

Continuity of Learning Plan St. Clair County Intervention Academy

The St. Clair County Intervention Academy resumed normal school operations to begin the 2021-22 school year and it will continue to do so in the 2022-23 school year and in the future. The plan described in the following pages is a requirement from the MDE (Michigan Department of Education) and will be revised every 6 months (as appropriate) with public input at our school board meetings.

As a result of COVID-19, school districts are required to submit a Continuity of Learning and COVID-19 Response Plan in order to continue to receive state aid for operations. *IF* schools were to close and in-person instruction weren't an option, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning.

Should the need arise, it is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means. Each District shall submit a single completed Continuity of Learning Plan to its Authorizer.

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

The St. Clair County Intervention Academy resumed normal school operations to begin the 2021-22 school year and it will continue to do so in the 2022-23 school year and in the future. The following plan is only a contingency required by MDE.

As Districts and Public-School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work:

Keep Students at the Center

Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- **Plan for Student Learning:** Build on each student's strengths, interests, and needs and use this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- **Contact Families:** Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary.

Design Learning for Equity and Access

Plan and deliver content in multiple ways so all students can access learning.

- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary.

Assess Student Learning

Manage and monitor student learning and plan what's next for learning including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators' reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

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

The St. Clair County Intervention Academy resumed normal school operations to begin the 2021-22 school year began and it will continue to do so in the 2022-23 school year and in the future. The following plan is only a contingency required by MDE.

Date Created: September 2022

Name of District: St. Clair County Intervention Academy

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

District Code Number: 74911

Email Address of the District: dan@therominegroup.com

Name of Intermediate School District: St. Clair County RESA

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

The goal of a Continuity of Learning 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, when needed, to help them stay on pace in their learning.

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

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 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.

District/ PSA Response:

The St. Clair County Intervention Academy (SCCIA) plans to use a hybrid model of instruction using hard copy instructional packets and online learning via Edgenuity. Online learning using Edgenuity will be the primary mode of support and instruction. SCCIA teachers will be able to provide support for students via Edgenuity's email system, phone, and/or Zoom. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper and pencils, which will be made available to families that don't have them. All students will have access to grade-level/course resources (textbooks and/or other materials) as needed to complete their work. Packets and necessary materials will be distributed to students and collected every 2 weeks.

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.

SCCIA teachers will be expected to attempt to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access) such as Google Hangout/Zoom or other forms of virtual meeting, through weekly phone calls, or through email. An emphasis will be on continuing to build relationships and maintaining connections. If students do not have access to technology, teachers will connect via phone or include notes to students in their instructional packet that focus on building relationships and maintaining connections. We are very sensitive to the fact that students and families may not have regular schedules and/or regular access to devices during these uncertain times, and will be flexible in our approaches to connect with students.

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

For students without access to technology, the primary mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered in a manner to best accommodate our families. These delivery mechanisms will be accomplished in one of the following ways: porch delivery using the Day Treatment Night/Watch surveillance staff and/or mailing packets to the most current address listed in the student information system.

For students with technology, content will be delivered through Edgenuity. Teachers will be monitoring student progress on Edgenuity and set weekly performance goals for students. SCCIA teachers will provide supplemental support to the students' Edgenuity classes using email, phone calls, and/or Google Hangouts or Zoom.

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

District/ PSA Response:

Connecting with and caring for our students is our first priority. It will be important to monitor the engagement and learning of our students in order to continue to provide support for both social-emotional and academic needs. For students without technology access, learning packets will be collected through several means: porch/driveway pickups using the Day Treatment Night/Watch surveillance staff and/or mail. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, or through notes delivered along with subsequent packets. The feedback will be positive and encouraging and may include examples to support further student learning. Again, realizing that individual students may have unique needs due to their circumstances, feedback will be given in multiple formats. In the event that a learning packet is not returned, teachers will work to connect with students on a personal level.

For students with technology, teachers will monitor student access and assignment completion within Edgenuity. Teachers will provide formative feedback to students on assignments through Edgenuity's email system, phone, and virtual meeting. The feedback will be positive and encouraging and may include examples to support further student learning.

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

District/ PSA Response:

SCCIA teachers will be providing instructional support beyond a typical school day and/or work day. This may include support for students working on instructional packets and Edgenuity. Support will be provided via phone and/or virtual meetings. Some students cannot participate in school related activities outlined in this plan during the school's standard hours of operation between 8am-4pm. This is due to sharing devices with other family members, limitations on using the device to allow for supervision of use, and parent(s) requesting their child to wait for them to be available to allow for their involvement.

-Duration: April 16, 2020 - June 19, 2020

-5 teachers providing instructional support beyond typical school day.

-Cost per teacher: \$2,000. Total cost: \$10,000

-Source: General Fund

For students who need instructional packets, all materials will need to be printed, mailed via USPS, and returned via prepaid postage.

-Duration: April 16, 2020 - June 19, 2020

-Cost of printing, mailing, and providing prepaid return postage every 2 weeks: \$50.00

-Total cost: \$250

-Source: General Fund

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

District/ PSA Response:

The development of the plan was a collaborative process, providing an opportunity for key stakeholders to provide feedback and/or review the draft plan. The building administrator met with the building teachers for initial input. Due to our small staff size (5 teachers), SCCIA teachers worked collaboratively to address the needs of all students and to identify content for instructional packets. The building administrator worked with its representative from The Romine Group to develop the plan, met with Day Treatment Night/Watch Staff for input, and took the plan to the school board for feedback.

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

District/ PSA Response:

The plan will be communicated through a letter to each family. The plan will also be posted to the district website. To ensure that everyone is aware that the plan has been developed, the Day Treatment Night/Watch staff will deliver the letter to families. The letter will be delivered by mail if necessary.

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.

District/ PSA Response:

The plan will be implemented no later than April 16, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/PSA Response:

Not applicable. Our students do not participate in dual enrollment courses.

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

District/ PSA Response:

SCCIA's food service is provided through the Port Huron Area School District. Port Huron Area School District has several food distribution sites within or near the neighborhoods where many of our students live. Students can also reference the Michigan Department of Education's food distribution map (<https://www.mcgi.state.mi.us/schoolnutrition/>). Also, SCCIA students participate in the county's Day Treatment / Night Watch program and they will provide assistance to students in need of food if needed.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

The district will continue to pay school employees. Staff will be redeployed as necessary to support the implementation of this plan and support students and families. These duties may include, but are not limited to:

1. Making calls to students and families to build connections and maintain relationships
2. Making calls to students and families to provide additional learning support
3. Assisting with copying and distributing packets
4. Assisting with maintaining district communication protocols and the sharing of resources
5. Working at times beyond a typical school or work day to support students when they are available

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

District/ PSA Response:

Connecting with and caring for our students is our first priority. Teachers will document communications with students and parents. If a student does not have access to technology, teachers will keep track of which students are completing the instructional packets. If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. If concerns are raised due to lack of engagement, inconsistent completion and/or communication of needs from a parent or student, SCCIA teachers will communicate with the principal and/or Day Treatment / Night Watch staff to develop a plan to connect with the student and family. When appropriate, community resources will be shared with the family. Community support agencies also may be sought to make these connections (DHHS, Behavioral Health, etc.) and support our families.

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-gp.

District/ PSA Response:

While teachers are making weekly phone calls they will check in with students and families. If a need or concern is presented/shared, the teacher will elevate that need to the Day Treatment / Night Watch staff, program clinicians, and principal to make the necessary follow-up. The principal will communicate (via email or virtually) weekly with teachers to identify any additional students or families in need.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.

District/ PSA Response:

The St. Clair County Intervention Academy operates out of the Day Treatment / Night Watch building located next to the St. Clair County Sheriff's Department, which has several essential workers. The DT/NW building could be considered as a location for providing child care to Sheriff's Department employees as it's close to their place of employment.

Optional question:

15. Does the District 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?

District/ PSA Response:

The St. Clair County Intervention Academy already operates on a year round calendar.

Name of District Leader Submitting Application:

Troy Peyerk

Date Approved:

April 15, 2020

Name of ISD Superintendent/Authorizer Designee:

James Cain, Port Huron Area School District Superintendent

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:

<http://www.intervention-academy.org/>