in face-to-face instruction every other day. Whether students are participating in face-to-face instruction or working remotely, they will be using Edgenuity with teacher support.

SCCIA School Schedule - Phase IV:

- **Hybrid model** - All students will be placed into 1 of 2 cohorts (group 1 and group 2). Each cohort will participate in face-to-face instruction every other day (8:30AM - 3:05PM). Students will work remotely using Edgenuity on days they are not on-site. Students working remotely will have access to teacher support virtually and/or by phone.
- **Students stay together as a class (subgroups of the large group 1 and 2 cohorts) and do not mingle with other classes** - Edgenuity provides this flexibility. Teachers will rotate as needed.

Example Daily Schedule

ELA	8:30 - 9:35
Science	9:35 - 10:40
Break	10:40 - 10:55
Social Studies (including lunch)	10:55 - 12:45
Math	12:45 - 1:50
Break	1:50 - 2:00
Science	2:00 - 3:05

- **Electives:** Our students only work in classes that count towards the Michigan High School graduation requirements.
- **Lunch:** Students will eat lunch in their classrooms/pod area with 1 group eating in the cafeteria
- Teachers have lunch and **common planning time** from 11:20am - 12:15pm.
- **Tier 3 supports:** pushed into each cohort classroom

Instruction - After School Starts

Ensuring Learning:

Once school starts, we will ensure learning for all students through our weekly PLC meetings, bi-weekly staff meetings before the school day, and weekly or bi-weekly team meetings with the Day Treatment staff. The intent of these meetings will be to ensure students:

- Are meeting goals and progressing in their Edgenuity courses.
- Are being provided with support necessary to ensure learning gaps and being closed and academic goals are being met.
- Having their social-emotional nets met or identified and communicated to clinicians for necessary support(s)/services.

Because SCCIA provides the educational piece for students participating in a court-order program (Day Treatment/Night Watch), our meetings go beyond academics. As a team, we focus on academics, behavior, and the social-emotional make-up of our students. Teachers participate weekly in the team meetings with Day Treatment focusing primarily on what teachers are seeing in the classroom relating to student behavior and their social-emotional well-being. The building principal attends the team meetings with Day Treatment staff on a bi-weekly basis. The building principal will participate in the weekly PLCs or meet with PLC

teams after the meetings take place to review student performance and adjustments in planning and student focus/goals. The principal will work to acquire additional resources as needed. These meetings will take place whether we are remote, hybrid, or face-to-face.

After-hours Edgenuity support will be provided to students. Teachers will provide 10 hours of after-hours support per week. Should we move completely to remote learning, teachers will adjust these hours to accommodate students.

Shifting to a Remote Learning Environment:

To remain prepared for needed shifts to a school remote learning context, we will:

- Continue to utilize Edgenuity which provides standards-aligned learning that is customizable to student needs.
- Utilize a hybrid model which will incorporate a remote element and also hold occasional virtual PLC meetings on site so that teachers and students remain ready for a possible transition to a remote context.
- Distribute communications for any added protocols and resources, share evidence of student learning, and ensure that all stakeholders receive status updates.

When in hybrid or remote learning modes we will:

- Confirm that devices distributed to all students during the first week of school (regardless of remote, hybrid, or face-to-face status) are functional.
- Ensures that all students and families have adequate connectivity to successfully engage in and complete schoolwork.
- Hard copy materials will be distributed to students who do not have connectivity.
- Monitor online attendance through Edgenuity Session Logs.

Please describe how you would implement the recommendations for **Communications and Family Supports**.

Communication Systems:

SCCIA will continue to use one-way and two-way communication with students and families depending on which method is most effective for the situation. We will also continue to communicate through our website or letterform; this includes the use of Day Treatment staff as a liaison of communication. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with families regarding student's academic, school, and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum and expectations for academic goals.
- Ensure all communications are in both English and the home language of our students, if necessary.
- Ensure our teachers know and understand the school communication plan
- Communicate in a timely manner when it become necessary to modify our modes of instruction

Family Partnerships:

Parent and family engagement are vital to the success of our students. Many of our families faced significant obstacles leading up to the current challenges, which can further complicate things in some instances. Through everything we will remain committed to supporting our students and families. We plan to provide:

- Support on the best way to access and use our digital resources
- Supports and resources for our families to use at home including specific strategies for supporting their child's learning at home
- Zoom Q&A sessions where parents and students can interact with teachers to ask questions

Please describe how you would implement the recommendations for **Professional Learning**.

SCCIA's professional learning is centered around supporting students' academic and behavioral needs. Our professional learning priorities remain:

- **Closing learning gaps:** Closing learning gaps is a school-wide focus and effort. This requires our teachers to regularly evaluate data to set and maintain rigorous and appropriate goals for our students and to ensure the curriculum depth needed to close gaps. Our teachers and administration must also provide and advocate for a safe and orderly learning environment. Teachers must also identify, understand, and implement strategies to increase achievement using observation, reflection, and data.
- **Supporting student behavior:** Through the use of trauma informed care / practices, the school staff, administration, and teachers focus on creating an environment of safety, choice, collaboration, trustworthiness, and empowerment. Many of our students join our program with needs that need to be addressed in order to maximize their learning potential.

Having a small staff affords SCCIA the ability to communicate with every teacher individually to receive their input and understand their professional learning needs. Each teacher was able to communicate through email what their professional needs were.

For the 2020-21 school year, the following professional learning structures and topics will need to be continued/addressed.

Professional Learning Structures:

- **Professional Learning Communities (PLCs):** Teachers collaboration focusing on the following questions:
 - *What do we want our students to learn?*
 - *How will we know if they have learned it?*
 - *What will we do if they haven't learned it yet?*
 - *What will we do if they already know it?*
- **To answer these questions, these teacher-led groups will engage in:**
 - Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.
 - Identifying students who did not engage in remote learning and develop a plan to provide additional supports, if needed.
 - Monitoring student work and progress throughout the year, and planning next steps in the learning for students.

- **Collaborative Team Meetings:** Collaboration with the Day Treatment Program staff, probation, and clinical staff. These meetings will take place in-person and hopefully virtually should we need to transition to a remote model. These meetings focus on the whole student for a given week.
- **Time:** Some professional learning will be offered asynchronously and some will be synchronous. The following times will be reserved for synchronous professional learning:
 - Friday afternoon PLC meetings - virtually or in person.
 - School staff meetings - every other week in-person or virtual every week.
 - Collaborative team meetings - weekly on Tuesdays (Intense program) and Wednesdays (Traditional program).

Professional Learning Topics

- **Student welfare:** Social-emotional learning, trauma-informed best practices, identification of students’ needs, self-care to promote holistic wellness and resilience and to prevent burnout.
- **Academic:** Closing learning gaps, meeting goals, and overall student achievement.
- **Remote/Hybrid Teaching and Learning:** Use and effectiveness of strategies to support students when working remotely.
- **Safety protocols:** PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students

C. Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.

We will consider going to face-to-face instruction for all students Monday - Friday in Phase 5. Aside from that, we are planning to implement many of the same measures in Phase 5 as Phase 4. SCCIA will collaborate with the county’s Day Treatment Night Watch Program in making this decision as it has with most of the information described in this document.

1. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

We will implement all applicable strongly recommended protocols as outlined in Phase V of the Return to School Roadmap.

2. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will not include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

As stated above, our plan is to implement all applicable strongly recommended protocols as outlined in Phase V of the Return to School Roadmap.

- D. After considering all the protocols that are highly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4**.

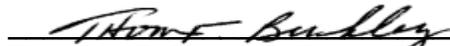
No, we will not be excluding any strongly recommended protocols outlined in Phase IV of the Return to School Roadmap that are applicable to our school program or setting. For example, we do not have athletics, so we will not be including any of the highly recommended protocols for that category.

Final Steps for Submission

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15 or seven days before the first day of school, whichever comes first.

Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator:
July 30, 2020

Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:



Thomas F. Buckley, Board President, St. Clair County Intervention Academy

Link to the approved Plan posted on the District/PSA/nonpublic school website:

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

Name of District/PSA/Nonpublic Leader Submitting Plan:
Troy Peyerk, Director, St. Clair County Intervention Academy

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:

Date Submitted to State Superintendent and State Treasurer: