COVID-19 Preparedness and Response Plan and Policy

Board of Education Meeting

Monday, August 10, 2020
By August 15, 2020, the Board of Education must approve the district’s Preparedness Plan and Policy
Priorities

1. Health and safety of all students, staff, and families
2. Academic excellence and equity
3. Ability to effectively implement the plan
Informing the UCS Plan

• UCS Vision, Mission, Strategic Direction, and Board of Education Policies
• Guiding Principles
• MI Safe Schools: Michigan’s 2020-2021 Return to School Roadmap
• Guidance from regional, state, and national organizations
• Results of community survey
• Expertise of Utica Community Schools teachers, counselors, psychologists, social workers, school district nurse, and administrators
## MI Safe Start Plan

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Uncontrolled growth</strong></td>
<td>Increasing number of new cases every day, likely to overwhelm the health system.</td>
</tr>
<tr>
<td><strong>2 Persistent spread</strong></td>
<td>Continue to see high case levels with concern about health system capacity.</td>
</tr>
<tr>
<td><strong>3 Flattening</strong></td>
<td>Case growth is gradually declining.</td>
</tr>
<tr>
<td><strong>4 Improving</strong></td>
<td>Cases, hospitalizations and deaths are clearly declining.</td>
</tr>
<tr>
<td><strong>5 Containing</strong></td>
<td>Continued case and death rate improvements and outbreaks can be quickly contained.</td>
</tr>
<tr>
<td><strong>6 Post-pandemic</strong></td>
<td>Community spread not expected to return.</td>
</tr>
</tbody>
</table>

### What’s happening with the disease?
- **Stay Home, Stay Safe:** Strict social distancing, travel restrictions, face coverings, hygiene best practices, remote work.
- Critical infrastructure: First responders, health care workers, critical manufacturing, food and agriculture, essential retail (e.g., grocery), transportation.
- Specified lower-risk businesses with strict workplace safety measures: Construction, manufacturing, real estate, outdoor work.
- Additional lower-risk businesses with strict safety measures: Other retail, with capacity limits, offices, but telework required if possible.
- Continued case and death rate improvements and outbreaks can be quickly contained.
- Stay Safe: Adherence to new guidelines.
- Sufficient community immunity and availability of treatment.
- All businesses, events and gatherings of all sizes with new safety guidelines and procedures.
- Social distancing rules relaxed and large events are permitted.

### What do we need to do to stay safe?
- Critical infrastructure: First responders, health care workers, critical manufacturing, food and agriculture, essential retail (e.g., grocery), transportation.
- Specified lower-risk businesses with strict workplace safety measures: Construction, manufacturing, real estate, outdoor work.
- Additional lower-risk businesses with strict safety measures: Other retail, with capacity limits, offices, but telework required if possible.
- Continued case and death rate improvements and outbreaks can be quickly contained.
- Stay Safe: Adherence to new guidelines.
- Sufficient community immunity and availability of treatment.
- All businesses, events and gatherings of all sizes with new safety guidelines and procedures.
- Social distancing rules relaxed and large events are permitted.

### What work can we do? (Examples)
- Critical infrastructure: First responders, health care workers, critical manufacturing, food and agriculture, essential retail (e.g., grocery), transportation.
- Specified lower-risk businesses with strict workplace safety measures: Construction, manufacturing, real estate, outdoor work.
- Additional lower-risk businesses with strict safety measures: Other retail, with capacity limits, offices, but telework required if possible.

### What factors determine progression to next phase?
- Analysis shows epidemic growth rates slowing.
- Hospital and treatment capacity built, alternative care facilities established.
- Infrastructure for crisis response and data systems to monitor progression are in place.
- Cases, deaths decline for extended period.
- Monitor impact on vulnerable populations.
- Sufficient health system capacity in place.
- Improved testing, contact tracing and containment capacity.
- Cases and deaths decline more sharply, percent positivity decreasing.
- Healthcare system capacity continues to strengthen.
- Robust testing, contact tracing and containment protocols in place.
- Cases and deaths at low absolute rates per capita.
- Health system capacity is very strong.
- Robust testing, contact tracing and containment protocols in place.
- High uptake of an effective therapy or vaccine.

*Note: This framing is being updated and refined as additional guidance from CDC and public health experts becomes available.*

It is also possible to move backwards if risk increases and if we stop adhering to safe practices.
Michigan’s 2020-21 Return to School Roadmap

MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap

Governor Gretchen Whitmer
COVID-19 Task Force on Education Return to School Advisory Council

June 23, 2020
Cases by Age Group

- 0-9
- 10-19
- 20-29
- 30-39
- 40-49
- 50-59
- 60-69
- 70-79
- 80+

Macomb County
District

- Cases involving students and staff
- Monitoring by the Macomb County Health Department
- Michigan Executive Orders
  - Childcare
COVID-19 Preparedness and Response Policy

Meeting the needs of our students, families, and staff
Survey Overview

In June 2020, Hanover Research administered the COVID-19 Extended School Closure Impact Survey on behalf of Utica Community Schools. Parents, students, school and district staff responded to questions which inquired about their perceptions of:

- Access to district and school resources during COVID-19 related school closures;
- The effects of lost in-person instructional time on academic readiness and student wellbeing;
- Activities and resources to support distance learning; and
- Considerations for returning to school in the fall.

Collected results can inform planning efforts for the 2020-21 school year.
**COVID-19 Extended School Closure Impact Survey**

Prepared for Utica Community Schools

How likely are you to return to/send your child to/return to work at your school in the fall if...

% Very or Extremely Likely

Student (n=1,122-1,142)  Parent (n=9,357-9,467)  School staff (n=837-856)

- Class sizes are substantially reduced: 53% (Student), 62% (Parent), 62% (School staff)
- Class sizes reduced/students & staff wear masks: 50% (Student), 49% (Parent), 52% (School staff)
- Students & staff adhere to strict social distancing: 48% (Student), 52% (Parent), 58% (School staff)
- Schools sanitized nightly: 58% (Student), 59% (Parent), 63% (School staff)
2020-2021 Planning Committees

- Consisting of elementary and secondary teachers, instructional technology coaches and administrators.
- Developed guidelines for consistency in teacher instructional implementation and student learning for seamless transition from in-person environment to remote environment.
- Develop pacing guides identifying Power Standards aligned to previous years standards to focus instruction.
- Develop synchronous and asynchronous professional development for staffs to assist with the implementation of technology and pedagogy for effective delivery of instruction.
- Determined resources, supports and the delivery of services and programs.
- Developed guidelines for safety, cleaning and social distancing for in-person instruction.
- Developed resources and interventions to support the social-emotional and cultural proficiency development of all students and staff.
**MI Safe Start Plan**

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**What’s happening with the disease?**
- Analysis shows epidemic growth rates slowing
- Hospital and treatment capacity built, alternative care facilities established
- Infrastructure for crisis response and data systems to monitor progression are in place

**What do we need to do to stay safe?**
- Stay Home, Stay Safe: Strict social distancing, travel restrictions, face coverings, hygiene best practices, remote work
- Safer at Home: Continued distancing, face coverings, hygiene best practices, remote work

**Critical infrastructure**
- First responders
- Health care workers
- Critical manufacturing
- Food and agriculture
- Essential retail (e.g., grocery)
- Transportation

**Critical infrastructure**
- Additional types of recreation allowed
- Specified lower-risk businesses with strict workplace safety measures
- Other retail, with capacity limits
- Offices, but telework required if possible

**What work can we do?**
(Examples)

**What factors determine progression to next phase?**
- CASES AND DEATHS AT LOW ABSOLUTE RATES PER CAPITA
- HEALTHCARE SYSTEM CAPACITY IS VERY STRONG
- ROBUST TESTING, CONTACT TRACING AND CONTAINMENT PROTOCOLS IN PLACE

**Note:** The timeline is being updated and refined as additional guidance from CDC and public health experts becomes available.

It is also possible to move backwards if risk increases and if we stop adhering to safe practices.
School Operating Status

- No in-person instruction, remote and Virtual Academy only
- Athletics, after-school activities, inter-school activities and busing are suspended
- Food distribution will continue for eligible students
- School buildings are closed to all individuals except for:
  - District employees
  - Contractors necessary to conduct basic school operations
  - Food service workers
  - Licensed childcare providers and the families they serve
Instruction (Parallels Phases 4-6)

- All students will receive a device
  - Kindergarten and first graders – iPad
  - Second grade through twelfth grade – laptop
- Single sign-on
- Schoology is the learning management system.
- Asynchronous Instruction
  - Students complete independent work
  - Teachers provide pre-recorded lessons
- Synchronous Instruction
  - Students meet virtually with their class at a scheduled time
  - Teachers provide “live” whole group, small group, and/or one-on-one sessions
Mental Health, Social-Emotional Health and Cultural Proficiency (Parallels Phases 4-6)

- Well-being refers to a state of overall mental and physical health, resilience, regulation of emotions, strength, and the ability to develop relationships with self and others
- Connections help us to know how students are doing and what help they may need
- Daily/weekly check-ins allow for a deeper connection to occur and allows for teachers to know if students need additional social-emotional or academic support
- Utica Community Schools will refer families to Macomb Family Services for mental health screenings when necessary
- School staff will reference the guidelines outlined in the District Mental Health Card regarding identification and rapid referral of at-risk students to appropriate supports, such as the school counselor, social worker, psychologist or outside agency
## Instruction Phases 1-3

<table>
<thead>
<tr>
<th>Type of instruction</th>
<th>Allocation of Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asynchronous instruction: Students spend approximately 2-3 hours on independent work over the course of the day.</td>
<td>2-3 hours each day</td>
</tr>
</tbody>
</table>
| Synchronous instruction: Students spend approximately 2-3 hours on virtual, teacher-directed whole group instruction, small group instruction and individualized student support over the course of the day. | 2-3 hours each day  
  Elementary: 20-45-minute segments per content area  
  Secondary: 45-60-minute segments per course |

*Instructional minutes may need to be adjusted to align with Pupil Accounting Requirements.*
Student Attendance
- Board of Education Policy 5115 – Attendance
- Monitored daily
- Student absences are to be communicated to the school

Grading
- Board of Education Policy 6205 - Grading
- Feedback will be provided in a consistent manner when students are in-person, remote, or participating in the UCS Virtual Academy
- Reporting will take place through PowerSchool and Schoology
Specially Designed Instruction (Parallels Phases 4-6)

- Specially designed instruction includes consideration that are common to specific programs and services such as self-contained classrooms, resource room, or Individualized Educational Plan (IEP) courses.
- Emphasis on individual decision making through the IEP team is required by law, under the Individuals with Disabilities Act (IDEA), to assure all students with IEP’s receive a free and appropriate public education (FAPE) in their least restrictive environment (LRE).
- Students with disabilities are considered general education students first. Special education and general education teams work closely together to assure that students have full and equal access to curriculum. Learning activities and environments are designed with all learners in mind.
Early Childhood and Adult Learning Phases 1-3

Early Childhood and Great Start Readiness Program (GSRP)

- Early childhood remote programs will be made available to interested families
- Great Start Readiness will be available for remote instruction

Adult Education and English as a Second Language (ESL)

- Adult Education and English as a Second Language programs will continue instruction within the remote environment
Remote Teaching Delivered from the Classroom

• Tangible
  o Ability to more confidently demonstrate compliances such as daily minutes and other elements required to qualify for instructional time
  o May be required under E Learning Day as defined under proposed House Bill 5910

• Intangible
  o Affords teachers access to District internet, classroom materials and school resources
  o Affords teachers access to colleagues, principal support and other in-person assistance
  o Encourages a workday structure that mirrors in-person learning, positioned for transition
  o Minimizes disruptions that can impact synchronous instruction
  o Expands potential for unique redeployment of paraprofessionals and other staff to assist and support teachers on site

• Other
  o Utica Community Schools recognizes that other factors also should be considered when determining whether remote teaching will be required from the classroom.
Non-Teaching Staff During Remote Learning

• The District Department of Human Resources will consider
  o Necessary Continued Services
  o Redeployment
  o Michigan Work Share
  o Furlough
  o Layoff
While in remote learning and available to students enrolled in the UCS Virtual Academy

- Students will have access to breakfast and lunch at 12 distribution sites including three off campus locations
- Meals will be prepackaged and in compliance with USDA regulations
- Students with documented food allergies will be accommodated accordingly
Q & A
School Operating Status

- Remote/In-person instruction is permitted with required safety protocols
- Breakfast and lunch offered to all students.
- Transportation resumes
- Inter-school competitions resume
- Large scale indoor spectator events are suspended
- Large scale outdoor stadium or spectator events limited to 100 people
Screening Students and Staff

• The District shall cooperate with Macomb County Health Department to implement screening protocols for students and staff and if a student or staff member has a confirmed case of COVID-19
  • MCHD initiate contact tracing, following regular public health practice.
  • Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self-quarantine for up to 14 days after exposure

• All employees must comply with the daily self-screening protocol requirements provided in the COVID-19 Preparedness and Response Plan and Policy

• Students or staff who develop a fever or become ill with symptoms of COVID-19
  • Placed in an identified area with a facial covering
  • Must be picked up by a parent/guardian, family member, an emergency contact, or transported by ambulance if necessary
  • Must remain home until they have tested negative or have completely recovered according to Macomb County Health Department guidelines

• Utica Community Schools will maintain confidentiality consistent with the American with Disabilities Act (ADA) and other applicable federal and state privacy laws
Safety Protocols

- Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated
  - All staff and all students in grades pre-K and up when on a school bus
  - All staff and all students in grades pre-K and up when in indoor hallways and common areas
  - All staff when in classrooms
  - All students in grades 7 and up when in classrooms
  - All students in K-6 unless students remain with their classes throughout the school day and do not come into close contact with students in another class
- Prohibit indoor assemblies that bring together students from more than one classroom
- Incorporate the Roadmap’s required protocols governing hygiene, cleaning, athletics, screening, testing protocols, and busing and student transportation
### UCS Learning Formats

For the 2020-2021 school year, parents and students can choose between:

<table>
<thead>
<tr>
<th>In-person with the ability to go remote</th>
<th>UCS Virtual Academy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students should expect to migrate in or out of their school as pandemic safety guidelines require. The remote format will be used only as long as pandemic safety measures dictate.</td>
<td>Students should expect to remain in the online format of the UCS Virtual Academy for the duration of the semester or school year.</td>
</tr>
<tr>
<td>Students will remain with their school classmates and their UCS teacher while in-person or remote.</td>
<td>UCS Virtual Academy will combine students from grade levels or courses across the district (e.g. a Browning student and a Crissman student could be in the same 6th grade class). Courses will be taught by UCS teachers from across the district.</td>
</tr>
</tbody>
</table>
Key Characteristics of Remote Learning and the UCS Virtual Academy

• Students will follow a prescribed daily/weekly schedule of classes/lessons.

• Each class will have multiple, weekly ‘live’ interactions between students and UCS teachers.
  • Both synchronous (real time learning with the teacher) as asynchronous (learning experiences created by the teacher which are accessible at any time) will be used with whole class, small group and/or individualized instruction.

• Delivery of new content may be recorded so students who miss the live session can gain access.

• Special education services will occur, including special programs, synchronous and asynchronous instruction, and direct/consultative services, according to the student’s IEP.

• All classes will feature rich academic experiences along with an online classroom culture that recognizes and values the social-emotional needs of all students.

• Students will receive meaningful and regular feedback from their UCS teachers via Schoology.

• Attendance and grading will be required and tracked in accordance with Board of Education policies 5115 and 6205.
Elementary Student Experience

100% In Person
Modified Social Distancing
## Kindergarten – Second Grade

<table>
<thead>
<tr>
<th>Monday-Friday</th>
<th>180 minutes</th>
<th>60 minutes</th>
<th>40 minutes</th>
<th>50 minutes</th>
<th>30 minutes</th>
<th>30 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content area</td>
<td>ELA</td>
<td>Math</td>
<td>Lunch</td>
<td>Art/Music/PE/Media Center</td>
<td>Science</td>
<td>Social Studies</td>
</tr>
</tbody>
</table>

## Third – Sixth Grade

<table>
<thead>
<tr>
<th>Monday-Friday</th>
<th>120 minutes</th>
<th>60 minutes</th>
<th>40 minutes</th>
<th>50 minutes</th>
<th>60 minutes</th>
<th>60 minutes</th>
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<td>Content area</td>
<td>ELA</td>
<td>Math</td>
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*Instructional minutes may need to be adjusted to align with Pupil Accounting Requirements.*
## Sample Elementary Schedule

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<tr>
<th>Time</th>
<th>Monday</th>
</tr>
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<tbody>
<tr>
<td>9:00</td>
<td>Morning Meeting/Social Emotional Learning (SEL) Synchronous</td>
</tr>
<tr>
<td>9:05</td>
<td>Reading Mini - Lesson &amp; Introduction of Stations Synchronous</td>
</tr>
<tr>
<td>9:55</td>
<td>Stations Independent Work/Small Group Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>10:40</td>
<td>Word Study/Phonics Mini Lesson Synchronous</td>
</tr>
<tr>
<td>10:55</td>
<td>Rec ses Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>11:25</td>
<td>Writing Mini Lesson Synchronous</td>
</tr>
<tr>
<td>11:40</td>
<td>Stations Independent Work/Small Group Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>12:30</td>
<td>LUNCH Asynchronous</td>
</tr>
<tr>
<td>12:50</td>
<td>Physical Education Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>1:40</td>
<td>Math Mini Lesson Synchronous</td>
</tr>
<tr>
<td>2:00</td>
<td>Stations Independent Work/Small Group Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>2:10</td>
<td>Rec ses Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>2:50</td>
<td>Science Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>3:50</td>
<td>End of Day Meeting/Social Emotional Learning (SEL) Synchronous</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Time</th>
<th>Tuesday</th>
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<td>Writing Mini Lesson Synchronous</td>
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<td>12:30</td>
<td>LUNCH Asynchronous</td>
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<tr>
<td>12:50</td>
<td>Math Mini Lesson Synchronous</td>
</tr>
<tr>
<td>1:00</td>
<td>Stations Independent Work/Small Group Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>1:20</td>
<td>Art Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>2:00</td>
<td>Rec ses Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>2:40</td>
<td>Science Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>3:50</td>
<td>Social Studies Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>4:00</td>
<td>End of Day Meeting/Social Emotional Learning (SEL) Synchronous</td>
</tr>
</tbody>
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* Instructional minutes may need to be adjusted to align with the Michigan Pupil Accounting Requirements.
# Sample Elementary Schedule

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<th>Activity</th>
<th>Type</th>
</tr>
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<tbody>
<tr>
<td>9:00</td>
<td>Morning Meeting/Social Emotional Learning (SFL)</td>
<td>Synchronous</td>
</tr>
<tr>
<td>9:00-9:20</td>
<td>Reading Mini - Lesson &amp; Introduction of Stations</td>
<td>Synchronous</td>
</tr>
<tr>
<td>9:20-9:55</td>
<td>Stations (Independent Work)/Small Group</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>9:55-10:25</td>
<td>Word Study Phonics Mini Lesson</td>
<td>Synchronous</td>
</tr>
<tr>
<td>10:25-10:40</td>
<td>Recess</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>10:40-10:55</td>
<td>Stations (Independent Work)/Small Group</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>10:55-11:25</td>
<td>Writing Mini Lesson</td>
<td>Synchronous</td>
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<tr>
<td>11:25-11:40</td>
<td>Stations (Independent Work)/Small Group</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>11:40-12:00</td>
<td>LUNCH</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>12:10-12:30</td>
<td>Physical Education</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>12:30-13:00</td>
<td>Math Mini Lesson</td>
<td>Synchronous</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Stations (Independent Work)/Small Group</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Recess</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>Science</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>2:30-3:30</td>
<td>End of Day Meeting/Social Emotional Learning (SFL)</td>
<td>Synchronous</td>
</tr>
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<tr>
<td>9:10 - 9:20</td>
<td>Morning Meeting/Social Emotional Learning (SEL)</td>
<td>Synchronous</td>
</tr>
<tr>
<td>9:55 - 10:25</td>
<td>Reading &amp; Word Study Mini - Lessons</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>10:25 - 10:40</td>
<td>Stations Independent Work/Small Group</td>
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</tr>
<tr>
<td>10:40 - 10:55</td>
<td>Recess</td>
<td>Synchronous and/or Asynchronous</td>
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<td>11:25 - 11:40</td>
<td>Writing Mini Lesson</td>
<td>Synchronous</td>
</tr>
<tr>
<td>11:40 - 12:10</td>
<td>Stations Independent Work/Small Group</td>
<td>Synchronous and/or Asynchronous</td>
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<tr>
<td>12:10 - 12:50</td>
<td>LUNCH</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>12:50 - 1:00</td>
<td>Math Mini Lesson</td>
<td>Synchronous</td>
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<td>Synchronous and/or Asynchronous</td>
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<td>Art</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>2:40 - 2:50</td>
<td>Recess</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>2:50 - 3:30</td>
<td>Social Studies</td>
<td>Synchronous and/or Asynchronous</td>
</tr>
<tr>
<td>3:50 - 4:00</td>
<td>End of Day Meeting/Social Emotional Learning (SEL)</td>
<td>Synchronous</td>
</tr>
</tbody>
</table>
Secondary Student Experience

100% In Person Modified Social Distancing
### Seventh – Twelfth Grade

<table>
<thead>
<tr>
<th>Day</th>
<th>126 minutes</th>
<th>126 minutes</th>
<th>30 minutes</th>
<th>126 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Day</td>
<td>1st hour</td>
<td>2nd hour</td>
<td>Lunch</td>
<td>3rd hour</td>
</tr>
<tr>
<td>B Day</td>
<td>4th hour</td>
<td>5th hour</td>
<td>Lunch</td>
<td>6th hour</td>
</tr>
</tbody>
</table>

*Instructional minutes may need to be adjusted to align with Pupil Accounting Requirements.
## Typical Two-Week Rotation

<table>
<thead>
<tr>
<th>Week 3</th>
<th>A Schedule 1st hour</th>
<th>B Schedule 4th hour</th>
<th>A Schedule 1st hour</th>
<th>B Schedule 4th hour</th>
<th>A Schedule 1st hour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd hour 3rd hour</td>
<td>5th hour 6th hour</td>
<td>2nd hour 3rd hour</td>
<td>5th hour 6th hour</td>
<td>2nd hour 3rd hour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>B Schedule 4th hour</th>
<th>A Schedule 1st hour</th>
<th>B Schedule 4th hour</th>
<th>A Schedule 1st hour</th>
<th>B Schedule 4th hour</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4th hour 5th hour 6th hour</td>
<td>1st hour 2nd hour 3rd hour</td>
<td>4th hour 5th hour 6th hour</td>
<td>1st hour 2nd hour 3rd hour</td>
<td>4th hour 5th hour 6th hour</td>
</tr>
</tbody>
</table>
### Sample A Day Secondary Student Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Learning Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st Hour</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:20 a.m.</td>
<td>Check-in with teacher (Social Emotional Learning/Relationships)</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>7:26 a.m.</td>
<td>Participate in lesson</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>8:26 a.m.</td>
<td>Complete classwork</td>
<td>Asynchronous Learning</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:32 a.m. to 11:38 a.m.</td>
<td>Working on posted assignment</td>
<td>Asynchronous Learning</td>
</tr>
<tr>
<td>10:32 a.m.</td>
<td>Work with co-teacher in small group for extra support</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>11:02 a.m.</td>
<td>Participate with whole class instruction</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>11:32 a.m.</td>
<td>Check-in with teacher</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:08 p.m. to 2:14 p.m.</td>
<td>Participate in small group lesson</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>12:38 p.m.</td>
<td>Study lines and practice movement</td>
<td>Asynchronous Learning</td>
</tr>
<tr>
<td>1:38 p.m.</td>
<td>Check-in with teacher</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>1:44 p.m.</td>
<td>Participate in whole class lesson</td>
<td>Synchronous Learning</td>
</tr>
</tbody>
</table>
### Sample B Day Secondary Student Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Learning Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4th Hour</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7:20 a.m.</td>
<td>Check-in with teacher</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>7:26 a.m.</td>
<td>Experiment setup explanation</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>7:36 a.m.</td>
<td>Conduct home experiment</td>
<td>Asynchronous Learning</td>
</tr>
<tr>
<td>8:46 a.m.</td>
<td>Participate in class discussion</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td><strong>Break</strong></td>
<td>9:26 a.m. to 9:32 a.m.</td>
<td></td>
</tr>
<tr>
<td><strong>5th Hour</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:32 a.m.</td>
<td>1 on 1 play for teacher</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>9:52 a.m.</td>
<td>Practice instrument</td>
<td>Asynchronous Learning</td>
</tr>
<tr>
<td>11:02 a.m.</td>
<td>Check-in with teacher</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>11:08 a.m.</td>
<td>Participate in group music lesson</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>11:38 a.m. to 12:08 p.m.</td>
<td></td>
</tr>
<tr>
<td><strong>6th Hour</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:08 p.m.</td>
<td>Work on reading and writing assignment</td>
<td>Asynchronous Learning</td>
</tr>
<tr>
<td>1:18 p.m.</td>
<td>Participate in editing lesson</td>
<td>Synchronous Learning</td>
</tr>
<tr>
<td>2:08 p.m.</td>
<td>Check-in with teacher</td>
<td>Synchronous Learning</td>
</tr>
</tbody>
</table>
Secondary Athletics
Phase 4

- Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)

- Proper hand hygiene techniques before and after every practice, event, or other gathering

- All equipment shall be disinfected before and after use

- If school transportation is provided for inter-school competitions
  - Facial coverings shall be worn by all riders
  - Buses shall be cleaned disinfected as detailed in Section III(B)(6)

- Spectators must:
  - Wear facial coverings
  - Maintain six feet of social distancing from people who are not part of the same household

- Participant must:
  - Confirm that they are healthy and without any symptoms prior to any event
  - Use a clearly marked water bottle for individual use
  - No sharing of this equipment
  - No handshakes, fist bumps, or other unnecessary contact
Early Childhood and Great Start Readiness Program (GSRP)

- In-person instruction with the ability to go remote
- Safety protocols
- Classroom procedures
- Cleaning and sanitizing toys
- Washing, feeding, or holding a child
Adult Education and English as a Second Language (ESL)

- In-person instruction with the ability to go remote
- Students and staff will self-screen in compliance with district expectations and guidance from the Macomb County Health Department
- Face coverings will be worn by students and staff unless they cannot be medically tolerated or the individual is incapacitated or unable to remove the facial covering without assistance
- Spacing within classrooms and gathering in common spaces will be in compliance with the required sections of the MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap
- Devices will be provided for student use within classrooms
• High speed, high density wireless upgrade completed June 2020, Firewall July 2020
• All students will receive a personal device
• All teachers will receive a laptop
• Each classroom will be equipped with a dock for the laptop, 24” display, and wireless keyboard/mouse
• More than 18,500 devices purchased
• $11.5 million expenditure
Device Schedule and Logistics

• Working with local vendor to image and deliver to schools

• Student and teacher laptop distribution plans under development

• Tight schedule, currently on track for devices to be ready for distribution:
  - August 21 for teachers
  - September 1 for students
Audits underway for necessary materials and supply chain availability

Following CDC Guidelines

Cleaning products EPA approved for use against the virus that causes COVID-19

Preparing buildings for return of students
  - Summer deep cleaning
  - Water system flushing for unused building areas
  - Air filter changes
  - Ventilation system schedule modifications
Frequently touched surfaces (touchpoints) undergo cleaning at least every four hours with either an EPA-approved disinfectant.

Increased frequency of restroom cleaning

Full cleaning each evening

Typical classroom touchpoints:
Typical Touchpoints

- telephones
- chairs
- desks
- tabletops
- switches
- door handles
- metal surfaces
Hygiene / Signage

- Handwashing facilities or hand sanitizer in all classrooms
- Hand sanitizer in offices and school common areas
- All hand sanitizer contains at least 60% alcohol
- Systematic / frequent checks and refilling or replacing of hand towels, soap and hand sanitizers
**Welcome aboard!**

*Please read before entering*

**PLEASE READ BEFORE ENTERING**

**SELF ASSESSMENT**
- If you have a fever, cough or shortness of breath, please return home and contact your doctor.

**USE HAND SANITIZER**
- Upon entry, please use the provided hand sanitizer.

**WEAR MASKS**
- For everyone's safety, a personal face covering is required in this building.

**PRACTICE SOCIAL DISTANCING**
- Please maintain 6 feet of distance between yourself and others.

**THANK YOU FOR KEEPING OUR STUDENTS AND STAFF SAFE**

**Face covering required**

Veshja e maskes eshte e detyruar
Se requiere una cubierta para la cara

Use hand sanitizer

Use un desinfectante de manos

**DO WEAR YOUR MASK**

**THE PROPER WAY**

Wear your mask so it comes all the way up, close to the bridge of your nose, and all the way down under your chin. Keep it snug to your face.

**DO NOT WEAR YOUR MASK**

- Do not wear the mask while your nose and mouth are exposed.
- Do not pull your mask off your nose to rest on your neck.
Considerations

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

• Additional items require
  • Overtime for the equivalent of approximately 13 FTE
  • Plus increased staffing of approximately 39 FTE

• Custodial staffing positions currently difficult to fill
  • Vacant as of July 27, 2020: 27.5 FTE out of 156.75
  • Negative hiring trend
• All individuals will use hand sanitizer before entering the bus
  o Hand sanitizer supplied

• Facial coverings will be worn while on the bus

• The following items will be cleaned and disinfected before and after every transit route
  o Frequently touched surfaces
  o Specialized equipment (i.e. car seats, wheelchairs)

• Weather permitting and when appropriate
  o Windows will be kept open to increase air circulation
  o Doors and windows will be opened when cleaning school vehicles and in between trips to allow the vehicle to thoroughly air out

• Children will not be present when a vehicle is being cleaned

• Riding protocols
In Person Instruction

• **Breakfast:**
  • Elementary students will be served in the classroom
  • Secondary students will be served in the cafeteria

• **Lunch:**
  • Elementary and secondary students will be served in the cafeteria
  • The number of lunch periods will be increased for social distancing purposes
Cafeteria Process

- Students will be required to wear masks until seated
- Students will remain with their class while in the serving lines for lunch
- Students will have seating arrangements in the cafeteria by class group for lunch
- Signage and floor markings will assist students with proper entry and exit points as well as proper distancing
- Staff will wear face shields, masks, gloves, and barrier protection will be utilized where appropriate
- Staff will be trained in the recognition of COVID-19 symptoms, cleaning, sanitation, infection control and isolation measures
Remote Learning Districtwide

- Students will have access to breakfast and lunch at 12 distribution sites including three off campus locations
  - If the district moves to only remote learning for an individual school or group of schools, breakfast and lunch for those students will be distributed from an alternative site
- Meals will be prepackaged and in compliance with USDA regulations
- Students with documented food allergies will be accommodated accordingly
Cost Examples to Attain 6 Foot Social Distancing:

**Additional:**

- Regular Education Teachers (690 FTE)  
  $48,300,000

- Bus Drivers (240 FTE)  
  $7,800,000

- Buses (240 new buses)  
  $24,000,000

**Note 1:** 690 new teachers would require the District to increase the number of classrooms by 66%.

**Note 2:** The additional teachers and bus drivers would cost $2,100 per student.
Important Dates:

• **August 24, 2020:** State of Michigan Consensus Revenue Estimating Conference

• **September 30, 2020:** End of the fiscal year for the State of Michigan

• **October 20, 2020:** Receipt of first State Aid payment for the 2020-2021 school year
### Revenues: 2020-2021

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Federal</strong></td>
<td></td>
</tr>
<tr>
<td>CARES ($350 Per Student)</td>
<td>$ 9,333,100</td>
</tr>
<tr>
<td>CARES/ESSER</td>
<td>2,507,752</td>
</tr>
<tr>
<td>Categorical - COVID Costs ($12 Per Student)</td>
<td>328,587</td>
</tr>
<tr>
<td><strong>State</strong></td>
<td></td>
</tr>
<tr>
<td>To Be Determined</td>
<td>$ 12,169,439</td>
</tr>
</tbody>
</table>

**Note:** Coronavirus Aid, Relief, and Economic Security (CARES), and Elementary and Secondary School Emergency Relief Fund (ESSER) are passed through the Coronavirus Relief Fund (CRF) legislation.
Budget Considerations

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th>Virtual &amp; Remote</th>
<th>Return to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual Programming:</td>
<td>$ 1,551,851</td>
<td>$ 1,551,851</td>
</tr>
<tr>
<td>(Staffing and Digital Content/Digital Textbooks)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Remote &amp; Return to School:</td>
<td>3,560,000</td>
<td>11,450,000</td>
</tr>
<tr>
<td>(Remote access, cleaning supplies, PPE, water, custodial staff, driver hours, capital equipment)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost Avoidance:</td>
<td>(3,393,000)</td>
<td>-</td>
</tr>
<tr>
<td>(Overtime, substitutes, fuel, bus parts for repairs &amp; maint.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Expenditures</td>
<td>$ 1,718,851</td>
<td>$ 13,001,851</td>
</tr>
<tr>
<td></td>
<td>Virtual &amp; Remote</td>
<td>Return to School</td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$12,169,439</td>
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</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virtual Programming</td>
<td>$1,551,851</td>
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</tr>
<tr>
<td>Remote &amp; Return to School</td>
<td>3,560,000</td>
<td>11,450,000</td>
</tr>
<tr>
<td>Cost Avoidance</td>
<td>(3,393,000)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net Expenditures</strong></td>
<td>$1,718,851</td>
<td>$13,001,851</td>
</tr>
<tr>
<td><strong>Net Change from Original Budget</strong></td>
<td>$10,450,588</td>
<td>$ (832,412)</td>
</tr>
</tbody>
</table>
## Budget Considerations

<table>
<thead>
<tr>
<th></th>
<th>Virtual &amp; Remote</th>
<th>Return to School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenues:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>$12,169,439</td>
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</tr>
<tr>
<td><strong>Expenditures:</strong></td>
<td></td>
<td></td>
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<td>$1,551,851</td>
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<td>3,560,000</td>
<td>11,450,000</td>
</tr>
<tr>
<td>Cost Avoidance:</td>
<td>(3,393,000)</td>
<td>-</td>
</tr>
<tr>
<td>Net Expenditures</td>
<td>$1,718,851</td>
<td>$13,001,851</td>
</tr>
<tr>
<td>Net Change from Original Budget</td>
<td>$10,450,588</td>
<td>$ (832,412)</td>
</tr>
<tr>
<td>2020-2021 Adopted Budget Structural Deficit</td>
<td>(14,325,167)</td>
<td>(14,325,167)</td>
</tr>
<tr>
<td>2020-2021 Revised Net Structural Deficit</td>
<td>$ (3,874,579)</td>
<td>$ (15,157,579)</td>
</tr>
</tbody>
</table>
## Budget Considerations

<table>
<thead>
<tr>
<th></th>
<th>Adopted 2020-2021 Budget</th>
<th>Virtual &amp; Remote</th>
<th>Return to School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fund Balance - Beginning of Year</td>
<td>$14,915,386</td>
<td>$14,915,386</td>
<td>$14,915,386</td>
</tr>
<tr>
<td>Net Change in Fund Balance</td>
<td>(14,325,167)</td>
<td>(3,874,579)</td>
<td>(15,157,579)</td>
</tr>
<tr>
<td>Fund Balance - End of Year</td>
<td>$590,219</td>
<td>$11,040,807</td>
<td>$(242,193)$</td>
</tr>
</tbody>
</table>
Q & A
<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uncontrolled growth</td>
<td>Increasing number of new cases every day, likely to overwhelm the health system. Stay Home, Stay Safe: Strict social distancing, travel restrictions, face coverings, hygiene best practices, remote work.</td>
</tr>
<tr>
<td>Persistent spread</td>
<td>Continue to see high case levels with concern about health system capacity. Stay Home, Stay Safe: Continued distancing, face coverings, hygiene best practices, remote work.</td>
</tr>
<tr>
<td>Flattening</td>
<td>Case growth is gradually declining. Safer at Home: Continued distancing, increased face coverings. No gatherings. Specified lower-risk businesses with strict workplace safety measures.</td>
</tr>
<tr>
<td>Improving</td>
<td>Cases, hospitalizations and deaths are clearly declining. Safer at Home: Continued distancing, face coverings, safe workplace practices. Small gatherings. Additional lower-risk businesses with strict safety measures.</td>
</tr>
<tr>
<td>Containing</td>
<td>Continued case and death rate improvements and outbreaks can be quickly contained. Safer at Home: Adherence to new guidelines. Continued distancing, coverings, mitigated workplaces. Increased size gatherings. Most businesses, with strict mitigation measures.</td>
</tr>
<tr>
<td>Post-pandemic</td>
<td>Community spread not expected to return. Sufficient community immunity and availability of treatment. All businesses. Events and gatherings of all sizes with new safety guidance and procedures. Social distancing rules are relaxed and large events are permitted.</td>
</tr>
</tbody>
</table>

**Note:** This framing is being updated and refined as additional guidance from CDC and public health experts becomes available.

It is also possible to move backwards if risk increases and if we stop adhering to safe practices.
School Operating Status

• Schools open for in-person instruction with minimal required safety protocols
• Breakfast and lunch offered to all students
• Transportation continues
• Inter-school competitions continues
• Indoor spectator events are limited to 50 people
• Large scale outdoor stadium or spectator events limited to 250 people
School Operating Status

- Schools open for in-person instruction
  - Practice good hygiene
- Breakfast and lunch offered to all students
- Transportation continues
- Inter-school competitions continues
- Indoor spectator events continue with no restrictions
- Large scale outdoor stadium or spectator events continue with no restrictions
Health & Safety Protocols

COVID-19 Preparedness and Response Policy
COVID-19 Preparedness and Response Policy

• Required under Michigan Executive Order 2020-145
• Emphasis on Workplace Protocols and Safeguards for Employees, Contractors, Volunteers and Visitors
• Informed by the MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap, Utica Community Schools COVID-19 Preparedness and Response Plan, and Utica Community Schools COVID-19 Employee Exposure Control Plan required by the Michigan Occupational Safety and Health Administration
• Certain aspects of this Policy have been in place for personnel working during the summer
Policy Elements

- Responsibility for Policy Oversight
- Employee Training
- Screening Protocols
- Mitigation Strategies
- Workplace Cleaning and Disinfecting
- Response Plan for Infection in Workplace
- Exclusion from Work, Return to Work
- Employee Rights
- Record Keeping and Confidentiality
Policy Recap

• Required under Michigan Executive Order 2020-145
• Emphasis on Workplace Protocols and Safeguards for Employees, Contractors, Volunteers and Visitors
• Informed by Michigan Return to School Roadmap, Utica Community Schools Return to School Plan and Utica Community Schools COVID-19 Employee Exposure Control Plan required by Michigan Occupational Safety and Health Administration
• Certain aspects of this Policy have been in place for personnel working during the summer
Q & A
Options provided to families:

1. In-person learning with the ability to go remote

2. UCS Virtual Academy
Priorities

1. Health and safety of all students, staff, and families
2. Academic excellence and equity
3. Ability to effectively implement the plan
By August 15, 2020, the Board of Education must approve the district’s Preparedness Plan and Policy. (Michigan Executive Order 2020-142)

Schools will retain authority to enact stricter public health requirements than is mandated within the Roadmap. Additionally, school districts will retain the authority to close school buildings even if they have not been mandated to do so. (MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap)
Recommendation

• Students scheduled for in-person instruction will start the year in remote with their UCS classroom teacher(s) through the end of the first quarter (October 30, 2020)
  o Reevaluate, during the month of September, and consider a deliberate and gradual return to in-person instruction for small groups
  o Moving to in-person instruction will be based on the health trends in the region and the district’s ability to effectively implement the plan
• Students enrolled in the UCS Virtual Academy will begin September 1st and are committing to at least one semester
RECOMMENDED ACTION: that the Board of Education approve the COVID-19 Preparedness and Response Plan and Policy as presented.
RECOMMENDED ACTION: that the Board of Education approve students starting the school year in remote learning with their UCS classroom teacher(s) through the end of the first quarter (October 30, 2020).

The situation will be closely monitored and reevaluated, during this time period, with consideration given to a deliberate and gradual return to in-person instruction for small groups. Moving to in-person instruction will be based on the health trends in the region and the district's ability to effectively implement the plan.

Students enrolled in the UCS Virtual Academy will begin September 1st and are committing to at least one semester.
COVID-19 Preparedness and Response Plan and Policy

Board of Education Meeting

Monday, August 10, 2020