2020-2021
Utica Community Schools
COVID-19 Preparedness and Response Plan
August 2020
Utica Community Schools

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Mission
We are committed to exemplary teaching and learning in order for our students to be prepared for success in the 21st Century. We will achieve this commitment by engaging the entire community to focus on each child’s achievement, with the expectation that every student will pursue some type of post-high school educational endeavor.

Vision
All children have the right to a rigorous, high-quality education which meets their individual needs. UCS will respect, encourage and empower each and every student to acquire the necessary knowledge, skills and attitudes to be successful, contributing members of a diverse community and global society.

Contact Us
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Introduction

The health and safety of Utica Community Schools students, staff and families remain a top priority as we prepare to reopen schools for the 2020-2021 school year. 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 this fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will respond to COVID-19 across the various phases of the Michigan Safe Start Plan. In turn, the MI Safe Schools: Michigan’s Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There is no one-size-fits-all solution: What works in other parts of the state may not work in Macomb County. 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).

Macomb County Superintendents have been meeting regularly to navigate ongoing challenges in response to the COVID-19 pandemic. They have collaboratively examined best practices in the areas of safety, instruction, and operations, as well as mental and social-emotional health. In partnership with the Macomb Intermediate School District (MISD), District Superintendents have also worked closely with the Macomb County Executive’s Office, the Macomb County Health Department, and other community organizations to leverage resources to meet the diverse needs of students, staff and families.

Our ultimate goal is to safely return to face-to-face instruction, as we know this is the optimal learning environment for students. However, during this global pandemic, we recognize the importance of providing a variety of learning options. Utica Community Schools worked to develop plans for three scenarios to meet the needs of all students: face-to-face, hybrid, and remote learning. If a shift becomes necessary, our district will be able to fluidly transition among instructional options.

While no one can predict the future, Macomb County Superintendents have partnered with their local stakeholders to develop customized reopening plans that meet student needs. Each Macomb County district has worked diligently to strengthen remote instruction, improve access to devices, enhance connectivity, and secure personal protective equipment (PPE) so that all students have access to a safe environment and high-quality education.

Utica Community Schools has developed this Return to School COVID-19 Preparedness and Response Plan as required by Executive Order 2020-142 (and any subsequent order). This plan is informed by the Michigan Return to School Roadmap from the COVID-19 Task Force on Education and Return to School Advisory Council (the “Return to School Roadmap”). The Return to School Roadmap references additional sources, including guidance from the Centers for Disease Control and Prevention (the “CDC”), the Michigan High School Athletic Association, and other sources.
The purpose of the Utica Community Schools COVID-19 Preparedness and Response Plan is to describe the policies and procedures the district will follow to provide instruction to students in an environment that is safe for students, staff, parents, and visitors. Pursuant to executive order, the policies and procedures a school district must follow at any given time are dependent on the Michigan Safe Start Plan Phase of the region in which the school district is located. Utica Community Schools is located within Region 1, which includes Macomb County. Thus, the Utica Community Schools Return to School Plan includes policies and procedures the district will follow when Region 1 is in:

- Phases 1-3 of the Michigan Safe Start Plan;
- Phase 4 of the Michigan Safe Start Plan; and
- Phase 5 of the Michigan Safe Start Plan.

Michigan’s 2020-2021 Return to School Roadmap developed by the COVID-19 Task Force on Education and Return to School Advisory Council is organized by phase, and then further divided into four main categories: (1) Safety; (2) Mental and Social-Emotional Wellbeing; (3) Instruction; and (4) Operations. Within these categories there may be required, strongly recommended, and/or recommended protocols. Therefore, this Utica Community Schools COVID-19 Preparedness and Response Plan is similarly organized by phase, and further divided into the sections for each of the four main categories listed above.

As required by executive order, the Utica Community Schools COVID-19 Preparedness and Response Plan addresses each subpart of the Return to School Roadmap and indicates if the district plans to exclude any protocol that is strongly recommended.

This plan shall be read in conjunction with the Utica Community Schools COVID-19 Preparedness and Response Policy, developed to reflect the requirements of Executive Order 2020-145 or any subsequent related order. The COVID-19 Preparedness and Response Policy establishes a baseline for workplace rules and safeguards for District employees and contractors any time they are on district property, even if school is not in session or students are not present. The Utica Community Schools COVID-19 Preparedness and Response Plan includes more specific requirements that are applicable when school is in session and students are present on district property. Where this Utica Community Schools COVID-19 Preparedness and Response Plan includes additional, stricter, or more stringent requirements, this plan will control. Click here to view the Utica Community Schools COVID-19 Preparedness and Response Policy. (Appendix K.)

Our mission is to support the academic, social, and emotional needs of Utica Community Schools students. We look forward to the 2020-2021 school year and providing our students with equitable, rigorous instruction in a safe environment.
Preparedness Plan Assurances

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

1. 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).

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

7. 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.

8. 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.

9. 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.

10. 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.
Utica Community Schools

The Utica Community Schools serves almost 27,000 students at 36 school and program sites across 66 square miles. The district is the second largest in the state of Michigan. Over 39% of the students are supported by free or reduced priced meals, 11% are English Learners, and 12% are students with disabilities. Academic programs include Career and Technical Education; Stevenson Manufacturing, Automation, and Design Engineering Academy; Utica Center for Mathematics, Science, and Technology; Utica Center for Science and Industry; Gene L. Klida Utica Academy for International Studies designed to prepare students for an International Baccalaureate diploma; and the Utica Alternative Learning Center.

District Vision - What we stand for: All children have the right to a rigorous, high-quality education which meets their individual needs. Utica Community Schools will respect, encourage and empower each student to acquire the necessary knowledge, skills, and attitudes to be successful, contributing members of a diverse community and global society.

District Mission - What our school district is committed to: We are committed to exemplary teaching and learning for our students to be prepared for success in the 21st century. We will achieve this commitment by engaging the entire community to focus on each child’s achievement, with the expectation that every student will pursue some type of post-secondary school educational endeavor.

Strategic Direction: Providing academic excellence, promoting student innovation, preparing positive digital citizens, ensuring accountability.

Core Values - The beliefs that define our work
- Every child can learn and achieve.
- Parents and guardians are partners in the learning process.
- Being “smart” can be achieved through persistence, hard work and effective effort.
- Excellence is expected and celebrated.
- Data is used to guide our decision-making.
- All employees will exemplify ethical behavior; exhibit a strong work ethic; and continue to develop their leadership, performance and service skills.
- Technology supports and enhances instruction, business operations, research and communications.
- The Board of Education, district educators/staff, parents, community members and business leaders must collaborate and work as a team to enhance educational opportunities for student success.
Guiding Principles - Planning for the 2020-2021 school year

- Decisions will be made in the best interest of each student based on their social-emotional and academic development.
- Promote and maintain the health and well-being of all students, staff and families.
- Ensure equity and access for all students as we provide the learning experiences and resources necessary to meet or exceed state and national academic standards.
- Recommendations and decisions must reflect the most effective and efficient use of human, material, time and financial resources.
- All aspects of a recommendation and a decision must be financially affordable and sustainable in the short term and the long term.
- Operate within the parameters of the existing collective bargaining agreements.
- Remain agile.
Phases 1 – 3 Plan: Remote Learning

During Phases 1 to 3, community spread of the virus is increasing and substantial. There is a concern about health system capacity and testing and tracing efforts may not be sufficient to control the spread of the pandemic. During Phases 1 to 3, in-person instruction, athletics and extracurricular activities are suspended, and school buildings are closed other than for employees or contractors necessary to conduct minimum basic school operations. The Return to School Roadmap includes fewer safety protocols for Phases 1-3 because it is student-focused, and schools are closed for in-person instruction. It should be noted that the Utica Community Schools COVID-19 Preparedness and Response Policy (See Appendix K) remains in effect.

When Region 1 is in Phase 1, 2, or 3 of the Michigan Safe Start Plan, the provisions in this section shall apply.

General Requirements

1. In-person instruction, athletics, after-school activities, inter-school activities and busing are suspended.
2. School buildings are closed to all individuals except for the following:
   - District employees or contractors necessary to conduct minimum basic school operations consistent with this COVID-19 Preparedness and Response Plan, including those employees or contractors necessary to facilitate alternative modes of instruction (such as distributing materials and equipment or providing remote instruction) or to perform other necessary in-person functions.
   - Food Service workers preparing food for distribution to students or their families.
   - Licensed child-care providers and the families that they serve.
3. Food distribution will continue for students.
4. School employees may continue to be paid and will be redeployed as needed, subject to any applicable requirements of collective bargaining agreements.
5. The district will offer an alternative mode of instruction.

Safety Protocols

1. All employees, contractors, parents, visitors, and others must comply with the Utica Community Schools COVID-19 Preparedness and Response Policy (See Appendix K), which can be viewed here:
2. Any licensed childcare provider operating on district property shall comply with emergency protocols developed by the state.
Mental and Social-Emotional Health

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. A student’s positive well-being has a direct connection to positive educational experiences. Supporting students in a remote learning environment is challenging, particularly in making the same connections one would in an in-person classroom environment. 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 compile and make available a comprehensive list of mental health, wellness, trauma, self-care strategies and resources, available to both students and staff through the district website, school websites, Microsoft Teams account and electronic newsletters.

Utica Community Schools will refer families to Macomb Family Services for mental health screenings when necessary. Otherwise, school staff will reference the guidelines outlined in the Mental Health Reference Card (See Appendix C) regarding identification and rapid referral of at-risk students to appropriate supports, such as the school counselor, social worker, psychologist or outside agency.

If a crisis occurs, the District Critical Incident Stress Management Team will be enacted for assistance. Members of the team include individuals serving in the role of Assistant Superintendent of Teaching and Learning, Executive Administrator of Schools, Director of Elementary Programs, Director of Secondary Programs, Social Worker and Counselor.

Staff will be provided ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics including: social-emotional learning (Starr Commonwealth Tier I Training), trauma-informed best practices (Starr Commonwealth Tier I Training), identification of students at risk (Mental Health Reference Card), proper local referral protocols (Mental Health Reference Card), and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma (District Website of resources and electronic newsletters with resources).

Cultural Proficiency
The district will continue to include social justice curriculum and anti-racist/anti-bias lesson plans into content area pacing guides. In addition, a professional development plan will be developed for administrators and teachers to learn the difference between anti-racist curriculum and anti-bias curriculum and the intersectionality of the social-emotional learning of all students.

As we teach these social-emotional competencies and begin discussing issues occurring in today’s world, children will develop skills they can use in that moment and throughout their lives. Some of the skills are self-awareness, self-management, social-awareness and responsible decision-making. Anti-bias/anti-racist curriculum helps students to recognize, understand, and accept race, class,
gender, and other differences. Students will be engaged in intercultural dialogue as well as other activities to build empathy, develop positive identities and promote critical thinking about injustice.

As a team, we will also continue to review our current practices and current curriculum resources to ensure equity and that all perspectives are represented. Multiple resources will be available to teachers and administrators to begin to develop their own learning and to build the professional development plan for district stakeholders. Some of the resources include:

- Teacher Toolkit that contains lesson plans as well as curricular material by grade level and subject.
- Administrator Toolkit that contains resources to assist with professional development at the building level.
- Articles related to equity and inclusion.
- Social-emotional resources from the local level as well as Michigan Department of Education.
- “Cultural Proficiency” A Manual for School Leaders. (Lindsey, Robins and Terrell)
- Social Justice Standards from Teaching Tolerance.

**Instruction**

Utica Community Schools conducted a district survey (See Link) to gather feedback from families, teachers, students, and school leaders about their experiences with remote learning. The district created Return to Instruction and Learning Committee Members (See Appendix A) and each group provided recommendations for the development of the district’s return to in-person learning plan, remote learning to improve its effectiveness, and the UCS Virtual Academy.

Utica Community Schools is committed to ensuring excellence, equity, and access for all students and meeting the expectations in Board of Education Policy 6000 (See Appendix B). The district recognizes, that during these uncertain times, the need exists to provide student learning and support options that go beyond our traditional K-12 school environment.

Definitions provided by Teaching and Learning to help support this plan:

- In-person Learning means a traditional schedule, in-school fulltime with teachers and students.
- Blended Learning means part of learning is in a digital environment and the rest in-person.
- Remote Learning means the ability to deliver classroom instruction to students with a device without dependency on the physical location. The ability to transition between in-person and at home learning for any length of time.
- Virtual Learning means 100% delivery of instruction is online with a UCS teacher utilizing a digital curriculum with academic supports.
- Homeschooling means parents educate their students through their own choice of curriculum instead of UCS.

All UCS students, regardless of learning environment chosen, will be provided with a district-issued device. Students in kindergarten and first grade will be provided with iPads while students in
grades 2-12 with be provided with laptop computers. Single sign-on will allow students to log into their device, launching their dashboard with all curriculum materials and resources needed for daily instruction. Schoology is the district’s learning management system. All students are enrolled in classes within Schoology that mirror their daily in-person schedule. All district approved curriculum resources and supports used by teachers will be accessible on the student’s iPad or laptop.

The district will assess the needs of students who may need internet access and will provide support within established budget parameters.

Schoology is the district’s learning management system when students are engaged in remote learning or the UCS Virtual Academy. The system includes a single sign-on where students access their digital resources through ClassLink. All students are enrolled in classes within Schoology that are parallel to their daily in-person schedule. Instruction is provided by Utica Community Schools teachers. All district approved curriculum resources and supports used by teachers will be accessible on the student’s iPad or laptop.

**Option 1 - Remote Learning**

Teaching “live” lessons is one of the most important opportunities to connect and interact with students. In order to promote student engagement, consistency, differentiation, and social-emotional well-being teachers will follow the guidelines outlined in the Instructional Model for Teachers (See Appendix D) to create a learning community that supports the social-emotional and cognitive development of all students. Staff will participate in checkpoints with school administrators around curriculum and instruction and ongoing monitoring of student progress, specifically honing in on the progress of students in need of additional support through program dashboards, data review, grade level/department meetings, and the Multi-Tiered System of Supports process.

Elementary and Secondary teachers will provide asynchronous and synchronous instruction. Asynchronous instruction is defined as the following:

- Students complete independent work.
- Teachers provide pre-recorded lessons (self-created or using content from district approved curriculum resources) prior to synchronous instruction.

Synchronous instruction is defined as the following:

- Students meet virtually with their class at a scheduled time.
- Teachers will provide “live” instruction to students in whole group, small group, one-on-one, question and answer sessions, tutoring and feedback.

These are the instructional minutes in which teachers will hold online asynchronous and synchronous lessons to introduce new content, discuss previous assignments, give an assessment, provide social-emotional check-ins, and/or answer questions.
<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>
<tr>
<td>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.</td>
<td>2-3 hours each day Elementar: 30-45-minute segments per content area Secondary: 45-60-minute segments per course</td>
</tr>
</tbody>
</table>

*Instructional minutes may need to be adjusted to align with Michigan Pupil Accounting Requirements.

This schedule may not pertain to students participating in the Utica Alternative Learning Center, Section 21F of Michigan’s expanded virtual learning, credit recovery classes or students serviced under Michigan’s Section 23a for dropout recovery programs. Those students already have an established online learning schedule.

**Elementary**

Students will receive daily instruction to mirror a typical school schedule in an online environment as depicted in the chart that follows. The duration of the synchronous session for each content area is at the discretion of the teacher but must occur within the allocated instructional minutes for each content area and meet the asynchronous and synchronous guidelines outlined in the charts above and those that follow.

**Grades K-2 Instructional Day**

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

**Grades 3-6 Instructional Day**

<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>
</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>

Synchronous sessions will be recorded and available for students to view or review at their convenience. Students will receive feedback and grades on assignments, projects and assessments. Student performance will be updated frequently in PowerSchool so parents can partner with staff to ensure the academic success of their learner.
To promote digital citizenship and engage students as stakeholders in their own learning, students will follow the guidelines outlined in the Learning Model for Students (See Appendix E). Utica Community Schools staff and students will continue to work under the guiding principles of compassion, flexibility and patience during the remote learning experience.

**Junior High and High School**

Students receive daily instruction to mirror a typical school schedule in an online environment as depicted in the chart below.

<table>
<thead>
<tr>
<th>Graded 7-12 Instructional Day</th>
<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>
<td></td>
</tr>
<tr>
<td>B Day</td>
<td>4th hour</td>
<td>5th hour</td>
<td>Lunch</td>
<td>6th hour</td>
<td></td>
</tr>
</tbody>
</table>

These are the instructional minutes in which teachers will hold online asynchronous and synchronous lessons to introduce new content, discuss previous assignments, give an assessment, social/emotional check-in, and/or answer questions. The duration of the synchronous session for each content area is at the discretion of the teacher but must occur within allocated instructional minutes for each content area and meet the guidelines outlined in the chart above. Synchronous sessions will be recorded and available for students to view or review at their convenience. Students will receive feedback and grades on assignments, projects and assessments. Student performance will be updated frequently in PowerSchool so parents can partner with staff to ensure the academic success of their learner.

To promote student engagement, consistency and differentiation students will follow the guidelines outlined in the Instructional Model for Teachers (See Appendix D) to ensure a high-quality experience for all learners. Utica Community Schools staff and students will continue to work under the guiding principles of compassion, flexibility and patience during the remote learning experience.

District administrators, Teaching and Learning Staff along with teachers serving as Systemwide Content Area Chairs and other content area teachers, will determine the pacing guides and the power standards that will be covered throughout the school year in each content area.
Elementary students will use district approved curriculum and resources to address the pacing for English language arts, mathematics, science and social studies through the online portions of these curriculum resources.

<table>
<thead>
<tr>
<th>Subject Area/Program</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>K-5: Houghton Mifflin Math Expressions Think Central</td>
</tr>
<tr>
<td></td>
<td>K-3: eSpark</td>
</tr>
<tr>
<td></td>
<td>K-2: DreamBox</td>
</tr>
<tr>
<td></td>
<td>6: Big Ideas</td>
</tr>
<tr>
<td>Advanced Math 100</td>
<td>6: Big Ideas</td>
</tr>
<tr>
<td>Reading</td>
<td>K-6: McGraw Hill Wonders ConnectEd</td>
</tr>
<tr>
<td></td>
<td>K-3: eSpark</td>
</tr>
<tr>
<td>Science</td>
<td>K – 5: Discovery Education</td>
</tr>
<tr>
<td></td>
<td>6: Mi-Star and Gizmos</td>
</tr>
<tr>
<td>Social Studies</td>
<td>K – 4: Discovery Education</td>
</tr>
<tr>
<td></td>
<td>5 – 6: Teachers’ Curriculum Institute (TCI)</td>
</tr>
<tr>
<td>Art, Music, Physical Education, Media Center</td>
<td>Elective units</td>
</tr>
<tr>
<td>English Learner Language Acquisition</td>
<td>Imagine Learning</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>Unique Learning Systems</td>
</tr>
<tr>
<td>Adjusted Integrated Modified Curriculum</td>
<td>Raz Kids</td>
</tr>
<tr>
<td></td>
<td>Teachtown</td>
</tr>
<tr>
<td></td>
<td>Unique Learning Systems</td>
</tr>
<tr>
<td></td>
<td>News to You</td>
</tr>
<tr>
<td></td>
<td>Reading Mastery</td>
</tr>
<tr>
<td></td>
<td>Connecting Math</td>
</tr>
<tr>
<td>Physically Impaired</td>
<td>Unique Learning Systems</td>
</tr>
<tr>
<td></td>
<td>News to You</td>
</tr>
<tr>
<td>Otherwise Health Impaired</td>
<td>Unique Learning Systems</td>
</tr>
<tr>
<td></td>
<td>News to You</td>
</tr>
</tbody>
</table>

See Appendix F - Digital Content Descriptions
Secondary students will use district approved curriculum and resources to address the pacing guides in English language arts, mathematics, science, social studies, world languages, Career and Technical Education courses and elective courses. Students will be provided access to textbooks for courses as needed.

<table>
<thead>
<tr>
<th>Subject Area/Program</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>7–12: Houghton Mifflin Harcourt</td>
</tr>
</tbody>
</table>
| Mathematics | 7–11: Big Ideas  
12 and Advanced Math - Delta |
| Science | 7–8: OpenSciEd and Gizmos  
9: Interactions and Gizmos  
Biology: Model Based Biology Curriculum  
Chemistry, Environmental Science, and Physics: To be determined* |
| Social Studies | 7 – 11: ‘Teachers’ Curriculum Institute (TCI) |
| World Languages | Vista Learning |
| Career and Technical Education | CTE units or Cengage |
| Art | To be determined  
Adobe Creative Cloud  
Smart Music |
| Drama | |
| Music | |
| Physical Education/Health | To be determined |
| English Learner Language Acquisition | IXL |
| Life Centered Career Education (LCCE) and Utica Center to Network for Employment and Community Transition (UCNECT) | Moby Max  
Raz Kids  
Unique Learning Systems  
News to You  
Corrective Reading  
Reading Mastery  
Connecting Math  
Language!  
LCE Curriculum |

*Curriculum Committee work continuing

**Attendance**

Student attendance in a remote or virtual environment is the responsibility of the student and the parent(s)/guardian(s). Regular attendance and active participation in learning are integral parts of a student’s total education and will be monitored within the district online platform. Students can achieve optimal educational benefits only through regular attendance and serious commitment to an educational program. Expecting good attendance fosters a habit that will be beneficial to the individual student throughout life, as school attendance patterns are often repeated in the workplace.

In accordance with Board Policy 5115, Utica Community Schools considers absenteeism and tardiness a serious disruption to the educational process, not only for the student, but also for the
teacher and other students. To protect the integrity of the learning and to encourage students to establish good attendance attitudes and habits, students who are absent/tardy may be subject to disciplinary action by the school. In the event of an absence, parent/guardian should call the school to report the absence. Calls may be made 24 hours a day, seven days a week and will be received by an answering machine during non-school hours. Attendance procedures may need to be adjusted to align with Pupil Accounting requirements.

**Literal Coaches/Consultants and Math Coaches**
- Synchronous instruction will be provided for small group, skill-based groups and one-on-one intervention and support
- Coaching will be provided through collaborative remote/virtual instruction, co-planning, grade-level meetings and one-on-one support.

**Career and Technical Education (CTE)**
CTE will continue in a remote/virtual learning environment. CTE teachers will provide access to course materials within the Schoology platform, developed by the Macomb County CTE teachers. Within each CTE area, teachers worked collaboratively to develop lesson plans to teach CTE curriculum within a virtual environment. The committee members used the lesson structure found in, Appendix G, to provide teachers across the county, consistency with content delivery. In addition, the committees identified the key skills and topics to address within each CTE area for the 2020-21 school year (See Appendix G).

**Specially Designed Instruction**
Specially designed instruction includes practices 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). (See Appendix H)

**Resource Room and Consultative Services at Elementary and Secondary**
- 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.
- Specially designed instruction must include small group work or individual work based on student need.
- Live-streamed teaching/synchronous should be offered during remote instruction to the greatest extent possible. Instruction, as always, includes specific, timely, and individualized student feedback with practice opportunities.
- Recorded lessons/asynchronous compliment live-streaming and in-person instruction and should include a method of student response and teacher feedback. Having access to recorded/asynchronous materials provides both students and their families a way to go back and review and practice.
• Paper/pencil activities or assignments should not be used to replace instruction.
• Accommodations/supplementary aids and supports/assistive technology must be considered as the learning environments and learning experiences change.

Self-Contained Special Education Programs
Cognitively Impaired, Autism Spectrum Disorder, Emotionally Impaired, Physically Impaired/Otherwise Health Impaired, Early Childhood Special Education and Deaf or Hard of Hearing
In the remote/virtual environment,
• Live streamed teaching/synchronous should be offered during remote instruction to the greatest extent possible.
• Instruction, as always, includes specific, timely, and individualized student feedback with practice opportunities.
• Recorded lessons should complement live-streaming and in-person instruction and include a method of student response and teacher feedback. Having access to recorded/asynchronous materials provides both students and their families a way to go back and review and practice.
• Paper/pencil activities or assignments should not be used to replace instruction.
• Specially designed instruction should consider small group work or individual work based on student need.
• Accommodations/supplementary aids and supports/assistive technology must be considered as the learning environments and learning experiences change.

Speech-language Therapy
• Live-streamed teaching/synchronous teaching (telepractice) should be offered to the greatest extent possible.
• Accommodations/supplementary aids and supports/assistive technology must be considered to the unique learning environment and needs for accessibility.

Social Work Service/Occupational Therapy (OT)/Physical Therapy (PT)
• Live-streamed teaching/Synchronous (telepractice) should be offered to the greatest extent possible.
• Accommodations/supplementary aids and supports/assistive technology must be considered to the unique learning environment and needs for accessibility.

Special Education Teaching Assistants, General Education Teaching Assistants, Paraprofessionals, and ScoreTechs
• Personnel will support teachers with small group rotating groups between instruction, supporting smaller group sizes.
• Personnel support review and practice both remotely and in person.
Early Childhood Preschool, and Great Start Readiness Program (GSRP)
The Early Childhood program would be suspended. GSRP would continue to teach students remotely as programming is federally funded and free to qualified families.

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. Teachers and students will utilize one or more of the digital platforms, including, Odysseyware, Burlington English, Read/Math 180, Newsela and IXL Learning.

Communication & Family Supports
Utica Community Schools will continue to use a variety of communication systems to reach every family and student in their home language to share expectations, decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time and estimated workload. In addition, resources will be provided for families to support students during remote learning, such as grade-specific activities and strategies for teaching and helping their child; and training on accessing and using the school’s digital systems and tools, and workshops for families to build digital literacy.

Professional Learning
The Teaching and Learning Department will continue to provide professional learning and training on equity and implicit bias, social-emotional learning and culturally responsive education. In addition, teachers and administrators will share knowledge, continuously learn, and exchange ideas around successes and failures, learn how to use the school’s digital systems and tools appropriately and sustainably; and build capacity around high-quality remote learning. Regardless of which environment being used, educators will share information and data about students’ assessment results, progress, and the completion of assignments. The district will utilize structures, such as professional learning communities through Microsoft Teams, for educators to collaborate on lesson plans for a week’s worth of instruction to establish consistency and an appropriate workload.

Monitoring
Teaching and Learning, Pupil Services, Technology Department and building administrators will activate plans to monitor and assess the following:

- Connectivity and Access: ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.
- Attendance: ClassLink will be utilized to monitor and track students’ online attendance daily.
- Student Work: teachers will assess the quality of student work and provide feedback to students and families.
- Students will self-assess the quality of work, reflect on teacher feedback and learning progress.
Option 2 - UCS Virtual Academy

Utica Community Schools has a strong reputation of excellence in each of our elementary, junior high, and high schools as seen by the advancement of our students to post-secondary institutions across the country. However, the district recognizes during these uncertain times the need to provide student learning and support options that go beyond our traditional K-12 school environments.

The UCS Virtual Academy will parallel the high-quality learning that takes place in-person with the ability to go remote. The virtual academy will be available in grades K-12 for students that will not be attending in-person/remote at their home school during the 2020-2021 school year. Students in the virtual academy will be enrolled for a minimum of a semester. The UCS Virtual Academy will provide the high standards of quality instruction and support that our community expects and will be delivered by a UCS highly qualified teacher.

Enrollment in the UCS Virtual Academy
- Students will enroll at the UCS Virtual Academy through the Pupil Services department.
- Once a registration form is completed, student information will be populated into the UCS Virtual Academy for enrollment. The home school, designated from the 2019-2020 school year, will retain official records and for participation in extra-curricular activities.
- Grade level or courses that were scheduled for the 2020-2021 school year will be assigned for the student in the academy. Any changes to the schedule will need to be addressed with an administrator/counselor at the homeschool prior to the start of the first day of school.
- Special Education Services, 504 Services, and English Learner supports will be provided by highly qualified teachers and related service providers in coordination with the students Individualized Education Plan, 504 Plan, or related service plan.
- K-12 students and families who participate in the UCS Virtual Academy will be permitted to participate in co-curricular and extra-curricular activities including athletics through their assigned home school through the extent permitted in Phases 4-6. New students to the district enrolled at the UCS Virtual Academy will be assigned a home school by Pupil Services.
- Once enrolled, transitions in or out of the academy, to the assigned UCS home school can only occur at the semester.

District Personnel and Support in the UCS Virtual Academy
- **Administration** at the students assigned home school will have oversight of their students attending the UCS Virtual Academy. Administration will share expectations and program policies with students and their families, set clear academic goals, and work with teachers and support personnel to ensure success.
- Students will be assigned to **UCS Teachers** at grade level (K-6) or by courses (7-12). The teacher will serve as instructional leader and personalize learning for the student, provide remediation, monitor course activity and attendance as the mentor, grade assignments, give feedback, host office hours and live classroom lessons and discussions, answer questions about content or assignments and communicate the progress to students and families.
UCS Counselor(s) will recommend and enroll online courses for the student that align with their personalized learning plan. The counselor will address any student or parent questions or concerns and will work with teachers when a need arises to address the social-emotional needs of a student. Students will experience an intentional effort to make meaningful connections and to create a virtual school community. Counselors will confirm NCAA eligibility, enter start/end dates, enroll students in courses, create usernames and passwords for courses, and more.

**Teaching and Learning in the UCS Virtual Academy**

- Once enrolled in the UCS Virtual Academy a student will:
  - understand the expectations for academic success
  - attend courses in accordance with the UCS Attendance Policy
  - demonstrate time management skills including quality notetaking
  - communicate regularly with the UCS virtual teacher
  - Ask the program administrator, teacher, or counselor for help as needed

- Students will experience a schedule that includes the same calendar, school day, number of classes components of their home school day as their grade-level peers participating in in-person/remote learning.
- Students will be provided a device to access their class or courses that are aligned to the Michigan Academic Standards. All curriculum resources will be provided through the student’s device.
- Students and families will have support from the UCS Help Desk for technology assistance.
- Students will be provided a schedule using their scheduling requests from the 2019-2020 academic year. Elementary students (K-6) will be assigned a UCS teacher by grade along with assigned specials. Secondary students (7-12) will be assigned UCS teachers by courses for a 6 class schedule each semester. The schedule for students will be consistent with the education our students will receive in the in-person/remote learning environment. If any changes to the student schedule are necessary, students can contact their home school of record.
- Students will be instructed by highly qualified UCS Teachers that are certified by the State of Michigan.
- UCS teachers will provide a wide range of curriculum and course offerings including Honors, Advanced Placement, and Career and Technical Education courses along with NCAA approved core curriculum.
- UCS Teachers will utilize district approved courses to cover the standards and skills necessary for learning.
- Once approved, students will receive a welcome e-mail with log-in information to get started with their course(s) by the first day of school.
- PowerSchool will provide a unified view of student pace and progress through grades and attendance. Counselor, teacher, and parents can see the same information at the same time, improving the collective ability to support each student.
- Grading and attendance procedures will be consistent with in-person, remote, or the UCS Virtual Academy in accordance with Board of Education Policy 6205.
• UAIS, MST, CSI, MADE, and Montessori are not available through the virtual academy. If a full-time seat in the virtual academy is requested the student’s placement at the specialty program would be forfeited.

Operations

Budget, Food Service, Enrollment and Staffing
The district budget has been approved for the 2020-2021 school year. The district will make the necessary staffing and budget adjustment as determined by enrollment.

Based on programming, the district will provide instructional resources and materials to staff and students, define logistical expectations regarding attendance, and time in school by grade level for students and teachers.

Food Service
To support our students during this time of remote learning while in MI Safe Start Phases 1-3, Utica Community Schools will offer and distribute breakfast and lunch from multiple locations. Currently the district is planning to use the following locations: Burr Elementary, Dresden Elementary, Plumbrook Elementary, Roberts Elementary, West Utica Elementary, Eisenhower High School, Henry Ford High School, Stevenson High School, and Utica High School. This will also include one food truck for mobile distribution at three off campus sites at Rudgate Manor, Sterling Estates, and Autumn Woods. The meals will be prepackaged and in compliance with United States Department of Agriculture regulations. Additionally, alternative meals will be available for students with documented food allergies.

Meal prices will remain at the 2019-2020 school year rates:

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Elementary</th>
<th>Junior High</th>
<th>High School</th>
<th>Breakfast (All)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>$ 2.90</td>
<td>$ 2.95</td>
<td>$ 1.75</td>
</tr>
</tbody>
</table>

To apply for free and reduced meals parents can go online to [http://www.lunchapp.com](http://www.lunchapp.com)

Facilities
The Auxiliary Services Department will audit necessary materials and the supply chain for cleaning and disinfection supplies. The district will continue to maintain schools in good working order to prepare for the subsequent return of students and will execute school cleaning and disinfection protocols according to CDC School Decision Tree. Custodial staff are required to wear the appropriate personal protective equipment when performing cleaning duties.

Utica Community Schools and the Macomb Intermediate School District will create a contingency plan to coordinate the use of school buildings for essential actions, including elections, food distribution, and childcare, particularly for essential workers. In addition, the district will coordinate with Local Emergency Management Programs (LEMP) for support the procurement of personal protective equipment along with cleaning and disinfection supplies. The district has partnered with the Macomb Intermediate School District to coordinate with our LEMP.
Technology
Utica Community Schools will provide devices to all students. In addition, the district will assess for students needing internet access and will provide support within established budget parameters. Building leaders will be designated as the single point of contact in each school to plan and communicate with district technology teams. Teaching and Learning and building administrators will continue to monitor device usage and compliance with online learning programs through the dashboards of online curriculum platform and ClassLink.

The district will provide support programs to ensure that students and families can access online teaching, can troubleshoot problems with access, ensure that students can submit assignments, and be evaluated accordingly. Ongoing professional learning on platforms and tools will be provided. As necessary, the district will review and update technology policies, data privacy, acceptable use policy, accidental damage, theft and loss policy.
Phase 4 Plan: In Person Learning with the Ability to go Remote

During Phase 4, the number of new cases and deaths has fallen for a period of time, but overall cases levels are still high. Most new outbreaks are quickly identified, traced, and contained due to robust teaching infrastructure and rapid contact tracing, and health system capacity can typically handle these new outbreaks. However, the overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase.

When Region 1 is in Phase 4 of the Michigan Safe Start Plan, the provisions in this section shall apply.

General Requirements

1. In-person instruction and busing are permitted following the required safety protocols.
2. Food distribution will be provided for students following the required safety protocols.
3. The district will offer an alternative mode of instruction if it becomes necessary to move from in-person to remote learning.

Safety Protocols

Personal Protective Equipment
The following individuals must wear face coverings, except during meals and unless face coverings cannot be medically tolerated, or the individual is incapacitated or unable to remove the facial covering without assistance:
- All staff and all students in grades pre-kindergarten and up when on a school bus.
- All staff and all students in grades pre-kindergarten and up when in indoor hallways and common areas.
- All students in kindergarten through grade 12 when in classrooms.
- All staff when in classrooms.

Hygiene
Utica Community Schools will 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). Staff will 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.

In addition, staff will educate 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.
To assist with healthy hygiene, students and staff will be required to use hand sanitizer before entering the bus. In addition, staff will limit the sharing of personal items and supplies to small groups and disinfect between use or provide adequate supplies to assign for individual student use. Students’ personal items will be kept separate and may be stored in individually labeled cubbies, desks, containers or lockers.

Spacing, Movement and Access
Where feasible, students will be kept at a safe distance while in large spaces. Within the classroom students will be facing the same direction toward the front of the classroom and staff will maintain an adequate distance between themselves and students.

All Utica Community School family members and/or other guests are not allowed in a school building except under extenuating circumstances as determined by the district and/or school officials. If family members and/or guests are permitted into the building, a facial covering must be worn, and hands must be washed/sanitized upon entering the building. Office staff will keep strict records, including date and time, of non-school employees or other visitors entering and exiting the building.

Gathering and Extracurricular Activities
Indoor assemblies that bring together students from more than one classroom are prohibited.

Screening Students and Staff
1. The district shall cooperate with Macomb County Health Department to implement screening protocols for students and staff.
2. All employees must comply with the daily self-screening protocol requirements provided in the COVID-19 Preparedness and Response Plan and Policy, available here: Policy Link.

Testing Protocols for Students and Staff and Responding to Positive Cases
1. If the district determines that a student or staff member has a confirmed case of COVID-19, it shall cooperate with the Macomb County Health Department (See Appendix I).
2. The Macomb County Health Department will 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.
3. Schools may collect data and contact information of those exposed to assist the local health department to identify other contacts who require quarantine.
4. In addition, families may be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
5. Students or staff who develop a fever or become ill with symptoms of COVID-19 will be placed in an identified area with a facial covering until they can be picked up by a parent/guardian, family member, an emergency contact or transported by ambulance if necessary.
6. Symptomatic students or staff sent home from school must remain home until they have tested negative or have completely recovered according to Macomb County Health Department guidelines.

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

**Medically Vulnerable Students and Staff**
Utica Community Schools staff will systematically review all current plans (e.g. Individual Health Plans, Individualized Education Programs, Individualized Family Service Plans or 504 Plans) for accommodating students and staff with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

**Mental and Social-Emotional Health**

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. A student’s positive well-being has a direct connection to positive educational experiences. 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. In addition, daily/weekly check-ins allow for teachers to know if students need additional social-emotional or academic support.

The district will compile and make available a comprehensive list of mental health, wellness, trauma, self-care strategies and resources, available to both staff and students through the district website, school websites, TEAMS account and Friday e-news.

Utica Community Schools will refer families to Macomb Family Services for mental health screenings when necessary. Otherwise, school staff will reference the guidelines outlined in the Mental Health Reference Card (See Appendix C) regarding identification and rapid referral of at-risk students to appropriate supports, such as the school counselor, social worker, psychologist, or outside agency.

If a crisis occurs the District Critical Incident Stress Management Team will be enacted for assistance. Members of the team include individuals serving in the role of Assistant Superintendent of Teaching and Learning, Executive Administrator of Schools, Director of Elementary Programs, Director of Secondary Programs, Social Worker, and Counselor.

Staff will be provided ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning (Starr Commonwealth Tier I Training), trauma-informed best practices (Starr Commonwealth Tier I Training), identification of students at risk (Mental Health Reference Card), proper local referral protocols (Mental Health Reference Card), and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma (district website of resources and Friday e-news with resources).
Cultural Proficiency
The district plans to begin to include social justice curriculum and anti-racist/anti-bias lesson plans into content area pacing guides. In addition, a professional development plan will be developed for administrators and teachers to learn the difference between anti-racist curriculum and anti-bias curriculum and the intersectionality of the social emotional learning of all students.

As we teach these socio-emotional competencies and begin discussing issues occurring in today’s world, children will develop skills they can use in that moment and throughout their lives. Some of the skills are self-awareness, self-management, social-awareness, and responsible decision making. Anti-bias/anti-racist curriculum helps students to recognize, understand, and accept race, class, gender, and other differences. Students will be engaged in intercultural dialogue as well as other activities to build empathy, develop positive identities and promote critical thinking about injustice.

As a team, we will also begin to review our current practices and curriculum resources to ensure equity and that all perspectives are represented. The following resources will be available to teachers and administrators to begin to develop their own learning and to build the professional development plan for district stakeholders. As a team, we will also continue to review our current practices and current curriculum resources to ensure equity and that all perspectives are represented. Multiple resources will be available to teachers and administrators to begin to develop their own learning and to build the professional development plan for district stakeholders. Some of the resources include:

- Teacher Toolkit that contains lesson plans as well as curricular material by grade level and subject.
- Administrator Toolkit that contains resources to assist with professional development at the building level.
- Articles related to equity and inclusion.
- Social-emotional resources from the local level as well as Michigan Department of Education.
- “Cultural Proficiency” A Manual for School Leaders. (Lindsey, Robins and Terrell)
- Social Justice Standards from Teaching Tolerance.

Instruction
Utica Community Schools conducted a district survey (See Link) to gather feedback from families, teachers, students and school leaders about their experiences with remote learning. The district created a Return to Instruction and Learning working group (See Appendix A) and the group provided recommendations for the development of the district’s return to in-person learning plan, remote learning to improve its effectiveness, and the UCS Virtual Academy.

Utica Community Schools is committed to ensuring excellence, equity, and access for all students and meeting the expectations in Board of Education Policy 6000 (See Appendix B). The district recognizes, that during these uncertain times, the need exists to provide student learning and support options that go beyond our traditional K-12 school environment.
The UCS Virtual Academy will parallel the high-quality learning that takes place in-person or through remote learning. All three options will be delivered by UCS highly qualified teachers. The virtual academy will be available in grades K-12 for students that will not be attending in-person/remote at their home school during the 2020-2021 school year. Students in the virtual academy will be enrolled for a minimum of a semester.

All UCS students, regardless of learning environment chosen, will be provided with a district-issued device. Students in kindergarten and first grade will be provided with iPads while students in grades second through twelve will be provided with laptop computers. Single-sign-on will allow students to log into their device, launching their dashboard with all curriculum materials and resources needed for daily instruction. Schoology is the district’s learning management system. All students are enrolled in classes within Schoology that mirror their daily in-person schedule. All district approved curriculum resources and supports used by teachers will be accessible on the student’s iPad or laptop.

The district will assess the needs of students who may need internet access and will provide support within established budget parameters.

Schoology is the district’s learning management system when students are engaged in remote learning or the UCS Virtual Academy. The system includes a single sign-on where students access their digital resources through ClassLink. All students are enrolled in classes within Schoology that are parallel to their daily in-person schedule. Instruction is provided by Utica Community Schools teachers. All district approved curriculum resources and supports used by teachers will be accessible on the student’s iPad or laptop.

Elementary and Secondary teachers are expected to provide asynchronous and synchronous instruction.

Asynchronous instruction is defined as the following:

- Students complete independent work.
- Teachers provide pre-recorded lessons (self-created or using content from district approved curriculum resources) prior to synchronous instruction.

Synchronous instruction is defined as the following:

- Students may meet virtually with their class at a scheduled time.
- Students will attend “live” instruction from their teacher in whole group, small group, one-on-one, question and answer sessions, tutoring and feedback.

In order to promote student engagement, consistency, differentiation and social-emotional well-being, teachers will follow the guidelines outlined in the Instructional Model for Teachers (See Appendix D) to create a learning community that supports the social and cognitive development of all students.
All students will receive daily instruction following a typical school schedule. During this time teachers will provide asynchronous and synchronous instructional lessons to introduce new content, discuss previous assignments, give an assessment, social/emotional check-in, and/or answer questions.

Students will receive feedback and grades on assignments, projects, and assessments. Student performance will be updated frequently in PowerSchool so parents can partner with staff to ensure the academic success of their learner.

To promote digital citizenship and engage students as stakeholders in their own learning, students will follow the guidelines outlined in the Learning Model for Students (See Appendix E).

District administrators, Teaching and Learning along with teachers serving as Systemwide Content Area Chairs, will determine the pacing guides and the power standards that will be covered throughout the school year in each content area.

**Option 1 – In-Person Learning with the Ability to go Remote**

During full days of in-person instruction, all students and staff will be required to wear facial coverings to minimize contamination risks.

**Elementary In-Person Full Day with the Ability to go Remote**

Early and late start/end time schools to accommodate social distancing for staggered lunch schedules and meet transportation needs.

- Early 8:20 a.m. – 3:10 p.m.
- Late 9:10 a.m. – 4:00 p.m.

All staff and K-6 grade students must wear a facial covering, except when eating. Although most of the day students from a class will not come in close contact with another class, certain times of the day may necessitate one class, or students in a particular class, coming into contact with another class (while still maximizing social distancing in those environments).

To minimize the amount of time students, have close contact with each other, students may move within or outside of a building to maximize social distancing.

- When possible, students will remain in their homerooms and teachers will rotate between classrooms (eg. Specialists, Consultants, etc.)
- Classrooms will remove furniture to maximize social distancing opportunities to the extent possible. Student furniture will be oriented to face the front of the classroom.
- School field trips will be suspended, and virtual trips are encouraged
- Face-to-face assemblies involving more than one class will be suspended and virtual assemblies are encouraged.
- Family members, volunteers and other guests are not allowed in the school building (except under extenuating circumstances determined by district/school officials)
Elementary Lunch/Recess

- More staggering of lunch schedules and recess times to allow for social distancing in the cafeteria/gym, media center, classrooms or outside while also taking into consideration those students that have food allergies.
- Cleaning protocols will be implemented during student transitions.
- Twenty minutes of lunch recess will be indoors to allow for safety protocols: handwashing before and after eating while maximizing social distancing between classes.
- Recess, under the supervision of the students’ classroom teacher, may be implemented during the day.

<table>
<thead>
<tr>
<th>Grade Level Lunch</th>
<th>Before lunch classroom recess</th>
<th>Lunch</th>
<th>After Lunch classroom recess</th>
<th>Table cleaning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Lunch Session</strong></td>
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<td></td>
<td></td>
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<tr>
<td>K</td>
<td>10:50-11:00</td>
<td>11:00-11:20</td>
<td>11:20-11:30</td>
<td>11:20-11:30</td>
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<tr>
<td>2</td>
<td>11:00-11:10</td>
<td>11:10-11:30</td>
<td>11:30-11:40</td>
<td>11:30-11:40</td>
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<tr>
<td><strong>Second Lunch Session</strong></td>
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<td></td>
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<tr>
<td>1</td>
<td>11:30-11:40</td>
<td>11:40-12:00</td>
<td>12:00-12:10</td>
<td>12:00-12:10</td>
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<tr>
<td><strong>Third Lunch Session</strong></td>
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<tr>
<td>5</td>
<td>12:20-12:30</td>
<td>12:30-12:50</td>
<td>12:50-1:00</td>
<td>12:50-1:00</td>
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<tr>
<td><strong>Fourth Lunch Session</strong></td>
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<td></td>
<td></td>
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<tr>
<td>6</td>
<td>12:50-1:00</td>
<td>1:00-1:20</td>
<td>1:20-1:30</td>
<td>1:20-1:30</td>
</tr>
</tbody>
</table>
**Elementary students** will use district approved curriculum and resources when in-person and remote to address the pacing for English language arts, math, science and social studies through these curriculum resources.

<table>
<thead>
<tr>
<th>Subject Area/Program</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>K-5: Houghton Mifflin Math Expressions Think Central</td>
</tr>
<tr>
<td></td>
<td>K-3: eSpark</td>
</tr>
<tr>
<td></td>
<td>K-2: DreamBox</td>
</tr>
<tr>
<td></td>
<td>6: Big Ideas</td>
</tr>
<tr>
<td>Advanced Math 100</td>
<td>6: Big Ideas</td>
</tr>
<tr>
<td>Reading</td>
<td>K-6: McGraw Hill Wonders ConnectEd</td>
</tr>
<tr>
<td></td>
<td>K-3: eSpark</td>
</tr>
<tr>
<td>Science</td>
<td>K – 5: Discovery Education</td>
</tr>
<tr>
<td></td>
<td>6: Mi-Star and Gizmos</td>
</tr>
<tr>
<td>Social Studies</td>
<td>K – 4: Discovery Education</td>
</tr>
<tr>
<td></td>
<td>5 – 6: Teachers’ Curriculum Institute (TCI)</td>
</tr>
<tr>
<td>Art, Music, Physical Education, Media Center</td>
<td>Elective units</td>
</tr>
<tr>
<td>English Learner Language Acquisition</td>
<td>Imagine Learning</td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>Unique Learning Systems</td>
</tr>
<tr>
<td>Adjusted Integrated Modified Curriculum</td>
<td>Raz Kids</td>
</tr>
<tr>
<td></td>
<td>Teachtown</td>
</tr>
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<td></td>
<td>Unique Learning Systems</td>
</tr>
<tr>
<td></td>
<td>News to You</td>
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<td>Reading Mastery</td>
</tr>
<tr>
<td></td>
<td>Connecting Math</td>
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<td>Physically Impaired</td>
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<td>News to You</td>
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<tr>
<td>Otherwise Health Impaired</td>
<td>Unique Learning Systems</td>
</tr>
<tr>
<td></td>
<td>News to You</td>
</tr>
</tbody>
</table>

See Appendix F - Digital Content Descriptions
Secondary In-Person Full Day with the Ability to go Remote

Full Day Full Classes
In this model, the focus is on wearing mask and minimizing contamination risks.

- Require the use of masks. If everyone is wearing a mask the risk of exposure is greatly reduced.
- Change to a block schedule gains many benefits.
  - Reduces hallway interaction from five times to three times in a day.
  - Reduces the need to clean the desks between classes from 5 to 2 times.
  - Students only carry materials for three classes.
    - Locker use can be eliminated (one less touch point).
    - Class exchange can be reduced to three minutes eliminating time to congregate in the hallway.
  - Lunches can be increased to five sessions which will allow for greater social distancing while students have masks off.
  - If we must switch to remote instruction, students will only have to focus on three classes a day instead of six.
- Eliminate classes to decrease exposure or minimize contamination.
  - Shared time classes are eliminated to prevent additional exposure time on a bus and contain potential outbreak to a smaller group.
  - Weight training is modified due to equipment safety concerns. Other PE classes modified to meet safety concerns.
- Where possible team classes so students stay together as a group. *Greater possibility at Junior Highs.
- Busing can be achieved for all levels by altering start and times.
  - High School and Specialty Programs 7:20 a.m. to 2:14 p.m. (same)
    - Specialty Programs will have six stops strategically located so that they are not riding buses with homeschool students.
  - Junior Highs 8:20 a.m. to 3:11 p.m. (start and end 10 minutes later)
<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st hour</td>
<td>4th hour</td>
<td>1st hour</td>
<td>4th hour</td>
</tr>
<tr>
<td>Week 1</td>
<td>No School</td>
<td>2nd hour</td>
<td>5th hour</td>
<td>2nd hour</td>
<td>5th hour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd hour</td>
<td>6th hour</td>
<td>3rd hour</td>
<td>6th hour</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>A Schedule</td>
<td>B Schedule</td>
<td>A Schedule</td>
<td>B Schedule</td>
</tr>
<tr>
<td></td>
<td>No School</td>
<td>2nd hour</td>
<td>5th hour</td>
<td>2nd hour</td>
<td>5th hour</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd hour</td>
<td>6th hour</td>
<td>3rd hour</td>
<td>6th hour</td>
</tr>
<tr>
<td>Week 3</td>
<td>A Schedule</td>
<td>B Schedule</td>
<td>A Schedule</td>
<td>B Schedule</td>
<td>A Schedule</td>
</tr>
<tr>
<td></td>
<td>1st hour</td>
<td>4th hour</td>
<td>1st hour</td>
<td>4th hour</td>
<td>1st hour</td>
</tr>
<tr>
<td></td>
<td>2nd hour</td>
<td>5th hour</td>
<td>2nd hour</td>
<td>5th hour</td>
<td>2nd hour</td>
</tr>
<tr>
<td></td>
<td>3rd hour</td>
<td>6th hour</td>
<td>3rd hour</td>
<td>6th hour</td>
<td>3rd hour</td>
</tr>
<tr>
<td>Week 4</td>
<td>B Schedule</td>
<td>A Schedule</td>
<td>B Schedule</td>
<td>A Schedule</td>
<td>B Schedule</td>
</tr>
<tr>
<td></td>
<td>4th hour</td>
<td>1st hour</td>
<td>4th hour</td>
<td>1st hour</td>
<td>4th hour</td>
</tr>
<tr>
<td></td>
<td>5th hour</td>
<td>2nd hour</td>
<td>5th hour</td>
<td>2nd hour</td>
<td>5th hour</td>
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<tr>
<td></td>
<td>6th hour</td>
<td>3rd hour</td>
<td>6th hour</td>
<td>3rd hour</td>
<td>6th hour</td>
</tr>
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</table>

*Rotation would continue until the end of the semester
## Junior High School Class Schedule

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Time</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st &amp; 4th Hour</td>
<td>8:20 a.m. – 10:35 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td>2nd &amp; 5th Hour</td>
<td>10:38 a.m. – 1:08 p.m.</td>
<td>Class &amp; Lunch</td>
</tr>
<tr>
<td>A Lunch</td>
<td>10:38 a.m. – 11:08 a.m.</td>
<td>A Lunch</td>
</tr>
<tr>
<td></td>
<td>11:08 a.m. – 1:08 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>B Lunch</td>
<td>10:38 a.m. – 11:08 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>11:08 a.m. – 11:38 a.m.</td>
<td>B Lunch</td>
</tr>
<tr>
<td></td>
<td>11:38 a.m. – 1:08 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>C Lunch</td>
<td>10:38 a.m. – 11:38 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>11:38 a.m. – 12:08 a.m.</td>
<td>C Lunch</td>
</tr>
<tr>
<td></td>
<td>12:08 a.m. – 1:08 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>D Lunch</td>
<td>10:38 a.m. – 12:08 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>12:08 a.m. – 12:38 a.m.</td>
<td>D Lunch</td>
</tr>
<tr>
<td></td>
<td>12:38 p.m. – 1:08 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>E Lunch</td>
<td>10:38 a.m. – 12:38 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>12:38 a.m. – 1:08 p.m.</td>
<td>E Lunch</td>
</tr>
<tr>
<td>3rd &amp; 6th Hour</td>
<td>1:11 p.m. – 3:11 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>Class Periods</td>
<td>Time</td>
<td>Designation</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1st &amp; 4th Hour</td>
<td>7:20 a.m. – 9:20 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td>2nd &amp; 5th Hour</td>
<td>9:23 a.m. – 12:20 p.m.</td>
<td>Class &amp; Lunch</td>
</tr>
<tr>
<td>A Lunch</td>
<td>9:23 a.m. – 9:47 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>9:47 a.m. – 10:17 a.m.</td>
<td>A Lunch</td>
</tr>
<tr>
<td></td>
<td>10:17 a.m. – 12:17 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>B Lunch</td>
<td>9:23 a.m. – 10:17 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>10:17 a.m. – 10:47 a.m.</td>
<td>B Lunch</td>
</tr>
<tr>
<td></td>
<td>10:47 a.m. – 12:17 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>C Lunch</td>
<td>9:23 a.m. – 10:47 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>10:47 a.m. – 11:17 a.m.</td>
<td>C Lunch</td>
</tr>
<tr>
<td></td>
<td>11:17 a.m. – 12:17 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>D Lunch</td>
<td>9:23 a.m. – 11:17 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>11:17 a.m. – 11:47 a.m.</td>
<td>D Lunch</td>
</tr>
<tr>
<td></td>
<td>11:47 p.m. – 12:17 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>E Lunch</td>
<td>9:23 a.m. – 11:47 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>11:47 a.m. – 12:17 p.m.</td>
<td>E Lunch</td>
</tr>
<tr>
<td>3rd &amp; 6th Hour</td>
<td>12:20 p.m. – 2:14 p.m.</td>
<td>Class</td>
</tr>
</tbody>
</table>
**Specialty Programs**

GLKUAIS will follow their current block schedule with modification in lunch hours.

**MST/CSI Block Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No School</td>
<td>Freshmen Seniors</td>
<td>Sophomores Juniors</td>
<td>Freshmen Seniors</td>
<td>Sophomores Juniors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No School</td>
<td>Freshmen Seniors</td>
<td>Sophomores Juniors</td>
<td>Freshmen Seniors</td>
<td>Sophomores Juniors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freshmen Seniors</td>
<td>Sophomores Juniors</td>
<td>Freshmen Seniors</td>
<td>Sophomores Juniors</td>
<td>Freshmen Seniors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sophomores Juniors</td>
<td>Freshmen Seniors</td>
<td>Sophomores Juniors</td>
<td>Freshmen Seniors</td>
<td>Sophomores Juniors</td>
</tr>
</tbody>
</table>

*Continue the rotation

**MST/CSI Class Schedule**

<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Time</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>7:20 a.m. – 9:23 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Class</td>
<td>9:23 a.m. – 12:14 p.m.</td>
<td>Class &amp; Lunch</td>
</tr>
<tr>
<td>CSI Freshmen/Sophomore Lunch</td>
<td>9:23 a.m. – 10:17 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>10:17 a.m. – 10:47 a.m.</td>
<td>A Lunch</td>
</tr>
<tr>
<td></td>
<td>10:48 a.m. – 12:11 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>MST Freshmen/Sophomore Lunch</td>
<td>9:23 a.m. – 10:49 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>10:49 a.m. – 11:09 a.m.</td>
<td>B Lunch</td>
</tr>
<tr>
<td></td>
<td>11:09 a.m. – 12:11 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>CSI Senior/Junior Lunch</td>
<td>9:23 a.m. – 11:10 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>11:10 a.m. – 11:40 a.m.</td>
<td>C Lunch</td>
</tr>
<tr>
<td></td>
<td>11:40 a.m. – 12:11 p.m.</td>
<td>Class</td>
</tr>
<tr>
<td>MST Senior/Junior Lunch</td>
<td>9:23 a.m. – 11:41 a.m.</td>
<td>Class</td>
</tr>
<tr>
<td></td>
<td>11:41 p.m. – 12:11 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>3rd Class</td>
<td>12:11 p.m. – 2:14 p.m.</td>
<td>Class</td>
</tr>
</tbody>
</table>

*To aid in reducing person-to-person contact, on non-CSI/MST days, students will take classes virtually following a regular high school virtual schedule. Students will still be associated to their homeschool.
Secondary students will use district approved curriculum and resources to address the pacing guides in English language arts, math, science, social studies, world language, Career and Technical Education courses and elective courses.

<table>
<thead>
<tr>
<th>Subject Area/Program</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>7–12: Houghton Mifflin Harcourt</td>
</tr>
<tr>
<td>Mathematics</td>
<td>7–11: Big Ideas</td>
</tr>
<tr>
<td></td>
<td>12 and Advanced Math - Delta</td>
</tr>
<tr>
<td>Science</td>
<td>7–8: OpenSciEd and Gizmos</td>
</tr>
<tr>
<td></td>
<td>9: Interactions and Gizmos</td>
</tr>
<tr>
<td></td>
<td>Biology: Model Based Biology Curriculum</td>
</tr>
<tr>
<td></td>
<td>Chemistry, Environmental Science, and Physics: To be determined*</td>
</tr>
<tr>
<td>Social Studies</td>
<td>7 – 11: Teachers’ Curriculum Institute (TCI)</td>
</tr>
<tr>
<td>World Languages</td>
<td>Vista Learning</td>
</tr>
<tr>
<td>Career and Technical Education</td>
<td>CTE units or Cengage</td>
</tr>
<tr>
<td>Art</td>
<td>To be determined*</td>
</tr>
<tr>
<td>Drama</td>
<td>Adobe Creative Cloud</td>
</tr>
<tr>
<td>Music</td>
<td>Elective units or Smart Music</td>
</tr>
<tr>
<td>Physical Education/Health</td>
<td>To be determined*</td>
</tr>
<tr>
<td>English Learner Language Acquisition</td>
<td>IXL</td>
</tr>
<tr>
<td>Life Centered Career Education (LCCE) and Utica Center to</td>
<td>Moby Max</td>
</tr>
<tr>
<td>Network for Employment and Community Transition (UCNET)</td>
<td>Raz Kids</td>
</tr>
<tr>
<td></td>
<td>Unique Learning Systems</td>
</tr>
<tr>
<td></td>
<td>News to You</td>
</tr>
<tr>
<td></td>
<td>Corrective Reading</td>
</tr>
<tr>
<td></td>
<td>Reading Mastery</td>
</tr>
<tr>
<td></td>
<td>Connecting Math</td>
</tr>
<tr>
<td></td>
<td>Language!</td>
</tr>
<tr>
<td></td>
<td>LCE Curriculum</td>
</tr>
</tbody>
</table>

*Curriculum work is continuing

Attendance
Student attendance in a remote/virtual environment is the responsibility of the student and the parent(s)/guardian(s). Regular attendance and active participation in learning are integral parts of a student’s total education and will be monitored within the district online platform. Students can achieve optimal educational benefits only through regular attendance and serious commitment to an educational program. Expecting good attendance fosters a habit that will be beneficial to the individual student throughout life, as school attendance patterns are often repeated in the workplace.
In accordance with Board Policy 5115, Utica Community Schools considers absenteeism and tardiness a serious disruption to the educational process, not only for the student, but also for the teacher and other students. To protect the integrity of the learning and to encourage students to establish good attendance attitudes and habits, students who are absent/tardy may be subject to disciplinary action by the school. In the event of an absence, parent/guardian should call the school to report the absence. Calls may be made 24 hours a day, seven days a week and will be received by an answering machine during non-school hours. Attendance procedures may need to be adjusted to align with Pupil Accounting requirements.

**Literacy Coaches/Consultants and Math Coaches**
- Instruction will be provided for small group, skill-based groups and one-on-one intervention and support
- Coaching will be provided through co-teaching, co-planning, grade-level meetings, and one-on-one support.

**Career and Technical Education (CTE)**
CTE will continue in-person or in a virtual learning environment. Career and Technical Education teachers will be provided access to course materials within the Schoology platform, developed by the Macomb County CTE teachers. Within each CTE area, teachers worked collaboratively to develop lesson plans to teach CTE curriculum within a virtual environment. The committee members used the lesson structure found in, Appendix G, to provide teachers across the county, consistency with content delivery. In addition, the committee’s identified, the key skills and topics to address within each CTE area for the 2020-2021 school year (See Appendix G).

**Specially Designed Instruction** includes consideration that are common in the chart below to specific programs and services such as self-contained classrooms, resource room, or IEP courses. Emphasis on individual decision making through the IEP team is still required to assure all students with an IEP receive a free and appropriate public education (FAPE) in their least restrictive environment (LRE). (See Appendix H)

**Resource Room (Elementary) and IEP Classrooms (Secondary)**
- 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.
- Specially designed instruction must include small group work or individual work based on student need.
- Synchronous will be offered during remote instruction to the greatest extent possible.
- Instruction, as always, includes specific, timely, and individualized student feedback with practice opportunities.
• Recorded lessons/Asynchronous compliment in-person instruction and should include a method of student response and teacher feedback. Having access to recorded/asynchronous materials provides both students and their families a way to go back and review and practice.
• Paper/pencil activities or assignments should not be used to replace instruction.
• Accommodations/supplementary aids and supports/assistive technology must be reconsidered as the learning environments and learning experiences change.

Self-Contained Special Education (Cognitively Impaired, Autism Spectrum Disorder, Emotionally Impaired, Physically Impaired/Otherwise Health Impaired, Early Childhood Special Education, and Deaf or Hard of Hearing)
• Prioritize students in self-contained programs for in-person instruction. Full-time in-person instruction is preferred. Students with significant disabilities frequently have difficulty participating in remote instruction.
• Synchronous should be offered during remote instruction to the greatest extent possible.
• Instruction, as always, includes specific, timely, and individualized student feedback with practice opportunities.
• Recorded lessons should complement in-person instruction and include a method for student response and teacher feedback.
• Having access to recorded/asynchronous materials provides both students and their families a way to go back and review and practice.
• Paper/pencil activities or assignments should not be used to replace instruction.
• Specially designed instruction should consider small group work or individual work based on student need.
• Accommodations / supplementary aids and supports / assistive technology must be reconsidered as the learning environments and learning experiences change.

Speech-language Therapy
• Synchronous (telepractice) will be offered to the greatest extent possible
• Accommodations/supplementary aids and supports/assistive technology must be considered to the unique learning environment and needs for accessibility.

Social Work Service/Occupational Therapy/Physical Therapy
• Synchronous (telepractice) will be offered to the greatest extent possible
• Accommodations/supplementary aids and supports / assistive technology must be considered to the unique learning environment and needs for accessibility.

Special Education Teaching Assistants, General Education Teaching Assistants, Paraprofessionals, and ScoreTechs
• Personnel will support teachers with small group rotating groups between instruction, supporting smaller group sizes.
• Personnel support review and practice remotely and in person
Athletics (See Appendix J)
1. The district shall comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
2. Students, teachers and staff must use proper hand hygiene techniques before and after every practice, event or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
3. All equipment shall be disinfected before and after use.
4. If school transportation is provided for inter-school competitions, facial coverings shall be worn by all riders and buses shall be cleaned disinfected before and after every use, as detailed in Section III(B)(6) below.
5. Spectators must wear facial coverings and maintain six feet of social distancing from people who are not part of the same household.
6. Each participant shall use a clearly marked water bottle for individual use; there shall be no sharing of this equipment.
7. There shall be no handshakes, fist bumps, or other unnecessary contact.
8. Indoor weight rooms that require use of shared equipment are closed and physical conditioning activities that require use of shared equipment are suspended.
9. Outdoor physical conditioning activities are permitted provided all participants maintain six feet of social distancing.
10. Large scale indoor spectator events are suspended.
11. Large scale outdoor spectator or stadium events are limited to 100 people.

Option 2 – UCS Virtual Academy

The UCS Virtual Academy will parallel the high-quality learning that takes place in-person with the ability to go remote. The virtual academy will be available in grades K-12 for students that will not be attending in-person/remote at their home school during the 2020-2021 school year. Students in the virtual academy will be enrolled for a minimum of a semester. The UCS Virtual Academy will provide the high standards of quality instruction and support that our community expects and will be delivered by a UCS highly qualified teacher. Details of the UCS Virtual Academy can be found under Phases 1-3 beginning on page 18.

Early Childhood and Adult Education

Early Childhood and Great Start Readiness Program (GSRP)
The UCS Early Childhood Program and the Great Start Readiness Program, will offer in-person instruction with the implementation of safety protocols. Upon arrival to the building, all students will be temperature checked and logged as required by state licensing. If any student registers temperature 100.4 or above, they will not be permitted to enter the building and will not be allowed to return to school for 72 hours. Any borderline temperatures would be flagged for a recheck later. Parents will sign students in and out and will not be allowed to enter the building with their students.
Classroom Procedures
- Interest areas would be limited to groups of 4 with a color-coding system
- Each child would have to have their own school supply box/Ziploc bags.
- Manipulative will be introduced on an alternate day schedule, so afternoon students are not working on the same manipulatives as morning students.
- Tables and manipulatives will be sanitized between classes.
- Sanitizers/soap per classroom
- Nebulizers will not be permitted in the classrooms
- All soft toys will be “one touch” and washed
- Frequently touched objects and surfaces will be routinely cleaned, sanitized, and disinfected. This may also include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, nap pads, toilet training potties, desks, chairs, cubbies, and playground structures.

Cleaning and Sanitizing Toys
- Toys that cannot be cleaned and sanitized will not be used.
- Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned, sanitized, and disinfected.
- Machine washable cloth toys may only be used by one individual at a time. These toys must be laundered before being used by another child.
- Toys may not be share with other groups of infants or toddlers, unless they are washed, sanitized, and disinfected.
- Children’s books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

Washing, Feeding, or Holding a Child
To the extent possible, when washing, feeding, or holding very young children: Child care providers should wear an over-large button-down, long sleeved shirt and wear long hair up off the collar in a ponytail or other updo to protect themselves and the child.
- Childcare providers will wash their hands, neck, and anywhere touched by a child’s secretions.
- Childcare providers will change the child’s clothes if secretions are on the child’s clothes. In addition, will change their button-down shirt, if there are secretions on it, and wash their hands.
- Contaminated clothes will be placed in a plastic bag or washed in a washing machine.
- Infants, toddlers, and their providers should have multiple changes of clothes on hand in the childcare center or home-based childcare.
- Childcare providers will wash their hands before and after handling infant bottles prepared at home or prepared in the facility. Bottles, bottle caps, nipples, and other equipment used for bottle-feeding will be thoroughly cleaned after each use by washing in a dishwasher or by washing with a bottlebrush, soap, and water.
All departments will use bedding (sheets, pillows, blankets, sleeping bags) that can be washed. Child's bedding will be kept separate, and may be stored in individually labeled bins, cubbies, or bags. Cots and mats will be labeled for each child. Bedding that touches a child's skin should be cleaned weekly or before use by another child.

In the event of a sick child, Early Childhood and Great Start Readiness Program (GSRP) will follow all guidelines set forth by the district. The sick child will be escorted from the classroom to the designated quarantine area and await pick up by a parent.

Early Childhood and GSRP will suspend in home visits and conduct necessary parent check-ins and meetings via Zoom or Microsoft Teams.

**Mental and Social-Emotional Health**

Parents are encouraged to watch for behavior changes in their child. Not all children respond to stress in the same way. Some common changes to watch for include:

- Excessive crying or irritation in younger children.
- Returning to behaviors they have outgrown (for example, toileting accidents or bedwetting).
- Excessive worry or sadness.
- Unhealthy eating or sleeping habits.
- Irritability and “acting out” behaviors in teens.
- Poor school performance or avoiding school.
- Difficulty with attention and concentration.
- Avoidance of activities enjoyed in the past.

**English as a Second Language (ESL) and Adult Education**

Students will be offered in-person instruction with the implementation of safety protocols. Class size will be reduced from thirty students down to twenty students to accommodate necessary social distancing guidelines within the classroom.

All teacher directed classrooms will be rearranged and set up in rows, and no collaborative group learning will be permitted. Both Adult Education and ESL will continue the use of digital learning platforms such as Odysseyware, Burlington English, Read/Math 180, Newsela, and IXL Learning. Laptops will be utilized in classrooms on a rotating basis and a Lab Assistant will visit each classroom and aid the teacher while the students work on laptops.

Upon entry to the building, all students will be temperature checked and information will be logged. If any student logs a temperature 100.4 or above, they will not be permitted to enter the building. Students will be permitted to enter the building 15 minutes prior to the start of class and up to one hour after class begins. Students will report directly to their classrooms and will not be permitted to linger in the hallways or common areas of the building. Hand sanitizer will be available, and students will be required to use it upon entry to their classroom.
Student break times will be shortened to 5 minutes, allowing time for a restroom break and a small snack or drink. Seating will be removed from the vending room and students will not be permitted to break in the Media Center or hallways. The media center will be used for tutoring or as needed.

Students will be provided with personal mailbox in their classroom, as well as an individual packet of student supplies for their personal use. These classroom supplies will be kept in the mailbox for use at school each day. There will be no shared resources and any handouts must be distributed to each student individually by the teacher. Each classroom will be supplied with sanitizing wipes and students will be asked to wipe their space prior to leaving for the day.

The dismissal process will be altered to allow for students to exit the building from more than one door, alleviating congestion at any given exit. Teachers and building staff will remain in the hallways at the start and end of class to keep students moving.

Diversity and Inclusion
Adult Education and English as a Second Language have always been an example of diversity and inclusion, as we service students from many countries, cultures, religions and backgrounds. As an effort to bring additional diversity and inclusion directly into the classroom instruction, we have added the following novels and they will be incorporated into the curriculum.

- American Born Chinese, Gene Luen Yang
- Color Purple, Alice Walker
- Hate U Give, Angie Thomas
- House on Mango Street, Sandra Cisneros
- Jasmine, Winston Aarons
- Kite Runner (10th Anniversary Edition), Khaled Hosseini
- Kite Runner Graphic Novel, Khaled Hosseini
- Native Speaker, Chang-rae Lee
- Thousand Splendid Suns, Khaled Hosseini
- Under the Mesquite, Guadalupe Garcia McCall
- Woman Warrior: Memoirs of a Girlhood among Ghosts, Maxine Hong Kingston

Communications and Family Supports
Utica Community Schools will continue to implement any additional communication systems needed to reach every family and student in their home language to share: expectations around during of close and reopening; decisions about grade-level proficiencies, modes of assessment and feedback, daily instructional time, and estimated workload, supports and resources for families to do at home, such as grade-specific activities and strategies for teaching and helping their child; and training on accessing and using the school’s digital systems and tools and workshops for families to build digital literacy.
**Professional Learning**
Utica Community Schools will provide adequate time through grade-level/department meetings, staff meetings, and the Multi-Tiered System of Supports process for schools and educators to engage in: Intentional curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed; Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed. Share data and concerns about each student’s growth and needs with students’ assigned teacher(s) for the 2020-2021 school year; Identify students who potentially need additional support; and Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning.

The district will create a plan for professional learning and training, with goals to: offer restorative supports for teachers and learning around equity and implicit bias, social-emotional learning, and culturally responsive education; train school leaders and teaches thoroughly in the chosen digital systems and tools and their use; and build school leaders’ and teachers’ capacity to design and develop blended and remote learning experiences that are equitable and engaging.

**Operations**

**Cleaning**
1. Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every 4 hours with either an EPA-approved disinfectant or diluted bleach solution. Libraries, computer labs, arts and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
2. Student desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
3. Playground structures will continue to undergo normal routine cleaning but using an EPA-approved disinfectant is unnecessary.
4. The district will 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.
5. Utica Community Schools staff will wear the appropriate personal protective equipment when performing all cleaning activities.

**Food Service**
Utica Community Schools will offer breakfast and lunch to all students. Meal prices will remain at the 2019-2020 school year rates:

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Elementary</th>
<th>Junior High</th>
<th>High School</th>
<th>Breakfast (All)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$2.75</td>
<td>$2.90</td>
<td>$2.95</td>
<td>$1.75</td>
</tr>
</tbody>
</table>

To apply for free and reduced meals parents can go online to [www.lunchapp.com](http://www.lunchapp.com).
In-Person Instruction
Utica Community Schools will offer breakfast and lunch to all students. Breakfast will be served in elementary classrooms and in junior high school and high school cafeterias. Multiple lunch schedules and serving locations including the cafeteria and classrooms will be utilized to socially distance students. During lunch, students will remain with their class while being served and seated.
Students will be required to wear masks until seated. Signage and floor markings will assist students with proper entry and exit points while social distancing in the serving line.

Staff will wear face shields, masks, gloves and barrier protection will be utilized where appropriate. Staff will be trained in the proper use of personal protective equipment, recognition of COVID-19 symptoms, cleaning, sanitization, infection control and isolation measures.

Remote Learning
In the event UCS moves to districtwide remote learning, Utica Community Schools will offer and distribute breakfast and lunch from multiple locations, consistent with the process within Phases 1-3. Currently the district is planning to use the following locations: Burr Elementary, Dresden Elementary, Plumbrook Elementary, Roberts Elementary, West Utica Elementary, Eisenhower High School, Henry Ford II High School, Stevenson High School, and Utica High School. This will also include one food truck for mobile distribution at three off campus sites at Rudgate Manor, Sterling Estates and Autumn Woods. The meals will be prepackaged and in compliance with United States Department of Agriculture regulations. Additionally, alternative meals will be available for students with documented food allergies.

If the district moves to remote learning for an individual school or group of schools, breakfast and lunch for those students will be offered and distributed from an alternative site.

UCS Virtual Academy
Utica Community Schools will offer breakfast and lunch for all students participating in the Virtual Academy. Parents will pre-order prepackaged meals. Alternative meals will be available for students with documented food allergies. The district is planning multiple distribution sites based on participation.

Busing/Transportation
1. All individuals shall use hand sanitizer before entering the bus; hand sanitizer shall be supplied on the bus.
2. The bus driver, staff, and all students in grades preK-12, if medically feasible, shall wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations will be made on a case-by-case basis with local public health officials.
3. Transportation vehicles shall be cleaned and disinfected before and after every transit route; children shall not be present when a vehicle is being cleaned.
4. 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) shall be cleaned and disinfected prior to morning routes and prior to afternoon routes.

5. Equipment, including items such as car seats, wheelchairs, walkers and adaptive equipment being transported to schools daily shall be cleaned, sanitized and disinfected.

6. If a student becomes sick during the day, they may not use group transportation to return home. The district will contact (1) Parent/Guardian, if unavailable; (2) Emergency Contacts, if unavailable; (3) Seek assistance from local police; or (4) consider alternate district transportation to arrange for the student to return home.

7. If a driver becomes sick during the day, he or she may not return to drive students and instead must comply with the Utica Community Schools COVID-19 Preparedness and Response Policy.

8. Weather permitting and when appropriate, vehicle windows will be kept open to increase air circulation.

9. Weather permitting and when appropriate, doors and windows will be opened when cleaning school vehicles and in between trips to allow the vehicle to thoroughly air out.

Technology
Utica Community Schools will be providing devices to all students. In addition, the district will assess for students needing internet access and will provide support within established budget parameters. Building leaders will be designated as the single point of contact in each school to plan and communicate with district technology teams. Teaching and Learning and building administrators will continue to monitor device usage and compliance with online learning programs through the dashboards of online curriculum platform and Class Link.

The district will provide support programs to ensure that students and families can access online teaching, can troubleshoot problems with access, ensure that students can submit assignments and be evaluated accordingly. Ongoing professional learning on platforms and tools will be provided. In addition, the district will review and update technology policies, data privacy, acceptable use policy, accidental damage, theft, and loss policy.
Phase 5 Plan: In-Person Learning
During Phase 5, new cases and deaths from the virus continue to decrease for an additional period of time and the number of active cases has reached a point where infection from other members of the community is less common. With widespread testing, positivity rates are generally much lower than earlier phases and rapid case investigation, contact tracing, and containment strategies cause new cases to continue to fall. During Phase 5, schools are open for in-person instruction. There are fewer strongly recommended and recommended protocols.

When Region 1 is in Phase 5 of the Michigan Safe Start Plan, the provisions in this section shall apply.

Safety Protocols

Personal Protective Equipment
All Utica Community School staff and students may wear facial coverings on school transportation vehicles, within classrooms, common areas and hallways except during meals.

Hygiene
Utica Community Schools will 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). Staff will 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. In addition, staff will educate 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.

To assist with healthy hygiene, students and staff will be required to use hand sanitizer before entering the bus. In addition, staff will limit the sharing of personal items and supplies to small groups and disinfect between use or provide adequate supplies to assign for individual student use. Students’ personal items will be kept separate and may be stored in individually labeled cubbies, desks, containers, or lockers.

Screening Students, Staff, and Guests
Utica Community Schools will cooperate with the local public health department regarding implementing protocols for screening students and staff. In addition, if a confirmed case of COVID-19 is identified, and in partuculate Utica Community Schools will 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 at the school.

Staff or Students who develop a fever or become ill with symptoms of COVID-19 will be placed in an identified area with a facial covering until they can be picked up by an emergency contact or ambulance if clinically unstable for off-site testing. Symptomatic staff or students sent home from school must remain home until they have tested negative or have completely recovered according to CDC guidelines.
If a staff member or student, tests positive for COVID-19, Utica Community Schools will notify local health officials and immediate efforts will be made to contact 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 at the school. Utica Community Schools will maintain confidentiality consistent with the American with Disabilities Act (ADA) and other applicable federal and state privacy laws. The Local Health Department will 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. Schools may collect data and contact information of those exposed to assist the local health department to identify other contacts who require quarantine. In addition, families may be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.

Utica Community School office staff will keep strict records including date and time of non-school employees or other visitors entering or exiting the school building.

**Medically Vulnerable Students and Staff**
Utica Community Schools staff will systematically review all current plans (e.g. Individual Health Plans, Individualized Education Programs, Individualized Family Service Plans or 504 Plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.

**Gathering, and Extracurricular Activities**
All Utica Community School gatherings including those that occur outdoors should comply with current and future executive orders that set caps on congregation of people. If field trips occur, they should comply with transportation guidelines including mandatory facial covering, if applicable.

**Mental and Social-Emotional Health**
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. A student’s positive well-being has a direct connection to positive educational experiences. 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. In addition, daily/weekly check-ins allow for teachers to know if students need additional social-emotional or academic support.

The district will compile and make available a comprehensive list of mental health, wellness, trauma, self-care strategies and resources, available to both staff and students through the district website, school websites, TEAMS account and Friday e-news.

Utica Community Schools will refer families to Macomb Family Services for mental health screenings when necessary. Otherwise, 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.
If a crisis occurs, then the District Critical Incident Stress Management Team will be enacted for assistance. Members of the team include individuals serving in the role of Assistant Superintendent of Teaching and Learning, Executive Administrator of Schools, Director of Elementary Programs, Director of Secondary Programs, Social Worker, and Counselor.

Staff will be provided ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including: social-emotional learning (Starr Commonwealth Tier I Training), trauma-informed best practices (Starr Commonwealth Tier I Training), identification of students at risk (District Mental Health Card), proper local referral protocols (District Mental Health Card), and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma (District Website of resources and Friday e-news with resources).

**Cultural Proficiency**

The district plans to begin to include social justice curriculum and anti-racist/anti-bias lesson plans into content area pacing guides. In addition, a professional development plan will be developed for administrators and teachers to learn the difference between anti-racist curriculum and anti-bias curriculum and the intersectionality of the social emotional learning of all students.

As we teach these socio-emotional competencies and begin discussing issues occurring in today’s world, children will develop skills they can use in that moment and throughout their lives. Some of the skills are self-awareness, self-management, social-awareness, and responsible decision making. Anti-bias/anti-racist curriculum helps students to recognize, understand, and accept race, class, gender, and other differences. Students will be engaged in intercultural dialogue as well as other activities to build empathy, develop positive identities and promote critical thinking about injustice.

As a team, we will also continue to review our current practices and current curriculum resources to ensure equity and that all perspectives are represented. Multiple resources will be available to teachers and administrators to begin to develop their own learning and to build the professional development plan for district stakeholders. Some of the resources include:

- Teacher Toolkit that contains lesson plans as well as curricular material by grade level and subject.
- Administrator Toolkit that contains resources to assist with professional development at the building level.
- Articles related to equity and inclusion.
- Social-emotional resources from the local level as well as Michigan Department of Education.
- “Cultural Proficiency” A Manual for School Leaders. (Lindsey, Robins and Terrell)
- Social Justice Standards from Teaching Tolerance.
Instruction

Utica Community Schools conducted a district survey (See Link) to gather feedback from families, teachers, students, and school leaders about their experiences with remote learning. The District created a Return to Instruction and Learning working group (See Appendix A) and the group provided recommendations for the development of the district’s return to in-person learning plan, remote learning to improve its effectiveness, and the UCS Virtual Academy.

Utica Community Schools is committed to ensuring excellence, equity, and access for all students and meeting the expectations in Board of Education Policy 6000 (See Appendix B). The district recognizes, that during these uncertain times, the need exists to provide student learning and support options that go beyond our traditional K-12 school environment.

The UCS Virtual Academy will parallel the high-quality learning that takes place in-person or through remote learning. All three options will be delivered by UCS highly qualified teachers. The virtual academy will be available in grades K-12 for students that will not be attending in-person/remote at their home school during the 2020-2021 school year. Students in the virtual academy will be enrolled for a minimum of a semester.

All UCS students, regardless of learning environment chosen, will be provided with a district-issued device. Students in kindergarten and first grade will be provided with iPads while students in grades 2-12 will be provided with laptop computers. Single-sign-on will allow students to log into their device, launching their dashboard with all curriculum materials and resources needed for daily instruction. Schoology is the district’s learning management system. All students are enrolled in classes within Schoology that mirror their daily in-person schedule. All district approved curriculum resources and supports used by teachers will be accessible on the student’s iPad or laptop.

The district will assess the needs of students who may need internet access and will provide support within established budget parameters.

Schoology is the district’s learning management system for teaching and learning. All students are enrolled in classes within Schoology that mirrors their daily in-person schedule and are facilitated by their highly qualified teacher(s). All district approved curriculum resources and supports used by teachers will be accessible within the student’s dashboard.

Attendance

Student attendance in a remote/virtual environment is the responsibility of the student and the parent(s)/guardian(s). Regular attendance and active participation in learning are integral parts of a student’s total education and will be monitored within the district online platform. Students can achieve optimal educational benefits only through regular attendance and serious commitment to an educational program. Expecting good attendance fosters a habit that will be beneficial to the individual student throughout life, as school attendance patterns are often repeated in the workplace.
In accordance with Board Policy 5115, Utica Community Schools considers absenteeism and tardiness a serious disruption to the educational process, not only for the student, but also for the teacher and other students. To protect the integrity of the learning and to encourage students to establish good attendance attitudes and habits, students who are absent/tardy may be subject to disciplinary action by the school. In the event of an absence, parent/guardian should call the school to report the absence. Calls may be made 24 hours a day, seven days a week and will be received by an answering machine during non-school hours. Attendance procedures may need to be adjusted to align with Pupil Accounting requirements.

Athletics
Utica Community School indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another. Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.

Operations

Cleaning
Frequently touched surfaces including light switches, doors, benches, bathrooms, may undergo cleaning at least every 4 hours with either an EPA-approved disinfectant or diluted bleach solution. Libraries, computer labs, arts, and other hands-on classrooms may undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Students desks may be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period. Playground structures may continue to undergo normal routine cleaning but using an EPA-approved disinfectant is unnecessary. Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use. The district will 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. Utica Community Schools staff should wear gloves, surgical mask and face shield when performing all cleaning activities.

Food Service
Utica Community Schools will offer breakfast and lunch to all students. Meal prices will remain at the 2019-20 school year rates:

<table>
<thead>
<tr>
<th></th>
<th>Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>$2.75</td>
</tr>
<tr>
<td>Junior High</td>
<td>$2.90</td>
</tr>
<tr>
<td>High School</td>
<td>$2.95</td>
</tr>
<tr>
<td>Breakfast (All)</td>
<td>$1.75</td>
</tr>
</tbody>
</table>

To apply for free and reduced meals parents can go online to www.lunchapp.com.
In-Person Instruction
Breakfast will be served in elementary classrooms and in the junior high school and high school
cafeterias. Multiple lunch schedules and serving locations including the cafeteria and classrooms
will be utilized to socially distance students. During lunch elementary students will remain with
their class while being served and seated.

Signage and floor markings will assist students with proper entry and exit points while social
distancing in the serving line. Staff will use personal protective equipment and barrier protection
will be utilized where appropriate.

Staff will be trained in the proper use of personal protective equipment, recognition of COVID-19
symptoms, cleaning, sanitization, infection control and isolation measures.

UCS Virtual Academy
Utica Community Schools will offer breakfast and lunch for all students participating in the
Virtual Academy. Parents will pre-order prepackaged meals. Alternative meals will be available for
students with documented food allergies. The District is planning multiple distribution sites based
on participation.

Busing/Transportation
Utica Community Schools bus drivers, staff, and all students in grades pre k-12, if medically
feasible, should wear facial coverings while on the bus. The district may supply hand sanitizer on
transportation vehicles and will encourage the use of hand sanitizer before entering the bus.
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) may be
cleaned and disinfected prior to morning routes and prior to afternoon routes. Clean, sanitize, and
disinfekt equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment
being transported to schools daily will be cleaned sanitized and disinfected. Weather permitting,
doors and windows will be kept open when cleaning vehicle and between trips to let the vehicles
thoroughly air out. Children will not be present when a vehicle is being cleaned.
Phase 6 Plan: In-Person Learning

Regions move into Phase 6 post-pandemic, when there are few, if any, active COVID-19 cases locally and community spread is not expected to return. During Phase 6, there is sufficient community immunity and availability of treatment.

During Phase 6, Utica Community Schools is open for in-person instruction.
## Appendix A

### Return to Instruction and Learning Committee Members

<table>
<thead>
<tr>
<th>Elementary Team Grades K-2</th>
<th>Elementary Team 3-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Einhaus, Director of Elementary Programs</td>
<td>Catherine Einhaus, Director of Elementary Programs</td>
</tr>
<tr>
<td>Kim Charland, Director of Secondary Programs</td>
<td>Kim Charland, Director of Secondary Programs</td>
</tr>
<tr>
<td>Geoff Clark, Dir. of Assessments and Accountability</td>
<td>Geoff Clark, Dir. of Assessments and Accountability</td>
</tr>
<tr>
<td>Nancy Brunetz – Principal/Flickinger</td>
<td>Dr. Renee Fiema – Principal/Messmore</td>
</tr>
<tr>
<td>Dr. Linda Schneider-Rediske – Principal/Oakbrook</td>
<td>Brad Suggs – Principal/Dresden</td>
</tr>
<tr>
<td>Luma Al-Aowad – English Learners/West Utica</td>
<td>Jason Buyze – Special Education/Plumbrook</td>
</tr>
<tr>
<td>Deanne Fisher – 2nd grade/Ebeling</td>
<td>Angelo Harwood – 6th grade/Flickinger</td>
</tr>
<tr>
<td>Pam Grady – 1st &amp; 2nd/Messmore</td>
<td>Eric Kehres – 5th grade/Monfort</td>
</tr>
<tr>
<td>Kristine Verbrugge – 1st/Burr</td>
<td>Holly Schomaker – 4th grade/Crissman</td>
</tr>
<tr>
<td>Cory Widener – Media Center/Beck</td>
<td>Darlene Vachon – 5th grade/DeKeyser</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elementary Assessments Team</th>
<th>Assessment Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Bailey – Principal/Ebeling</td>
<td>Geoff Clark, Dir. of Assessments and Accountability</td>
</tr>
<tr>
<td>Steve Slancik – Principal/Schuchard</td>
<td>Kim Charland, Director of Secondary Programs</td>
</tr>
<tr>
<td>Jerry Anderson – Special Services Technology Coach</td>
<td>Catherine Einhaus, Director of Elementary Programs</td>
</tr>
<tr>
<td>Jason Buyze – Special Education/Schwarzkoff</td>
<td>Thomas Lietz – Principal/Utica High</td>
</tr>
<tr>
<td>Deanne Fisher – 2nd grade/Ebeling</td>
<td>Brandon Manzella – Principal/Malow</td>
</tr>
<tr>
<td>Angelo Harwood – 6th grade/Flickinger</td>
<td>Jerry Anderson – Special Services Technology Coach</td>
</tr>
<tr>
<td>Casey Joss – 3rd grade/Burr</td>
<td>Mark Bernabei – Social Studies/Heritage</td>
</tr>
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<thead>
<tr>
<th>Secondary Team 7 – 9</th>
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<tbody>
<tr>
<td>Kim Charland, Director of Secondary Programs</td>
<td>Kim Charland, Director of Secondary Programs</td>
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<tr>
<td>Catherine Einhaus, Director of Elementary Programs</td>
<td>Catherine Einhaus, Director of Elementary Programs</td>
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<tr>
<td>Geoff Clark, Dir. of Assessments and Accountability</td>
<td>Geoff Clark, Dir. of Assessments and Accountability</td>
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<tr>
<td>Brandon Manzella – Principal/Malow</td>
<td>Jared McEvoy – Principal/Eisenhower</td>
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<tr>
<td>Lisa McDill – Principal/Shelby</td>
<td>Thomas Lietz – Principal/Utica High</td>
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<td>Diana Coles – English/Shelby</td>
<td>Mary Beth Acoff – English/Stevenson</td>
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<td>Dana Colo – Math/Bemis</td>
<td>Clinton Davis – Science/Utica High</td>
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<tr>
<td>Ardianna Ivanaj – EL/Davis</td>
<td>Jamie Davis – Computer Science/Ford</td>
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<tr>
<td>Brandon Lemley – Social Studies/Jeannette</td>
<td>Hana Fawaz – EL/Utica High</td>
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<td>Lesley Long – Science/Eppler</td>
<td>Lisa Hallam – Social Studies/Eisenhower</td>
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<tr>
<td>Mary Mills – Special Education/Davis</td>
<td>Christina Versele – Social Studies/Ford</td>
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<tr>
<td>Dana Stark – Special Education/Malow</td>
<td>Kecia Waddell – Special Education/Stevenson</td>
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### Culturally Responsive/Social Emotional

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<tr>
<td></td>
<td>Dr. Robyne Thompson, Director of Pupil Services</td>
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<tr>
<td></td>
<td>Jennifer Hernandez, Executive Dir. of School</td>
</tr>
<tr>
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<td>Improvement, State and Federal Programs</td>
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<tr>
<td></td>
<td>Dr. Renee Fiema – Principal/Messmore</td>
</tr>
<tr>
<td></td>
<td>Thomas Lietz – Principal/Utica High</td>
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<td></td>
<td>Mary Beth Merlo – Principal/DeKeyser</td>
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<td></td>
<td>Alisanda Woods – Principal/West Utica</td>
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<td>Andy Dobbie – Teacher/UAIS</td>
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<td>Catherine Livingston – Counselor/Ford</td>
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<td>Jennifer Parol – Teacher/Heritage</td>
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<td>David Rudzinski – Teacher/Duncan</td>
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<td>Courtney Struck – Counselor/CSI &amp; MST</td>
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<td>Kim Twakowski – Counselor/Shelby</td>
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### Social Emotional Trainers

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<tr>
<td></td>
<td>Michele VanDeKerkhove, Executive Administrator of</td>
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<td>Schools</td>
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<td></td>
<td>Kim Charland, Director of Secondary Programs</td>
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<td>Catherine Einhaus, Director of Elementary</td>
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<td></td>
<td>Nina Carver–Hardiewich, Principal, Harvey</td>
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<td>Wayne Johnson, Principal, Roberts Elementary</td>
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<td>Jake Palmer, Principal, Switzer Elementary</td>
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<td>Beth Grillo, Assistant Principal, Malow Junior</td>
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<td>Debra Olson, Associate Principal, Utica High</td>
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<td></td>
<td>Tim Youngblood, Associate Principal, Stevenson</td>
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<td></td>
<td>Laura Crouter, District E.L. Coordinator</td>
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<td></td>
<td>Rachel Dresden, District Special Ed Intervention</td>
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<td>Consultant</td>
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### Elementary Scheduling Committee

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<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>Sharon Coil, Principal</td>
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<td></td>
<td>Jason Ellis, Principal</td>
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<td></td>
<td>Dr. Melissa Labadie, Principal</td>
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<td>Sue Lasky, Principal</td>
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<td>Jacob Palmer, Principal</td>
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<td>Sofia Papastamatis, Principal</td>
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<td>Jeanne Poleski, Principal</td>
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<td>Stephen Slancik, Principal</td>
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<td></td>
<td>Kristina Tepper, Principal</td>
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<td>Christine Wilson, Principal</td>
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### Secondary Scheduling Committee

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<tr>
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<td>Steven Pfanes, Executive Administrator of</td>
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<td>Peter Paulon, Program Administrator</td>
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<td></td>
<td>Alison Race-Hildebrand, Associate Principal</td>
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### Upper/Lower LC/RR

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<tbody>
<tr>
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<td>Tumara Johnston, Supervisor of Special Services</td>
</tr>
<tr>
<td></td>
<td>Dana Stark, Teacher</td>
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<td>Mike Satawa, Teacher</td>
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<td>Andrea Pilatowski, Teacher</td>
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<td>Erika Lambert, Teacher</td>
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<td>Lisa DiPirro, Teacher</td>
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<td>Sara Cocco, Teacher</td>
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### AIM Upper/Lower

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<td>Charles Nassar, Counselor</td>
<td>Karen Kennedy, Supervisor of Special Services</td>
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<tr>
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<td>Becky Boyd, Physical Therapist</td>
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<tr>
<td>Theresa Pangori, Speech Pathologist</td>
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<td>Chris Wilson, Principal</td>
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<td>Tumara Johnston, Supervisor of Special Services</td>
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<td>Karen Kennedy, Supervisor of Special Services</td>
<td>Karen Kennedy, Supervisor of Special Services</td>
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<td>Rhoda Stempin, Teacher</td>
<td>Maura Licari, Teacher</td>
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<td>Cady Mills, Teacher</td>
<td>Kim Getaw, Intervention Consultant</td>
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<th>UCNET Secondary Transition</th>
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<tr>
<td>Karen Kennedy, Supervisor of Special Services</td>
<td>Karen Kennedy, Supervisor of Special Services</td>
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<tr>
<td>Audrey Kranzo, Teacher</td>
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<td>Pat Nizza, Teacher</td>
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<tr>
<th>School Social Workers</th>
<th>ECSE/EA Centers/Preschool</th>
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<tr>
<td>Karen Kennedy, Supervisor of Special Services</td>
<td>Susan Towers, Supervisor of Special Services</td>
</tr>
<tr>
<td>Amy Chapman, School Social Worker</td>
<td>Nancy Brunetz, Principal</td>
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<td>Heather Lara, School Social Worker</td>
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<th>Speech and Language Pathologist</th>
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<td>Susan Towers, Supervisor of Special Services</td>
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<td>Trudy May, Speech Pathologist</td>
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Appendix B

UCS 6000 Policy - Excellence, Equity and Access

I. Purpose

In Utica Community Schools, student learning is a responsibility shared by educators, parents and the community. It is achieved through diligence and dedication to improve the educational opportunities for all students.

The Board of Education believes that all children have the right to a rigorous, high-quality education which meets their individual needs. The Board is committed to maintaining a high-quality school district that provides excellence, equity and access for all students as a foundation for successful participation in our democratic society. Utica Community Schools will respect, encourage and empower every student to acquire the necessary knowledge, skills and attitudes to be successful, contributing members of a diverse community and global society.

The Board also believes and research supports that a high-quality education is most effective in a global, culturally diverse setting. Utica Community Schools defines diversity of students and staff broadly, including race/ethnicity, socioeconomic status, disability, and gender. It also includes students and staff from different cultural and linguistic backgrounds.

One of the key educational benefits associated with diversity, equity and access is improved achievement for all students. Additional educational benefits are:

A. Students are better prepared to live and work in an increasingly globally, culturally diverse society;
B. Students engage in deeper and richer class discussions and debates;
C. Peers are more likely to provide a positive influence;
D. Parents are more likely to be involved in school;
E. Teachers are more likely to have high expectations for all students; and
F. Students learn about and appreciate other perspectives.

Evidence shows that there are educational advantages in schools that serve a diverse student body. For example, achievement in schools is positively impacted by a variety of factors, such as low teacher and principal turnover, teachers with a variety of experience and expertise, teachers with varying levels of educational degrees, increased parent involvement, and equitable allocation of resources.

In addition, the Board of Education values a highly effective and diverse staff in each school. Key components of being a highly effective teacher are being culturally competent and sensitive to the needs of all students that results in learning.
II. Educational Indicators

To demonstrate to the community the Board of Educations’ commitment to maintaining a high-quality school district that provides excellence and equity for all students, the District will review and analyze the following indicators:

A. Elementary reading, science, social studies, writing and math proficiency levels;

B. Secondary core subject areas: English, math, social studies and science proficiency levels.

C. Student discipline data (suspension and expulsion);

D. Course enrollment, participation and passing rates, such as: Advanced Placement (AP), Career and Technical Education (CTE), Honors, Algebra I, advanced math grade 6, dual enrollment, and Early College Macomb (ECM);

E. Applications, enrollment, acceptance/denials, and retentions for Utica Academy for International Studies (UAIS), Utica Center for Science and Industry (UCSI), Utica Center for Mathematics, Science and Technology (UCMST), Messmore (Montessori), and Oakbrook (Mandarin);

F. Graduation/dropout rates;

G. Attendance rates; and

H. Alternative education enrollment and former junior high and senior high school of attendance.

The district will report the data for each of these indicators at the district level and for each school/program, disaggregated by socioeconomic status, students with disabilities, gender, race/ethnicity and language.

III. Monitoring and Reporting

The Superintendent will submit to the Board of Education annually a report or reports regarding progress towards accomplishing the above indicators. In addition, the report or reports will identify discrepancies and areas of concern and will make recommendations for improving access and equity for all students on the indicators.

Policy Board of Education Utica Community Schools
Adopted: 11/23/15
Appendix C

Mental Health Reference Card

Signs of Concern to Look for with Students Online
1. Decrease in class participation and completing assignments
2. Talking about feelings of hopelessness, worthlessness, and sadness
3. Making statement such as...
   - It doesn’t matter anymore
   - No one really cares
   - I wish I weren’t here anymore
   - You don’t understand what I deal with
   - It’s not worth it anymore
4. Expressing feelings of anxiety, stress, worries or depression
5. Expressing thoughts of hurting themselves or others
6. Have a plan and means to hurt themselves or others
7. Change in appearance
8. Students seems lost/confused

Intervening with Students Online
1. During a live online chat/phone call or other messaging methods, (i.e. Schoology, email, etc.) the student demonstrates any signs that are concerning
   - Teacher will talk to the student (refer to second page for what to say)
   OR
   - If threat is imminent (i.e. student makes suicidal/homicidal comments and indicates they have the means or intent to hurt themselves or others, teacher will contact parent immediately and/or contact 911.

OR
- Teacher will reach out to school counselor, social worker or building admin.
- Teacher will document outreach-document contact/intervention used, including date and time (in Secondary-Document in student’s PowerSchool-log entries tab. Elementary-contact administrator who will document in PowerSchool.)
- Student has not been online or accessed materials by the end of the week, teacher will reach out to the student
- Teacher will document outreach

Taking Care of You
Take a moment to breathe. It sounds strange, but sometimes we get so caught up in our day that we actually forget to breathe. At the very least, we get caught in a rhythm of shallow breathing that leaves our bodies and minds woefully short of the oxygen it requires to function optimally. When you find yourself in this state, take a pause. Close your eyes and breathe in and out slowly and deeply five times. It will take less than a minute, but it will do wonders for your nervous system.

Take care of yourself first or you will have nothing left to give others. Self-care is not selfishness. You cannot serve it from an empty vessel.

Hotline Numbers
Macomb Crisis Center – 586-307-9100
Oakland Crisis Center – 800-321-1127
Wayne Crisis Center – 313-324-8557

24 hours 7 days a week
# Appendix D

## Instructional Model for Teachers (Minimum/Baseline)

<table>
<thead>
<tr>
<th>Expectations Communication Relationships</th>
<th>K – 6</th>
<th>7 – 12</th>
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<tbody>
<tr>
<td><strong>Begin with a prerecorded audio or video</strong> <em>introduction providing background information about yourself and your expectations.</em></td>
<td><strong>Teachers will use Schoology for teacher/student only communications.</strong></td>
<td><strong>Teachers will use Schoology for teacher/student only communications.</strong></td>
</tr>
<tr>
<td><strong>Teachers will use face to face and/or online instructional opportunities for teaching, reteaching, real time Q and A sessions, discussions, and to connect with students.</strong></td>
<td><strong>Teachers will use face to face and/or online instructional opportunities for teaching, reteaching, real time Q and A sessions, discussions, and to connect with students.</strong></td>
<td><strong>Teacher has an established method of communicating with families and encourages them to participate and ask questions.</strong></td>
</tr>
<tr>
<td><strong>Teacher has an established method of communicating with families and encourages them to participate and ask questions.</strong></td>
<td><strong>In-person and online norms for students will be established to help create a community for students to feel safe to engage and learn.</strong></td>
<td><strong>In-person and online norms for students will be established to help create a community for students to feel safe to engage and learn.</strong></td>
</tr>
<tr>
<td><strong>In-person and online norms for students will be established to help create a community for students to feel safe to engage and learn.</strong></td>
<td><strong>Teachers will frequently provide learning objectives and due dates for tasks, to help students with time management.</strong></td>
<td><strong>Teachers will frequently provide learning objectives and due dates for tasks, to help students with time management.</strong></td>
</tr>
<tr>
<td><strong>Teachers will frequently provide learning objectives and due dates for tasks, to help students with time management.</strong></td>
<td><strong>Course work will be organized in Schoology within the materials folder in a format that makes sense for the teacher. A guiding document regarding the course structure will be provided for students, parents, Special Education teachers, and English Language teachers to support students.</strong></td>
<td><strong>Course work will be organized in Schoology within the materials folder in a format that makes sense for the teacher. A guiding document regarding the course structure will be provided for students and Special Education teachers, English Language teachers and counselors to support students.</strong></td>
</tr>
<tr>
<td><strong>Course work will be organized in Schoology within the materials folder in a format that makes sense for the teacher. A guiding document regarding the course structure will be provided for students, parents, Special Education teachers, and English Language teachers to support students.</strong></td>
<td><strong>Titles of assignments in PowerSchool match the titles of assignments in Schoology and may include the specific folder number where the assignments can be located to assist parents, Special Education teachers, and EL teachers to support students.</strong></td>
<td><strong>Titles of assignments in PowerSchool match the titles of assignments in Schoology and may include the specific folder number where the assignments can be located to assist Special Education teachers, EL teachers, and counselors to support students.</strong></td>
</tr>
<tr>
<td><strong>Titles of assignments in PowerSchool match the titles of assignments in Schoology and may include the specific folder number where the assignments can be located to assist parents, Special Education teachers, and EL teachers to support students.</strong></td>
<td><strong>Academic feedback to students and parents is provided as needed and grades (3-6) are updated frequently in PowerSchool.</strong></td>
<td><strong>Academic feedback to students and parents is provided as needed and grades are updated frequently in PowerSchool.</strong></td>
</tr>
<tr>
<td><strong>Academic feedback to students and parents is provided as needed and grades (3-6) are updated frequently in PowerSchool.</strong></td>
<td><strong>Teacher and/or school community builds warm, respectful relationships in in-person interactions and/or online interactions with students by providing daily and/or weekly check-ins with students to monitor student social-emotional and academic needs.</strong></td>
<td><strong>Teacher and/or school community builds warm, respectful relationships in in-person interactions and/or online interactions with students by providing daily and/or weekly check-ins with students to monitor student social-emotional and academic needs.</strong></td>
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**K – 6**

<table>
<thead>
<tr>
<th>Expectations Communication Relationships</th>
<th>K – 6</th>
<th>7 – 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Begin with a prerecorded audio or video</strong> <em>introduction providing background information about yourself and your expectations.</em></td>
<td><strong>Teachers will use Schoology for teacher/student only communications.</strong></td>
<td><strong>Teachers will use Schoology for teacher/student only communications.</strong></td>
</tr>
<tr>
<td><strong>Teachers will use face to face and/or online instructional opportunities for teaching, reteaching, real time Q and A sessions, discussions, and to connect with students.</strong></td>
<td><strong>Teachers will use face to face and/or online instructional opportunities for teaching, reteaching, real time Q and A sessions, discussions, and to connect with students.</strong></td>
<td><strong>Teacher has an established method of communicating with families and encourages them to participate and ask questions.</strong></td>
</tr>
<tr>
<td><strong>Teacher has an established method of communicating with families and encourages them to participate and ask questions.</strong></td>
<td><strong>In-person and online norms for students will be established to help create a community for students to feel safe to engage and learn.</strong></td>
<td><strong>In-person and online norms for students will be established to help create a community for students to feel safe to engage and learn.</strong></td>
</tr>
<tr>
<td><strong>In-person and online norms for students will be established to help create a community for students to feel safe to engage and learn.</strong></td>
<td><strong>Teachers will frequently provide learning objectives and due dates for tasks, to help students with time management.</strong></td>
<td><strong>Teachers will frequently provide learning objectives and due dates for tasks, to help students with time management.</strong></td>
</tr>
<tr>
<td><strong>Teachers will frequently provide learning objectives and due dates for tasks, to help students with time management.</strong></td>
<td><strong>Course work will be organized in Schoology within the materials folder in a format that makes sense for the teacher. A guiding document regarding the course structure will be provided for students, parents, Special Education teachers, and English Language teachers to support students.</strong></td>
<td><strong>Course work will be organized in Schoology within the materials folder in a format that makes sense for the teacher. A guiding document regarding the course structure will be provided for students and Special Education teachers, English Language teachers and counselors to support students.</strong></td>
</tr>
<tr>
<td><strong>Course work will be organized in Schoology within the materials folder in a format that makes sense for the teacher. A guiding document regarding the course structure will be provided for students, parents, Special Education teachers, and English Language teachers to support students.</strong></td>
<td><strong>Titles of assignments in PowerSchool match the titles of assignments in Schoology and may include the specific folder number where the assignments can be located to assist parents, Special Education teachers, and EL teachers to support students.</strong></td>
<td><strong>Titles of assignments in PowerSchool match the titles of assignments in Schoology and may include the specific folder number where the assignments can be located to assist Special Education teachers, EL teachers, and counselors to support students.</strong></td>
</tr>
<tr>
<td><strong>Titles of assignments in PowerSchool match the titles of assignments in Schoology and may include the specific folder number where the assignments can be located to assist parents, Special Education teachers, and EL teachers to support students.</strong></td>
<td><strong>Academic feedback to students and parents is provided as needed and grades (3-6) are updated frequently in PowerSchool.</strong></td>
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</tr>
<tr>
<td><strong>Academic feedback to students and parents is provided as needed and grades (3-6) are updated frequently in PowerSchool.</strong></td>
<td><strong>Teacher and/or school community builds warm, respectful relationships in in-person interactions and/or online interactions with students by providing daily and/or weekly check-ins with students to monitor student social-emotional and academic needs.</strong></td>
<td><strong>Teacher and/or school community builds warm, respectful relationships in in-person interactions and/or online interactions with students by providing daily and/or weekly check-ins with students to monitor student social-emotional and academic needs.</strong></td>
</tr>
</tbody>
</table>
monitor student social-emotional and academic needs.

Teacher encourages students to build healthy relationships with one another both in in-person and online environments by both modeling and teaching the skills necessary to build and sustain friendships and learning partnerships.

Teachers direct learning and encourage students to become responsible for their own learning and help families to understand their role as supporters of their student's learning.

**Content Delivery**

Teachers use instructional technology (district approved platforms) for synchronous (real time) and asynchronous (on demand) content delivery.

Asynchronous (Pre-recorded) Teacher can create or use resources with pre-recorded content for content delivery.

Synchronous (Live) Teacher can use in-person or online meetings for whole class instruction, tutorial groups, one on one support, small groups with focus skills, or circle groups.

Lessons are organized in a well-planned and thoughtful way that engages students as stakeholders in their own learning through Schoology and may include a Flipped classroom structure.

Provide feedback – teacher can provide detailed feedback for student assignments using a variety of methods and resources including but not limited to:
- Text
- Audio
- Video
- Pictures/Screen shots
- Flip Grid

**Technology**

Teachers use educational technologies, district approved LMS (Schoology, and district PLC groups (Teams)).

Teachers use educational technologies, district approved LMS (Schoology), and district PLC groups (Teams).
Teachers can join Teams Meetings, share video, access
Teams and channels, and collaborate on shared
documents.

Teachers can use Schoology to:
- Create assignments and assessments with multiple modes such as: written, audio, and/or visual directions
- Upload assignments
- Communicate with students
- Accept and respond to student work
- Provide feedback
- Audio and/or voice recording for teaching and learning

Teacher can use Schoology/Teams to do the following:
- Hold class and individual meetings
- Share screen
- Interact with students and allow students to interact with one another

Digital Tools – teacher can use district approved digital resources to create activities and lessons for classroom and digital classroom use. Approved digital resources will include but not limited to:
- Microsoft Teams
- eSpark (K-3)
- DreamBox (K-2)
- Connect Ed
- Think Central (K-5)
- Discovery Science
- Office 365
- Imagine Learning (EL)
- FlipGrid

Teacher establishes a safe, comfortable in-person and online space that allows students to share ideas and participate in discussions.

Time and space are devoted to in-person instruction that both address SEL concerns and cultural proficiency to support further learning. Instruction is supported by routines and
supported by routines and technology knowledge that can be transferred to online-only environments as well.

Norms and values are established and reviewed often. Students are supported in learning to live these norms and values in both in-person and online learning environments.

Teacher ensures that all student voices are heard and valued, both in-person and online.

<table>
<thead>
<tr>
<th>Adaptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher uses some in-person time to build the foundation for future learning online, knowing that movement to a purely online environment is a possibility. Students are taught basic computer skills, passwords, how to use Schoology and other online programs, and how to interact with both the teacher and each other online.</td>
</tr>
<tr>
<td>Teacher is able to consolidate the curriculum to meet the needs of the students in the class and to take the most advantage of the time available both on and offline.</td>
</tr>
<tr>
<td>Teacher understands that a return to pre-COVID teaching procedures is not possible, given a variety of factors that include loss of instructional time as well as social/emotional needs such as anxiety and trauma/loss. Teacher adjusts for students’ new learning and emotional needs.</td>
</tr>
</tbody>
</table>
### Assessment
Elementary and Secondary assessments will utilize both in-person and online formative and summative assessments to better understand the needs of their students. Teachers will use district provided curriculum, instructional, and assessment tools to both gain an understanding of student learning and provide meaningful feedback to the student.

#### Phase 3 recommendations:
- Use MAP Reading Fluency K-3 and struggling 4th grade students in a remote environment is optional.
- Use eSpark and DreamBox for formative assessments.
- Use current curriculum check points to develop formative assessments.
- Use current curriculum for end of unit assessments.
- Use project-based assessments to demonstrate mastery of content.

#### Phase 4 – 6 recommendations:
- Students are engaged in multiple forms of formative assessments during a class period; providing both teacher and students feedback for continued instructional support.
- Use current curriculum check points to develop formative assessments.
- Use current curriculum for end of unit assessments.
- Use project-based/performance-task assessments to demonstrate mastery of content.
- College Board PSAT/SAT testing is not possible to be administered.
- End of Course exams are created at the building level and meet the requirements of the district curriculum blueprint.

#### Phase 4 – 6 recommendations:
- NWEA MAP Growth assessments for Math and Reading will be administered when students are in buildings. It is strongly encouraged that the fall benchmark assessment is administered during the 4th or 5th week of the school year to allow students and teachers to develop a relationship and better understand the students social and emotional needs.
- NWEA MAP Growth assessment for Science (3-6) is optional.
- Use NWEA MAP Skills assessments for Math and Reading.
- Use MAP Reading Fluency K-3 and struggling 4th grade students is optional.
- Use eSpark and DreamBox for formative assessments.
- Use current curriculum unit assessments.
- Use current curriculum check points to develop formative assessments.
- Use project-based assessments to demonstrate mastery of content.

- Fall College Board testing is required by MDE for all 9 – 12 students.
## Appendix E

### Learning Model for Students

<table>
<thead>
<tr>
<th></th>
<th>K – 6</th>
<th>7 – 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Citizenship</strong></td>
<td>Students will be able to:</td>
<td>Students will be able to:</td>
</tr>
<tr>
<td>Literacy</td>
<td>• Access Office 365</td>
<td>• Access Office 365</td>
</tr>
<tr>
<td></td>
<td>• Access Schoology/Navigate Schoology</td>
<td>• Access Schoology/Navigate Schoology</td>
</tr>
<tr>
<td></td>
<td>• Access district curriculum and/or resources</td>
<td>• Access district curriculum and/or resources</td>
</tr>
<tr>
<td></td>
<td>• Submit assignments</td>
<td>• Submit assignments</td>
</tr>
<tr>
<td></td>
<td>• Participate in an online meeting</td>
<td>• Participate in an online meeting</td>
</tr>
<tr>
<td><strong>Expectations – Norms – Similar to classroom expectations</strong></td>
<td>Students will learn digital literacy and classroom norms from their classroom teacher the first few weeks of school during in-person instruction.</td>
<td>Students will learn digital literacy and digital citizenship the first few weeks of school during in-person instruction.</td>
</tr>
<tr>
<td></td>
<td>Students will learn Digital Citizenship specific to the grade levels from Media Center teachers.</td>
<td>Students will learn Digital Citizenship from a module created by the Instructional Technology Coaches.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Students will use Schoology as the main form of communication to:</td>
<td>Students will use Schoology as the main form of communication to:</td>
</tr>
<tr>
<td></td>
<td>• Appropriate dress and setting to ensure that all students are comfortable.</td>
<td>• Appropriate dress and setting to ensure that all students are comfortable.</td>
</tr>
<tr>
<td></td>
<td>• Positive behavior that encourages cooperative learning.</td>
<td>• Positive behavior that encourages cooperative learning.</td>
</tr>
<tr>
<td></td>
<td>• Students are responsible to be present, prepared and engaged during synchronous learning experiences.</td>
<td>• Students are responsible to be present, prepared and engaged during synchronous learning experiences.</td>
</tr>
<tr>
<td></td>
<td>• Use school appropriate language for a classroom setting in the online environment.</td>
<td>• Use school appropriate language and follow spelling and grammar conventions (no text speak) for a classroom setting.</td>
</tr>
<tr>
<td></td>
<td>• All environments are a safe, inclusive, and respectful space for all learners.</td>
<td>• All environments are a safe, inclusive, and respectful space for all learners.</td>
</tr>
<tr>
<td></td>
<td>• Behavior is age appropriate.</td>
<td>• Behavior is age appropriate.</td>
</tr>
<tr>
<td></td>
<td>• Students are expected to work collaboratively when applicable.</td>
<td>• Students are expected to work collaboratively when applicable.</td>
</tr>
</tbody>
</table>
• Message teacher, SE teacher, EL teacher or counselor through Schoology.
• Submit assignments within a given time frame.
• Participate in synchronous learning
• Regular and timely attendance
• Must contribute to discussion per teacher expectations
• Participate in asynchronous learning
• Timely review of content and respond per teacher expectations
• Must contribute to discussion per teacher expectations
• Follow established norms and routines.
• Respect communication guidelines created by the teacher.

Content

Students are actively engaged in daily synchronous and/or asynchronous lessons.

Digital Tools – students will use district approved digital resources, including but not limited to:
• Microsoft Teams
• eSpark (K-3)
• DreamBox (K-2)
• Connect Ed
• Think Central (K-5)
• Discovery Science
• Office 365
• Imagine Learning (EL)
• FlipGrid

Student has the right and responsibility to participate, engage within the lesson, and pose clarifying questions when applicable.

Students are actively engaged in daily synchronous and/or asynchronous lessons.

Digital Tools – students will use district approved digital resources, including but not limited to:
• Microsoft Teams
• FlipGrid
• Performance Matters
• Office 365
• IXL (EL)

Student has the right and responsibility to participate, engage within the lesson and pose clarifying questions.
Appendix F
Digital Content Descriptions

**Big Ideas:** National Geographic Learning - Cengage – Math grades 6 – 8 – a complete middle school math program. The curriculum provides a balanced instructional approach of discovery and direct instruction. The online learning platform offers a teacher edition, student textbook, tutorials, electronic manipulatives, flashcards, and games to enhance student learning and understanding.

**ConnectED McGraw Hill:** U.S. History 10 and Government – This online platform gives teachers access to online lesson plans, activities, resources, presentations, and the ability to send and receive messages from students. Students can plan, study, check teacher messages, get assignments. Students will also have access to maps, timelines, infographics, videos, and a journal.

**Connecting Math:** This program utilized by Elementary Adjusted Integrated Modified Curriculum and Junior High Life Centered Career Education classrooms to introduce ideas gradually and teaches students the connections between concepts. Focusing on the big ideas of mathematics, this program teaches explicit strategies that enable students to master difficult ideas such as ratios, proportions, probability, functions, and data.

**Corrective Reading:** This program utilized by Junior High Life Centered Career Education classrooms provides intensive direct instruction-based reading intervention for students who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners.

**Discovery Education:** Discovery Education supports K-12 instruction through steaming and in K-6 through Discovery Techbook for science instruction.

**DreamBox:** DreamBox is an adaptive online software provider that provides mathematics support for students in grades K-2. DreamBox presents content as animated adventures, games, and challenges. It allows teachers to select skills for targeted practiced for individual students.

**eSpark Learning:** eSpark is a differentiated learning platform for K-3 math and reading classrooms. Automatically differentiating instruction with fun games, videos, and creative challenges, eSpark assists teachers’ in meeting the unique learning needs of individual students with engaging activities. eSpark’s intuitive design allows students to independently learn at their own skill level and pace, giving teachers time they need to work with small groups. eSpark features on-demand assignments that allow teachers to select skills for targeted practice based on weekly email suggestions.

**Houghton Mifflin Math Expressions (Think Central):** Comprehensive Mathematics program for students in grades K-5. The curriculum develops mathematical understanding by assisting students in making sense of math by exploring, discussing, and demonstrating their understanding of key concepts thought direct and small group instruction. The online learning platform offers a teacher edition, student textbook, tutorials, electronic manipulatives, Math Tutor, and games to enhance student learning and understanding.
**Imagine Learning:** Imagine Learning is an adaptive literacy program for Kindergarten through sixth grade students that develops English Language acquisition. Through playing games and completing short lessons, students improve foundational skills, and teachers and administrators receive reports on student progress.

**Interactions Physical Science – Create for Stem:** The curriculum resources include computer-based models and simulations as well as physical models to assist students to visualize and develop an understanding of the principals around interactions. Teachers can facilitate web-based simulation activities. Students will develop and use models and explain observed phenomena. This platform can be used as whole group or in 1:1 environment.

**Into Literature:** Houghton Mifflin Harcourt – ELA grades 7-9 — a comprehensive English language arts program for students in grades 6 – 12. This is a fully integrated online platform for teachers to plan, assess and differentiate learning for students. Students have access to a library of literary titles, embedded strategies to prompt students to take a deeper dive into text. The ability to annotate, engage in text analysis and collect ideas for writing.

**IXL Learning:** A personalized learning platform designed for language learning. The platform provides individualized guidance and real-time analytics to address and adapt in real-time the learning needs for students.

**Language!:** This program utilized by High School Life Centered Career Education classrooms as an intensive, comprehensive literacy curriculum for students who are substantially below grade-level expectations. With an explicit, systematic approach that is proven to accelerate the growth of struggling readers and nonreaders, this program integrates instruction in foundational skills, writing, vocabulary, fluency, grammar, comprehension, and spoken English.

**McGraw Hill Wonders (ConnectEd):** Comprehensive English Language Arts program for students in grades K-6. This is a fully integrated online platform for teachers to plan, assess and differentiate learning for students. Students are provided with instruction in phonics, phonemic awareness, comprehension, vocabulary, fluency, spelling, and writing using high-interest literary and informational texts.

**Mindtap Cengage:** World language online curriculum provides teachers and students with activities, videos, teacher note sharing capabilities, online metrics to assist struggling students. Students can create personalized study guides and access to the full textbook online with text-to-speech feature and the ability to with embedded feature to highlight, add notes, create flashcards.

**Moby Max:** This program is used by Junior High and High School Life Centered Career Education classrooms to identify and close learning gaps with a personalized learning platform. This adaptive curriculum creates an individualized education plan for each student, allowing students to progress at their pace while receiving extra instruction as needed.

**Model Based-Based Educational Resources (MBER):** Biology curriculum created by science educators with the support of National Science Foundation. This online full-year biology curriculum for teachers, engages students in three-dimensional learning as outlined in the NGSS standards.

**News to You:** This program is utilized by Adjusted Integrated Modified Curriculum, Physically Impaired, Otherwise Health Impaired, Life Centered Career Education classrooms to provide standards-aligned academic content, weekly differentiated newspaper, symbol communication tools, skill-based learning activities, self-regulation solutions and professional development to assist teachers.
**Raz Kids:** This product is used by Elementary Adjusted Integrated Modified Curriculum and High School Life Centered Career Education classrooms to provide interactive leveled eBooks to assist in literacy development.

**Reading Mastery:** This program utilized by Elementary Adjusted Integrated Modified Curriculum and Junior High Life Centered Career Education classrooms uses the Direct Instruction method to help student’s master essential decoding and comprehension skills. This program places emphasis on teaching thinking skills and helping students acquire background. It also utilizes a special orthography to assist students identify letter sounds. This special font is later phased out and replaced with traditional orthography.

**Realize Pearson:** U.S. History 10 and Government – The digital platform provides student digital courseware, students text, teacher resources, online support for teachers and a test bank of questions for teachers to access with instant data results.

**Teachers’ Curriculum Institute (TCI):** A K-12 publishing company that offers middle school interactive social studies textbook. This platform offers ready to teach lesson presentations, student resources, and customizable assessments. Students have access to audio and visual tools, vocabulary, an interactive student notebook, a media library that include primary resources, maps, and illustrations.

**Teachtown:** This program is used in Elementary Adjusted Integrated Modified Curriculum classrooms to support to children diagnosed with autism spectrum disorder, developmental and intellectual disabilities and emotional and behavioral disorders providing Applied Behavior Analysis.

**Unique Learning System:** This program is utilized by Adjusted Integrated Modified Curriculum, Physically Impaired, Occupationally Health Impaired, Life Centered Career Education classrooms to give students with complex learning needs meaningful access to the general education curriculum. Teachers can deliver differentiated, standards-aligned content with assessments data tolls and evidence-based instructional support to meet the needs of each student.

**Unique Learning Systems:** This program is utilized by Early Childhood Special Education classrooms to give students with complex learning needs meaningful access to the general education curriculum. Teachers can deliver differentiated, standards-aligned content with assessments data tolls and evidence-based instructional support to meet the needs of each student.

**Vista Higher Learning:** World language online curriculum platform for students and teachers. Spanish, French, and German teachers have access to authentic materials, videos, activities, and assessments. Students have access to language specific, theme-based activities and practice materials. Within the platform, students have access to an online textbook, videos, chat activities and audio-sync reading by a native speaker.
## Appendix G

### Career and Technical Education Plan

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Activity Description</th>
<th>Adapted for Virtual Delivery</th>
<th>Adapted for limited technology and/or Special Ed/504/EL (ex. cell phone or printed packet)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Hook” or Anticipatory Set</strong></td>
<td>How can you “hook” students at the start of your lesson, focusing their attention so that they are ready to learn? Consider things that surprise, intrigue, or raise questions. Examples include showing a brief video clip and following up with questions.</td>
<td>Use Google Forms to add a video, picture, or link into a prompt with questions. Post a video and questions using EdPuzzle. Create a Quizizz or Kahoot quiz.</td>
<td>Students can read printed instructions and send a message or call teacher and/or peers with questions.</td>
</tr>
<tr>
<td><strong>Direct Instruction</strong></td>
<td>A lecture (such as one accompanied by a PowerPoint presentation) provides information to students through brief, direct instruction. Through demonstration or modeling, a teacher “shows” how a process works so that students may better conceptualize the material.</td>
<td>Share a PowerPoint or Google Slides with notes. Record yourself presenting slides using Screencastify. Hold a Zoom Meeting or Schoology Conference and present the slides in real time. Post a video and follow-up questions using EdPuzzle. Utilize sites like Khan Academy to provide content. Post a question and have students create a video response using FlipGrid. Share a video of you modeling the process.</td>
<td>Print a copy of the slides with teacher notes included. Instructions provided step-by-step in packet.</td>
</tr>
<tr>
<td><strong>Guided Practice (Synchronous Instruction)</strong></td>
<td>Guided practice provides students the opportunity to work through an activity or exercise under the teacher’s direct supervision and support.</td>
<td>Hold a Zoom Meeting or Schoology Conference and present the slides in real time allowing you to respond to questions.</td>
<td>Students can read printed instructions and complete assigned activities in a notebook.</td>
</tr>
<tr>
<td><strong>Independent Practice</strong></td>
<td>Once students have gained proficiency with the content or skill, they are provided time for reinforcement practice.</td>
<td>Students can provide documentation of their work through email, Google Classroom, Schoology submissions.</td>
<td>Students provide documentation of their work through email response.</td>
</tr>
</tbody>
</table>
### Checking for Understanding

Throughout the lesson, teachers should determine whether students are “getting it before proceeding.

- Hold regular Zoom Meeting or Schoology Conference
- Maintain Office Hours
- Ask a question in Schoology and ask students to answer in the comments
- Note: change the setting in Schoology so that students cannot see other responses until they respond
- Students can respond to questions using a Padlet, Socrative, or Google Jamboard

### Assessment

How will you assess what students learned in your lesson?

- Provide a quiz using Schoology, Google Form or through Quizizz or Kahoot
- Students create a website, slideshow, instructional video, or stop-motion video to display knowledge gained.
- Students respond to quiz via email
- Based on knowledge gained students write an essay, children’s book, song lyrics or play.
- Students build a model or replica. Could be done using non-traditional materials such as items from a recycling bin.

### MARKETING (10 Lessons)

- Function & Foundations of Marketing
- Target Market/Market Segments
- Price
- Place
- Promotion
- Product/Product Service Management
- Branding
- Careers
- Social Media Marketing
- Market Research

### FINANCE (7 Lessons)

- Net Worth Statement/Accounting Equation
- Accounting Transactions – Assets
- Accounting Transactions – Effect on Equity
- T-Accounts (what is a T-Account/Normal Balances/Chart of Accounts)
- T-Accounts (Transactions in T-Accounts)
- Excel Basics for Accounting (format cell, simple equations)
- Franchise (w/Project)

### DIGITAL MEDIA (11 Lessons)

- History of the Web/Importance of Web
- Careers in Digital Media/Certifications (programming languages)
- HTML (notepad/structure/list items/horizontal rule)
- HTML (fonts, color, attributes)
- Media source files/image/file extension/resolution
- HTML (tables, images, links)
- Search Engine Optimization/MetaData
- Halloween Project
- Layout/Design
- Color Theory
- Folder Structure/Organization

### CYBERSECURITY (10 Lessons)

- Careers in Cybersecurity
- Certifications
- Basic Components (storage, processor, RAM, motherboard)
- Device Management (manipulating settings and permissions)
- Passwords Management
- IP Addressing
- Basic Home Network – (devices, modem, router, IP address, default gateway, MAC address)
- Basic Network Management
- Command Prompt
- Security / Cryptography

### BUSINESS (11 Lessons)

### MECHANICAL DRAFTING/DRAFTING & DESIGN (16 Lessons)
Workplace Safety (MIOSHA)
Business Pathways (Careers Unit)
Finance & Budgets (Income Statement/Expenses & Revenue) – basic math unit
Business Structure (Corporation, SCorp, Proprietorship, LLC, etc.)
Globalization (trade agreements/tariffs/import/export)
Social Media/Culture Awareness
Business Ethics
Business Communication – basic writing (emails/memo)
Resume
Cover Letters/Business Letter
Interviewing/Body Language

MECHATRONICS (7 Lessons)
Safety Standards
AC/DC Circuits – Fundamentals and Sources
AC/DC Circuits – Basic Circuitry
AC/DC Circuits – Tools
Intro to Electronic Sensors
Robotics – Basic Robot Operation
Robotics – Interfacing and Material Handling

EDUCATION GENERAL (5 Lessons)
Child Development – (topic)
Professionalism/Employability Skills
Learning Environments
Planning a Safe Learning Environment (development needs)
Curriculum

FAMILY CONSUMER SCIENCE (10 Lessons)
Values
Budgeting/Credit
Independent Living – Moving Out
Independent Living – Adulting
Emotional Intelligence & Mindfulness
Study Skills
Time Management – Stress Management
College Planning/Preparation
Interviewing (Communication & Body Language)
Newborn Safety

HEALTH (39 Lessons)

MECHANICAL (7 Lessons)
Safety Standards
AC/DC Circuits – Fundamentals and Sources
AC/DC Circuits – Basic Circuitry
AC/DC Circuits – Tools
Intro to Electronic Sensors
Robotics – Basic Robot Operation
Robotics – Interfacing and Material Handling

ENGINEERING (4 Lessons)
Safety Standards
5 Disciplines of Engineering (Self Exploration Activity, 1-Electrical, 2-Mechanical)
5 Disciplines of Engineering (3-Structural, 4-Aeronautical, 5-Computer)
Engineering Pathway Case Study

RADIO & TV (10 Lessons)
Safety
History of Mass Media
Organization Skills (file management, physical storage organization)
Camera Angles (shot composition)
Storyboarding
Three Act Structure
Scripting (formatting, Celtx software, script length/editing)
Editing on Your Phone
Filming & Editing w/ an iPhone (Project 1)
Filming & Editing w/ an iPhone (Project 2)

AUTOMOTIVE (10 Lessons)
Safety
Tool Identification
Automotive History
Service Information
Service Writing (work orders & procedures)
Driver Warning Systems
Fluid Inspections
Electrical Wiring Diagrams
Hydraulic Theory
Alignment Theory
ANATOMY
HIPAA/Legal
Introduction to Health Careers
Medical Insurance
Medical Facilities & Organizations
Medical Math (military math and roman numerals)
Medical Ethics
Communication
Employability Skills (interviewing)
Patient Interaction (soft skills)
Safety - Proper Body Mechanics
Nutrition

INFECTION CONTROL
Infection Control – Biology
Infection Control - chain of infection & hospitals role
Infection Control – Dental
Infection Control - PPE, hazardous material, blood borne pathogens

DENTAL
Introduction to Dental Careers
Oral Health and Preventative Techniques
Head and Neck Anatomy

- Introduction to Body Systems
- Cells & Tissue (Cancer focus)
- Respiratory – Structure/Function
- Respiratory – Pathology/Medical Care
- Nervous (CNS) – Structure/Function
- Nervous (PNS) – Structure/Function
- Nervous – Pathology/Medical Care
- Cardiovascular (Heart) – Structure/Function
- Cardiovascular (Vascular) – Structure/Function
- Cardiovascular (Blood) – Structure/Function
- Cardiovascular – Pathology/Medical Care
- Digestive – Structure/Function
- Digestive – Pathology/Medical Care
- Skeletal– Structure/Function
- Skeletal - Pathology/Medical Care
- Endocrine– Structure/Function
- Endocrine - Pathology/Medical Care
- Urinary/Excretory – Structure/Function
- Urinary/Excretory – Pathology/Medical Care
- Muscular– Structure/Function
- Muscular - Pathology/Medical Care
Appendix H

Special Education

Utica Community Schools will provide in-person instruction to students with disabilities that will be consistent with their individualized education programs (IEP), and individualized family service plan (IFSP). If schools are closed to in-person instruction, we will 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 to age 26. This includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.

Each of our students with disabilities have unique needs. We recognize that the student’s IEP and IFSP is to be reviewed to consider:

- Goals and Objectives
- Programs
- Services
- Supplementary Aids and Supports
- Options Considered with Procedural Safeguards provided

IEP and IFSP teams are to include parent input to develop and implement, as appropriate, changes to the student’s special education program. We believe that students with IEP must receive a free and appropriate public education (FAPE) in their least restrictive environment (LRE) to have equal access, involvement/progress in the general curriculum, and specially designed instruction. We adhere to Michigan Administrative Rules for Special Education (MARSE) to provide a continuum of programs and services flexible and responsive to the needs of student with IEP and IFSP which also includes Child Find procedures.

We assure our community that during any state of emergency or disaster related to the COVID-19 pandemic continues, we will comply with guidance from the United States Department of Education, Office of Civil Rights, 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 related to the impact of COVID-19. This also will include to the extent practicable and necessary, to make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities related to school closures during the 2019-2020 school year.
Appendix I

Responding to Cases of COVID-19 Among Students, Teachers and Staff

Possible COVID-19 Cases in Students

- Symptoms of possible COVID-19 in students include the following. These symptoms should be new or different/worse than baseline for any existing chronic illness. A student with any of these symptoms should also be questioned about a history of close contact/potential exposure to the COVID-19 virus.

**Symptoms**

- Temperature of 100.4 degrees Fahrenheit or higher when taken by mouth
- Sore throat
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline).
- Diarrhea, vomiting or abdominal pain
- New onset of severe headache, especially with fever

**Close Contact/Potential Exposure**

In the past 14 days:

- Had close contact (within 6 feet for at least 15 minutes) with a person with confirmed COVID-19; OR
- Traveled to or lives in an area with a high level of community transmission of COVID-19.

- Students who exhibit any of the above symptoms but who have no close contact/potential exposure history should not go to school or any school activity. If at school or any school activity, they should be sent home. These students may return to school 24 hours after resolution of fever (if there was a fever) and improvement of symptoms.

- Students who exhibit any of the above symptoms and who have a close contact/potential exposure history should not go to school or any school activity. If at school or any school activity, they should be sent home. These students should be evaluated by a healthcare provider and tested for COVID-19 with a diagnostic test (nose/throat swab).
• If at school or any school activity, the student should be required to wear a face covering and wait in an isolation area away from teachers, staff and other students until they can be transported home or to a healthcare facility.

• School administration should notify the Macomb County Health Department when a probable case of COVID-19 in a student has been identified in the school. A probable case of COVID-19 in a student is defined as a student with any of the above symptoms and a close contact/potential exposure history. The Macomb County Health Department will work with the school to determine if further action is necessary.

Possible COVID-19 Cases in Teachers or Staff Persons

• Symptoms of possible COVID-19 in teachers and staff persons include the following. These symptoms should be new or different/worse than baseline for any existing chronic illness.

Any one of the following:
- Fever
- Cough
- Shortness of breath or difficulty breathing

OR

Two or more of the following:
- Muscle aches without another explanation
- Chills
- Sore throat
- Headache
- Vomiting or diarrhea
- New loss of taste or smell

• Any teacher or staff person who exhibits COVID-19 symptoms as defined above or has a measured temperature of 100.4 degrees Fahrenheit or higher should not go to school or any school activity. If at school or any school activity, they should be sent home. These individuals should be evaluated by a healthcare provider and tested for COVID-19 with a diagnostic test (nose/throat swab).
• If at school or any school activity, the individual should wear a face covering and wait in an isolation area away from teachers, staff and students until they leave the school building or are transported to a healthcare facility.

• School administration should notify the Macomb County Health Department when a possible case of COVID-19 has been identified in a teacher or staff person. The Macomb County Health Department will work with the school to determine if further action is necessary.

Confirmed COVID-19 Cases

• School administration should notify the Macomb County Health Department of any confirmed case of COVID-19 in a student, teacher or staff person.

• School administration should notify all staff and student families of any confirmed case of COVID-19 in a school maintaining the confidentiality of the case as required by state and federal laws. The Macomb County Health Department will provide a letter that may be used for this notification.

• School administration should work with the Macomb County Health Department to identify close contacts of the confirmed case of COVID-19.

• For elementary schools and other settings where a stable classroom cohort has been maintained, the close contacts may be all students and staff in the classroom.

• For middle schools/high schools and any setting where a stable classroom cohort has not been maintained, a close contact is someone who has been within 6 feet of the case for at least 15 minutes regardless of the use of a face covering.

• Close contacts should be notified and instructed to remain quarantined at home for 14 days after the last contact with the confirmed case. The Macomb County Health Department will provide a letter that may be used for this notification.

• The need to close a school for a period of time because of COVID-19 illness will be determined by the district superintendent on a case-by-case basis in consultation with the Macomb County Health Department.

Close Contacts to a Confirmed COVID-19 Case

• Any student, teacher or staff person who is a close contact to a confirmed COVID-19 case (household or non-household) should be immediately sent home from school and remain quarantined at home for 14 days after the date of last exposure to the confirmed COVID-19 case (for non-household contact) or 14 days after the date the confirmed COVID-19 case completes their isolation period (for household contact).
• No actions are necessary for students, teachers or staff persons who do not have symptoms and who are contacts of a contact (persons who have not had direct contact with a confirmed case of COVID-19 but instead have had close contact with someone who has had direct contact with a confirmed case of COVID-19).

• Students, teachers or staff persons must remain in quarantine for the full 14-day quarantine period even if they test negative for COVID-19.

• Students, teachers or staff persons who test positive for COVID-19 should be reported to the Macomb County Health Department and managed as a confirmed case of COVID-19.

Returning to School/Work

• Students, teachers and staff persons with symptoms who test positive for COVID-19 may return to school/work if:
  - At least 10 days have passed since symptom onset and
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and
  - Other symptoms have improved

• Students, teachers and staff persons who never had symptoms but who test positive for COVID-19 may return to school/work if at least 10 days have passed since the date of their first positive COVID-19 test (provided no symptoms appeared during the 10-day period).

• Students, teachers and staff persons with symptoms (previously described) who test negative for COVID-19 may return to school/work 24 hours after resolution of fever (if there was a fever) and improvement of symptoms. The student, teacher or staff person should provide documentation of the negative COVID-19 test result.

• Students, teachers and staff persons with symptoms (previously described) who are not tested for COVID-19 may return to school/work 24 hours after resolution of fever (if there was a fever) and improvement of symptoms if they present a note from a healthcare provider that provides an alternative explanation for the symptoms. If a healthcare provider note is not available, the student, teacher or staff person may return to school/work if:
  - At least 10 days have passed since symptom onset and
  - At least 24 hours have passed since resolution of fever without the use of fever-reducing medications and
  - Other symptoms have improved
• Students, teachers and staff persons who are close contacts to a confirmed case of COVID-19 and who test positive may return to school/work as outlined above.

• Students, teachers and staff persons who are close contacts to a confirmed case of COVID-19 and who test negative (or who are not tested) may return to school/work 14 days after the last exposure (for non-household contact) or 14 days after the confirmed case has completed their isolation period (for household contacts).
Appendix J

Athletics MI-Safe Start: Phase 4

UCS Guide for Summer Sports Activity – Phase 1

- MHSAA Summer Guidance Update #1 (June 2, 2020) will be used a template that will guide all UCS late spring/summer activities (camps, practices, etc.). If the MHSAA updates with additional information, UCS will make the appropriate changes.
- There will be no athletic activity until Monday, June 15.
- Only outdoor activities (MHSAA “Modified Step 2”) will be allowed.
- No indoor activity or usage is allowed at this time.
- Although the “Modified Step 2” allows for outdoor groups of 100 or fewer, UCS will utilize much smaller groups of 25 or less specific by sport: (position groups, offense/defense, by grade, etc.). We recommend that these smaller groups (referred to as pods) contain the same students who move from station to station to prevent “mingling”.
- All health/safety recommendations will need to be followed: 6’ spacing, temperature checks, records kept, sanitization and periodic cleaning of equipment and balls.
- Athletic Trainers will be utilized (when possible) to take temperatures and record. If trainer is not available, the responsibility will fall to the coach in charge.
- No locker room usage at this time.
- Students will need to arrive in appropriate practice attire and bring their own hydration fluids.
- No sharing of water bottles or equipment.
- The use of face masks is recommended by the MHSAA. However, some strenuous activities may prevent the student from wearing a mask. If the student is not actively involved (on the sideline), it is recommended that the student wear a mask.
- Coaches, officials are recommended to wear a mask.
- When the MHSAA allows activities to move indoors, groups will be limited to 10 (including the coaches).
- Coaches will be allowed to organize team/individual camps through Community Education that are outdoors.
- The district will follow the guidelines referenced in the June 2, 2020 MHSAA Update regarding sports specific activity and workouts – effective June 2, 2020.
- As a reminder, a valid physical that is on file with the school from the 2019-2020 school year is acceptable for the 2020-2021 school year due to the pandemic. However, the student will need to complete and turn in the MHSAA Annual Sports Health Questionnaire before the student can participate. If the student does not have a valid physical from 2019-2020 on file with the school, the student will need to obtain a physical before competing. Both forms are located on the MHSAA website and the UCS website on the athletics page.
Appendix K

Utica Community Schools COVID-19 Preparedness and Response Policy

COVID-19 PREPAREDNESS AND RESPONSE POLICY

LAST UPDATED ON:
AUGUST 6, 2020

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# COVID-19 Preparedness and Response

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COVID-19 PREPAREDNESS AND RESPONSE

I. INTRODUCTION

Utica Community Schools (the “District”) has developed this COVID-19 Preparedness and Response Policy based on guidance from the Centers for Disease Control and Prevention (the “CDC”) and Guidance onPreparing Workplaces for COVID-19 developed by the federal Occupational Health and Safety Administration (“OSHA”) to ensure compliance with federal, state, and local law and guidance.

The purpose of this policy is to document the steps the District is taking to safeguard health and safety in District buildings and on District property, and to inform the District’s employees, contractors, visitors, parents, and members of the public of their obligations when entering District property to minimize the risk of infection.

This policy shall be read in conjunction with the Utica COVID-19 Return to School Plan, developed and adopted pursuant to Executive Order 2020-145 and informed by Michigan’s 2020-21 Return to School Roadmap. While this COVID-19 Preparedness and Response Policy establishes a baseline for workplace rules and safeguards for District employees and contractors any time they are on District property, the Utica Community Schools COVID-19 Return to School Plan includes more specific requirements that are applicable when school is in session on District property. Where the COVID-19 Return to School Plan includes additional or more stringent requirements than this COVID-19 Preparedness and Response Policy, the COVID-19 Return to School Plan will prevail. The Return to School Plan can be viewed here: https://uticak12.org/covid19responseplan

II. WORKSITE SUPERVISOR(S)

A. Each District worksite will have a designated worksite supervisor responsible for implementing and monitoring this Policy. The building principal is designated as the worksite supervisor for school buildings. Worksite supervisors are also responsible for the record-keeping requirements defined in Section XII.

B. The primary worksite supervisor may delegate the worksite supervisory function to another employee(s) in the building provided the primary worksite supervisor notifies the employees in the building of the designee. The Assistant Superintendent for Human Resources and Transportation must also be notified of any designee named as a worksite supervisor(s). The primary worksite supervisor shall ultimately be accountable for ensuring the duties of any worksite supervisor designee.

C. A worksite supervisor must remain on-site at all times when employees are present on site.

III. EMPLOYEE TRAINING

A. The District will provide training to employees that includes but is not limited to the following areas:

1. Workplace infection control practices, including training on this COVID-19 Preparedness and Response policy;

2. Proper use of personal protective equipment;

3. Steps the employee must take to notify the business or operation of any symptoms of COVID-19 or a suspected or confirmed diagnosis of COVID-19; and

4. How to report unsafe working conditions.
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5. Trainings and other important communications signage will be provided in primary language of employees to the extent possible.

IV. DAILY EMPLOYEE SELF-SCREENING PROTOCOL

A. All employees and contractors must complete a self-screening questionnaire (appendix) prior to entering a District building or District property for the first time each day. An employee who fails to complete the questionnaire, or who knowingly provides false answers to any of the questions, shall be subject to discipline, up to and including discharge.

B. The self-screening questionnaire will require the employee, contractor, parent, visitor, or member of the public to provide information regarding:

1. Whether he or she has experienced any symptoms of COVID-19 within the past 24 hours;
2. Whether he or she has traveled internationally in the past 14 days; and
3. Whether he or she has tested positive for COVID-19 or has been in close contact with anyone suspected or confirmed to have COVID-19, within the past 14 days.

C. If an employee or contractor answers affirmatively to any of the inquiries on the self-screening questionnaire, he or she must not enter a District site or if applicable, promptly leave District property if already on site.

D. If an employee or contractor answers affirmatively to any of the inquiries on the self-screening questionnaire, he or she must follow the guidance in Section V of the Preparedness and Response Policy.

E. The Assistant Superintendent for Human Resources and Transportation or his/her designee shall monitor employees’ responses on the self-screening questionnaires to ensure employees and contractors who answer affirmatively to any questions do not enter the premises or if applicable, leave the premises, and comply with reporting obligations under Section V.

F. If the Assistant Superintendent for Human Resources and Transportation or his/her designee receives notice of an affirmative answer on the self-screening questionnaire, he or she shall notify the appropriate supervisor.

G. All employees and contractors must exercise the practice of continuous self-monitoring for signs and symptoms of COVID-19, particularly if possible exposure is suspected.

V. REPORTING COMPLIANCE

A. Employees and contractors must comply with the following directives to reduce the risk of infection in the workplace. Failure to comply with the following directives will result in discipline, up to and including discharge.

B. If an employee or contractor answers affirmatively to any of the inquiries on the self-screening questionnaire, he or she:
COVID-19 PREPAREDNESS AND RESPONSE

1. May not enter a District site or if applicable, promptly leave District property if already on site.

2. Must promptly self-report to their immediate supervisor, as soon as possible, and within 24 hours at the latest, if he or she:
   a. Tests positive for COVID-19;
   b. Experiences any symptoms of COVID-19;
   c. Has close contact with anyone suspected or confirmed to have COVID-19;
   d. Answers affirmatively to any of the questions in the self-screening protocol discussed in Section IV.

3. The supervisor must immediately relay this information to the Assistant Superintendent for Human Resources and Transportation or his/her designee.

4. If the Assistant Superintendent for Human Resources and Transportation or his/her designee receives notice of an affirmative answer on the self-screening questionnaire, he or she shall notify the appropriate supervisor.

5. Return to work and reentry onto District property is governed by Section X of this policy.

VI. PARENT AND VISITOR SCREENING PROTOCOL

A. Nonessential visitors are prohibited from entering District buildings.

B. Any parent or visitor entering a District building must make a prior appointment and complete a self-screening questionnaire prior to entering the building.

C. The appointment must be confirmed by the principal prior to arriving at the school.

D. If a parent, visitor, or other member of the public answers affirmatively to any of the inquiries on the self-screening questionnaire, he or she may not enter a District site or property.

E. A parent or visitor who refuses to complete the questionnaire or who knowingly provides false answers to any of the questions shall be asked to leave. If a parent or visitor refuses to comply with this request, subsequent District action may include calling local police to request their assistance in removing the parent or visitor, charges under state law or local ordinance for trespassing, and/or banning the parent or visitor from District property.

F. In the event a visitor learns that she or he may have exposed school personnel during a visit, she or he should promptly report all pertinent information to the principal so that appropriate contact tracing and actions may be considered.
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VII. ADDITIONAL MITIGATING STRATEGIES

A. PERSONAL PROTECTIVE EQUIPMENT (PPE)

1. Appropriate PPE (i.e., face masks, face shields, gloves, gowns) will be identified and provided through assessment of known or suspected hazards based upon an employee’s job duties and their work environment, to the extent possible.

B. FACE COVERINGS

1. Employees and contractors are required to wear face coverings at all times while in a District building, except that an individual is not required to wear a face covering when alone in his or her office or other nonshared workspace (i.e., a cubicle) and is maintaining at least six (6) feet of separation from all other individuals, consistent with the District’s COVID-19 Return to School Plan developed pursuant to Executive Order 2020-142 and the MI Safe Schools 2020-21 Return to School Roadmap.

2. Parents and visitors are required to wear a face covering in District buildings at all times and outdoors when on District property and six (6) feet of separation from other individuals cannot be consistently maintained, consistent with the District’s COVID-19 Return to School Plan developed pursuant to Executive Order 2020-142 and the MI Safe Schools 2020-21 Return to School Roadmap.

3. The District will provide non-medical grade face coverings for employees to the extent possible.

C. SOCIAL DISTANCING

1. Employees and contractors are required to maintain a distance of at least six (6) feet from others to the maximum extent possible, consistent with the District’s COVID-19 Return to School Plan developed pursuant to Executive Order 2020-142 and the MI Safe Schools 2020-21 Return to School Roadmap.

2. Parents and visitors are required to maintain a distance of at least six (6) feet from others to the maximum extent possible, consistent with the District’s COVID-19 Return to School Plan developed pursuant to Executive Order 2020-142 and the MI Safe Schools 2020-21 Return to School Roadmap.

3. The District will assist employees and contractors in social distancing to the extent possible including but not limited to:
   a. Providing visual indicators of appropriate spacing for employees outside the building in case of congestion;
   b. Spreading out workstations and staggering workspace usage;
   c. Restricting use of non-essential common space (e.g., cafeterias, staff lounges);
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d. Prohibiting social gatherings and meetings that do not allow for social distancing or that create unnecessary movement through the office and using virtual meetings whenever possible.

D. Other Mitigation Strategies

1. The District will restrict work-related travel for employees to essential travel only.

2. The District will assign employees a dedicated entry point to reduce congestion at the main entrance.

3. Employees will assist by wiping down personal workstations at least twice daily with disinfecting supplies provided by the District.

4. The District will promote remote work to the fullest extent possible, as approved by the District and consistent with the District’s COVID-19 Return to School Plan developed pursuant to Executive Order 2020-142 and the MI Safe Schools 2020-21 Return to School Roadmap.

5. The District will prohibit all nonessential visitors from entering District and school offices and require any parent or visitor entering a District building to make a prior appointment and complete a self-screening questionnaire prior to entering the building. See Section VI.

6. The District will install physical barriers, such as clear plastic sneeze guards, where appropriate; to the extent supplies can be obtained.

VIII. WORKPLACE CLEANING AND DISINFECTION

A. Cleaning supplies will be available to employees at their worksites.

B. The District has increased workplace cleaning and disinfection to limit exposure to COVID-19, particularly on high-touch surfaces and shared equipment and products.

C. To maintain the cleanliness of the office environment, the District shall:

1. Post signs about the importance of personal hygiene;

2. Disinfect high-touch services; and

3. Minimize the shared use of items (phones, desks, offices, etc.) when possible.

IX. RESPONSE PLAN FOR CONFIRMED INFECTION IN THE WORKPLACE

The District will take the following steps to address a confirmed infection in a District building or on District property:

A. Isolation
COVID-19 PREPAREDNESS AND RESPONSE

1. If the individual is an employee or contractor on District property, the individual will be immediately isolated from others and arrangements made for the employee to go home or receive medical care (as applicable) immediately.

B. Notification

1. When an employee notifies the District that he or she has a confirmed case of COVID-19, the Assistant Superintendent for Human Resources and Transportation or his/her designee shall notify:
   a. The Macomb County Health Department; and
   b. Any co-workers, contractors, or suppliers who may have come into contact with the employee with a confirmed case of COVID-19, within 24 hours.

2. If the District learns an individual with a confirmed case of COVID-19 has visited a District building, the District will notify District employees and contractors working in the building or area visited by the individual.

C. Cleaning and Disinfecting: Any areas used for prolonged periods of time by an individual with a confirmed case of COVID-19, or an individual suspected of having COVID-19 based on his or her symptoms, will be closed off, cleaned, and disinfected in accordance with guidance from the CDC.

D. Return to Work: If the individual with a confirmed diagnosis is a District employee or contractor, the individual may not return to work on-site or reenter District property except pursuant to Section X below.

E. Others with Close Contact: District employees or contractors who were in close contact with the individual with a confirmed infection of COVID-19 will be sent home and prevented from entering District property except pursuant to Section X below.

X. EXCLUSION FROM DISTRICT PROPERTY AND RETURN TO WORK/REENTRY

Pursuant to guidance from the CDC and the Michigan Department of Labor and Economic Opportunity, the following employees, contractors, visitors, parents, and members of the public are prohibited from entering District buildings or District property for the time period provided.

A. An individual with a confirmed diagnosis of COVID-19 is prohibited from entering District buildings or property until:

   1. At least 10 days have passed since the individual’s symptoms first started or the first positive COVID-19 test, if the individual was tested;

   2. At least 24 hours have passed since the individual’s fever has resolved without the use of fever-reducing medicines; and

   3. The individual’s symptoms have vastly improved.
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B. An asymptomatic individual who, within the last 14 days, has tested positive for COVID-19 or has had close contact with another who is confirmed or suspected (based on symptoms) of having COVID-19 is prohibited from entering District buildings or District property until:

1. 14 days have passed since the testing or close contact occurred, provided the individual does not develop symptoms of COVID-19.

2. If the individual develops symptoms of COVID-19, the individual is prohibited from entering District buildings or District property until:
   a. At least 10 days have passed since the individual’s symptoms first started;
   b. At least 24 hours have passed since the individual’s fever has resolved without the use of fever-reducing medicines; and
   c. The individual’s symptoms have vastly improved.

C. An employee or contractor with symptoms of COVID-19, as defined in this policy, or who has had close contact with an individual who has symptoms of COVID-19, is prohibited from entering District buildings or District property until cleared to return by the District, which may require:

1. The employee or contractor to provide evidence he or she has tested negative for COVID-19;

2. The employee or contractor to provide evidence that a licensed physician or the local health department has cleared the individual to return to work or has released the individual from a self-isolation or self-quarantine order.

D. An individual who has traveled internationally within the prior 14 days is prohibited from entering District buildings or District property until:

1. 14 days have passed since the individual returned from international travel, provided the individual does not develop symptoms of COVID-19.

2. If the individual develops symptoms of COVID-19, the individual is prohibited from entering District buildings or District property until:
   a. At least 10 days have passed since the individual’s symptoms first started;
   b. At least 24 hours have passed since the individual’s fever has resolved without the use of fever-reducing medicines; and
   c. The individual’s symptoms have vastly improved.

E. An employee may be required to provide verification acceptable to the District of (1) the employee’s need to self-quarantine; and/or (2) the employee’s eligibility to return to work, given the current availability of tests and other relevant factors, and in accordance with current federal, state, and local laws and guidance.
COVID-19 PREPAREDNESS AND RESPONSE

F. Any application or documentation requirements for an employee to be eligible for paid or unpaid leave under the law, District policy, or an applicable employment contract (i.e., the Family Medical Leave Act, Michigan Paid Leave Act, or paid sick leave under an individual contract or collective bargaining agreement) remain in effect.

G. An employee required to self-quarantine, but capable of performing work, may be required to work remotely.

XI. EMPLOYEE RIGHTS

A. An employee shall not be discharged, disciplined, or otherwise retaliated against for staying at home because he or she has COVID-19, has symptoms of COVID-19, or has had close contact with an individual with COVID-19.

1. An employee who is allowed to return after the periods described above in Section X but declines to do so may be subject to discipline, up to and including discharge.

B. Under the Families First Coronavirus Response Act (“FFCRA”), an employee may be eligible for paid leave if he or she must stay home due to COVID-19. Notice of an employee’s rights under the FFCRA Emergency Paid Sick Leave Act and the Emergency Family and Medical Leave Expansion Act (“EFMLEA”) is available here:

1. Notice of Employee Rights under the Paid Sick Leave and Expanded Family and Medical Leave of the Families First Coronavirus Response Act

XII. RECORD-KEEPING AND CONFIDENTIALITY

A. The Assistant Superintendent for Human Resources and Transportation or his/her designee shall ensure compliance with the record-keeping requirements of Executive Order 2020-145, or any subsequent order, by:

1. Maintaining records of training performed pursuant to Section III (A), including the topics covered, a list of participants, copies of any materials used, the identity of the trainer, and any other information deemed relevant.

2. Maintaining copies, whether digitally or in hard copy, of the self-screening questionnaires completed daily by employees and contractors. These questionnaires shall be maintained in a confidential paper and/or digital file, with access restricted.

3. Maintaining a copy of the notices provided to the Macomb County Health Department and to District employees and contractors working in the building or area visited by an employee who has been identified with a confirmed case of COVID-19. Notices sent to the Macomb County Health Department shall be maintained in a separate, confidential file with access restricted.

B. Confidentiality

1. The District will take reasonable precautions to protect health information pursuant to all applicable laws and statutes, including, but not limited to, the Americans with Disabilities Act and the Health Insurance Portability and Accountability Act of 1996.
COVID-19 PREPAREDNESS AND RESPONSE


XIII. DEFINITIONS

For purposes of this COVID-19 Preparedness and Response Plan, the following definitions apply:

A. Symptoms of COVID-19: pursuant to guidance from the CDC, the symptoms of COVID-19 are:
   - Fever (of 100.4°F or higher or feeling feverish) or chills
   - Cough
   - Shortness of breath or difficulty breathing
   - Fatigue
   - Muscle or body aches
   - Headache
   - Loss of taste or smell
   - Sore throat
   - Congestion or runny nose
   - Nausea or vomiting
   - Diarrhea

B. Close contact: pursuant to guidance from the CDC, an individual has had close contact with another when they were within approximately six feet of each other for 15 minutes or more.

XIV. LEGAL REFERENCES

Executive Order 2020-36, and any subsequent related order
Executive Order 2020-142, and any subsequent related order
Executive Order 2020-145, and any subsequent related order
Executive Order 2020-147, and any subsequent related order
OSHA Guidance on Preparing Workplaces for COVID-19
Families First Coronavirus Response Act (“FFCRA”)
CDC Guidance for Businesses & Workplaces
Michigan Department of Labor and Economic Opportunity COVID-19 Workplace Safety Guidance
Macomb County Health Department COVID-19 Guidance
Utica Community Schools has evaluated routine and reasonably anticipated tasks and procedures for all employees to determine whether there is actual or reasonably anticipated employee exposure to COVID-19.

Utica Community Schools has determined that its employees' jobs fall into only the lower exposure and medium exposure risk categories as defined by the OSHA Guidance on Preparing Workplaces for COVID-19:

- **Lower Exposure Risk Jobs**: These jobs do not require contact with known or suspected cases of COVID-19 nor frequent close contact (for example, within six feet) with the general public. Workers in this category have minimal occupational contact with the public and other coworkers. Examples are small offices, small manufacturing plants (less than 10 employees), small construction operations (less than 10 employees), and low-volume retail establishments, provided employees have infrequent close contact with coworkers and the public.

- **Medium Exposure Risk Jobs**: These jobs are those that require frequent or close contact (for example, within six feet) with people who may be infected with COVID-19, but who are not known or suspected COVID-19 patients. Examples are most jobs at manufacturing plants, construction sites, schools, high-volume retail settings, and other high-population-density work environments.

Building Administration in conjunction with the Department of Human Resources verifies that Utica Community Schools has no high or very high exposure risk jobs. High exposure risk jobs have high potential for exposure to known and suspected cases of COVID-19. Examples are most jobs in healthcare, medical transport, nursing homes and residential care facilities, mortuaries, law enforcement, and correctional facilities. This sample plan is not intended for employers who have high or very high exposure risk jobs.

Utica Community Schools has categorized its jobs as follows:

*(NOTE: Some jobs may have more than one type of exposure risk depending on the task or qualifying factors.)*

<table>
<thead>
<tr>
<th>Position/Task</th>
<th>Low Exposure Risk</th>
<th>Medium Exposure Risk</th>
<th>High Exposure Risk</th>
<th>Very High Exposure Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Administration (i.e., Board Office staff: Superintendent’s Office, Human Resources, Pupil Services, Accounting, Purchasing, Curriculum, Technology, etc.)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Administration ( Principals, Associate Principals, Administrative Assistants, Clerks, etc.)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching/Instructional/ Paraprofessionals</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>Maintenance/Operations</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Food Service</td>
<td></td>
<td></td>
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<td>X</td>
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<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
B. COVID-19 DAILY SELF-SCREENING QUESTIONNAIRE

Persons engaging in District work that necessitates in-person occupancy at a District site and/or property, must self-screen prior to reporting for any shift, including short-duration visits and volunteer work. Do not report in-person if answer is yes to any of the following:

I. In the past 14 days I have tested positive for COVID-19.

II. In the past 14 days, have you had close contact with someone who has tested positive for COVID-19 or been notified that you may have been exposed to someone who has tested positive for COVID-19. Refer to the guidance from Michigan Department of Health and Human Services. Contact the Department of Human Resources for further guidance.

III. In the past 14 days, I have traveled outside of the United States.

IV. Within the past twenty-four hours I have experienced illness or illness symptoms including but not limited to the following:
   - *Fever or Chills
   - Cough
   - Shortness of Breath/Difficulty Breathing
   - Fatigue
   - Muscle or Body Aches
   - Headache
   - New Loss of Taste or Smell
   - Sore Throat
   - Congestion or Runny Nose
   - Nausea or Vomiting
   - Diarrhea

If symptom is severe or concerning enough to suspect it may be related to COVID-19, allow ten days to pass since symptom first appeared as well as at least twenty-four hours symptom-free.

*Fever: 100.4 degrees or higher per Macomb County Health Department. Prior to reporting for in-person work, ten days must have passed since fever first appeared with at least twenty-four hours fever-free without fever reducing medication. If fever was accompanied by cough or respiratory symptoms, these too must also have diminished.

If you answered “yes” to any of the questions above, do not report to work. Notify your immediate supervisor immediately and refer to Section IX of the COVID-19 Preparedness and Response Policy, available at www.uticak12.org for instructions as to when you may return to work.