2019-2020
Utica Community Schools
Continuity of Learning and COVID-19 Response Plan
April 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
UCSsuperintendent@uticak12.org

Visit Us
www.uticak12.org
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As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called upon to provide our students with continued learning.

There are varied states of readiness to provide continuity in learning among districts, even within districts of multiple school sites. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means.

While many educators have been providing distance learning opportunities, the Governor’s Executive Order (EO 2020-35) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who can begin their plans earlier are encouraged to do so.

Each district shall submit a single completed Assurance Document, Budget Outline and Continuity of Learning Plan to its Intermediate School District. Each Public-School Academy shall submit a completed Assurance Document, Budget Outline and Continuity of Learning Plan to its Authorizer. A single application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document

2. Continuity of Learning Plan

3. Budget Outline
Continuity of Learning and COVID-19 Response Plan ("Plan") Guiding Principles

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

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

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

Design Learning for Equity and Access
Plan and deliver content in multiple ways so all students can access learning.

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

Assess Student Learning
Manage and monitor student learning and plan what is next for learning including the potential need for summer and supplemental learning.

- Check Student Learning: Use a variety of strategies to monitor, assess and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations, as necessary.
Continuity of Learning and COVID-19 Response Plan (“Plan”) Assurances

Date Submitted: April 15, 2020

Name of District: Utica Community Schools

Address of District: 11303 Greendale Sterling Heights, MI 48312

District Code Number: 50210

Email Address of the District: ucssuperintendent@uticak12.org

Name of Intermediate School District: Macomb Intermediate School District

Name of Authorizing Body (if applicable):

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

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

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

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief childcare centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District’s/PSA’s website.
Continuity of Learning and COVID-19 Response Plan (“Plan”)

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

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

Date Submitted: April 15, 2020

Name of District: Utica Community Schools

Address of District: 11303 Greendale Sterling Heights, MI 48312

District Code Number: 50210

Email Address of the District Superintendent: cjohns@uticak12.org

Name of Intermediate School District: Macomb Intermediate School District

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil’s parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil’s inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.
**District/ PSA Response:**

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; Utica Academy for International Studies designed to prepare students for an International Baccalaureate diploma; and the Utica Alternative Learning Center.

The district recognizes that a variety of alternative modes of instruction, other than in-person delivery, should be provided to meet the diverse needs of all students. These learning options include both technological, non-technological or a mix of multiple methods depending on the tools and resources accessible to each student. Pupil instruction includes, but is not limited to, the continued partnership with the Macomb Intermediate School District, community colleges or institutions of higher learning, collaboration with digital content provider partners, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of printed instructional “grab and go” packets, or a combination to meet diverse student needs.

The alternative modes of instruction will be clearly communicated by the district and available to students and parents so they can select the option(s) that best meets the students’ needs and their individual situation at home. Early in this period of school closures, the district is using a hybrid model of instruction which includes hard copy instructional packets and online learning platforms. For those students that have internet access, but do not have a device, devices will be made available to borrow. Students without internet access will have access to instructional materials through instructional paper packets. Basic learning supplies include paper, pencils and crayons. If a family does not have access to these basic supplies the district will provide them. Students will have access to grade-level/course textbooks, as needed, to complete their instructional packets.

On March 13, 2020, the last day of in-person schooling, the students were sent home with three days of assignments and the materials needed to continue their education. During the week of March 23, all students were provided with access to an online platform to use for enrichment and review activities. This first phase involved the implementation of a mixed media approach with a focus on core subject areas supported by an online platform and instructional packets. To date, over 94% of the students, K-12, have logged into the system. Within that total, 81% of the economically disadvantaged students, 80% of English Learners, and 81% of the students with disabilities have logged into the platform.
During the week of April 13, the district is scaling up and transitioning to Phase II. As we move into this next phase, students will move from a mixed media delivery methodology of enrichment and review to primarily a digital media delivery of instruction provided through our continued use of the online platform, Schoology, in all content areas. Schoology is a learning management system that provides teachers the ability to provide instruction for students along with resources for students and parents. The platform allows students and teachers the ability to communicate during the learning process.

The work within Phase II will continue to advance during the week of April 20 when we reach full implementation in all content areas with students earning grades on assignments as they work towards gaining credit for their classes.

Below are specifics for both elementary and secondary students.

District administrators, Teaching and Learning Staff along with teachers serving as Systemwide Content Area Chairs, will determine the modification of Pacing Guides and the power standards that will be covered for the rest of the year.

A. Elementary students will use district approved curriculum and resources to address a modified version of the fourth quarter pacing for English language arts, math, science, and social studies through the online portions of these curriculum resources. Students would need a device, internet access, their username and passwords to access their accounts. All teachers will take into account what students have available to them at home when assigning coursework.

<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>
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<tr>
<td></td>
<td>K-3: eSpark</td>
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<tr>
<td></td>
<td>K-2: DreamBox</td>
</tr>
<tr>
<td></td>
<td>6: Math Units or Big Ideas</td>
</tr>
<tr>
<td>Advanced Math 100</td>
<td>Math units or use Odysseyware created course</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>Discovery Education</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Discovery Education</td>
</tr>
<tr>
<td>Art, Music, Physical</td>
<td>Elective units</td>
</tr>
<tr>
<td>Education, Media, ISM</td>
<td></td>
</tr>
<tr>
<td>English Learner Language</td>
<td>Imagine Learning</td>
</tr>
<tr>
<td>Acquisition</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Special Education</td>
<td>Unique Learning Systems</td>
</tr>
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</tbody>
</table>
| Adjusted Integrated Modified Curriculum | Raz Kids  
Teachtown  
Unique Learning Systems  
News to You  
Reading Mastery  
Connecting Math |
| Physically Impaired | Unique Learning Systems  
News to You |
| Otherwise Health Impaired | Unique Learning Systems  
News to You |

See Appendix A - Digital Content Descriptions

B. Secondary students will use district approved curriculum and resources to address a modified version of the fourth quarter pacing guide in English language arts, math, science, social studies, world language, Career and Technical Education courses and elective courses. Depending on the course, students may need the textbook for the course and a device with internet access. All teachers will consider what students have available to them at home when assigning coursework.

<table>
<thead>
<tr>
<th>Subject Area/Program</th>
<th>Resources</th>
</tr>
</thead>
</table>
| English Language Arts | 7-9: ELA units or Houghton Mifflin Harcourt  
10-11: ELA units or Odysseyware |
| Mathematics | 7-8: Math units or Big Ideas  
High school math – Math units or Odysseyware |
| Science | 7-8: Integrated science units or Odysseyware  
9: Interactions  
Biology: Model Based Biology Curriculum  
Chemistry: Chemistry unit or Interactions  
High school science: Science units or Odysseyware |
| Social Studies | 7 – 8: Teachers Curriculum Institute (TCI) – K-12 Publishing company  
10 – 11: Social Studies units or McGraw Hill or Prentice Hall |
| World Languages | Cengage or Vista Learning |
| Career and Technical Education | CTE units or Odysseyware or Cengage |
| Art, Drama, Music | Elective units or Odysseyware |
| Physical Education/Health | PE/Health units or Odysseyware |
In addition to the general education curriculum, secondary students with an Individualized Education Plan (IEP), who need an accommodated curriculum, could be enrolled into Graduation Alliance if determined necessary by the IEP team. Graduation Alliance provides wrap around services to better support our students with IEPs. These classes will be facilitated by the Special Education teachers for their students.

C. **High School Seniors:** Principals will complete a review of the academic record of seniors. The students considered to be on track to graduate as of March 11, 2020 and have completed their Michigan Merit Curriculum Requirements, will be considered graduates as of May 29, 2020. Seniors are expected and encouraged to continue their learning in each of their classes using the online platform. In addition, students are encouraged to continue their preparation for AP (Advanced Placement) exams, CTE certification completion, and readiness for post-secondary experiences. Those considered not to be on track to graduate as of March 11, 2020 are currently enrolled in Odysseyware for credit recovery in order to fulfill their Michigan Merit Curriculum Requirements to graduate as of May 29, 2020.

D. **Utica Alternative Learning Center:** Students in grades 9-12 currently enrolled at the Utica Community Schools Alternative Learning Center will continue to earn their high school credits using any or all of the three existing online curriculum platforms: APEX Learning, Graduation Alliance Curriculum and Odysseyware. Students will be mentored by their teachers and counselors for academic and social/emotional support while proceeding with their online courses through the end of the school year.

E. **Elementary English Learner (EL) teachers:** Teachers will support EL students Levels 1-3 with the online software Imagine Learning. Teachers will monitor student progress and provide support to students through the Schoology platform.

F. **Elementary Literacy Coaches/Consultants and Math Coaches:** Coaches and Consultants will continue to provide coaching and intervention through the Schoology platform. Coaches and Consultants will provide support and materials to assist teachers with
planning and meeting the instructional needs of all students. In addition, Coaches and Consultants will provide intervention support through small group instruction sessions using the Schoology platform to identified at-risk students.

G. **Section 23a:** Students currently receiving instructional support under Section 23a will continue with their current educational development plan under the guidance and support of Graduation Alliance.

H. **Homeschool:** Students attending Utica Community Schools and receiving non-essential elective courses will be provided access to the online curriculum for these courses.

I. **Assessments:** Assessments will be teacher created as appropriate, assigned within the online curriculum platforms, assigned through Schoology, or created within Performance Matters. In addition, assessment types can vary from traditional to performance or project based.

I. Students will be issued a grade of Credit (CR) or No Credit (NC) for the semester: Students are working toward credit or no credit for each class. If a student is issued an NC, they will have the opportunity to make up the credit during summer offerings. When considering final grades, a student’s inability to participate will not be penalized.

J. Since the plan relies on remote learning and accessing digital content, we will ensure to the extent possible that students/families have access to enough devices to participate in online learning. This will be achieved through our Device Deployment Plan. The district will provide devices and/or WiFi service to identified families that are unable to access the online curriculum.

Since the school closures began, the district has been collecting requests from families to borrow computer devices to enable their children to participate in the online learning. The first wave of distribution will take place April 13-17, 2020 with families being notified of a time slot to go to one of the distribution centers located strategically around the district. District staff will confirm the families have access to the Schoology platform and will provide assistance logging in to the site as needed. The distribution centers will be organized to ensure parents and staff are practicing social distancing during the process of obtaining a device.

Student participation in online learning is tracked daily. The families of students not participating are being contacted directly by principals, teachers and other school staff. As part of the second wave of distribution, the parents of students not participating due to a lack of a device, will be contacted, and given a time and location to obtain a device from the district.
2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

**District/ PSA Response:**

When creating the plan, the district is keeping the needs of the whole child at the center – academic learning as well as social emotional well-being. Teachers and other trusted adults will check in with each student, either one on one or in small groups, at least once a week using Microsoft Teams or Schoology Conference. In some circumstances, a phone call may be the best option for connecting with a student.

Paraprofessional and teacher assistant personnel will provide outreach to students and continue fostering support, focusing on relationships, and promoting feelings of being safe and valued. When applicable, support staff with unique skills and/or existing relationships will connect with students in areas including but not limited to special education, English Language, and at-risk. In addition, counselors and administrators will provide outreach for students at risk, on a regular basis.

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

**District/ PSA Response:**

Schoology is the district platform for online learning. All students are enrolled in classes within Schoology that mirror their daily schedule and are facilitated by their highly qualified teacher(s). Suggested synchronous and asynchronous instruction is provided Monday – Thursday for elementary and secondary students according to the charts below. This will provide a schedule and routine for device use and daily learning for students and their parents.

It is the expectation that all teachers will provide lessons, assignments, assessments, projects, face to face sessions or previously taped lessons (teacher created or provided by one of our digital partners) based on the district-approved curriculum, recommended units and/or standards as outlined by the district for students to participate in or preview.

Fridays are reserved for principals, teachers, counselors, social workers and psychologists to offer office hours to conference with individual and/or groups of students and teachers to maintain connections and support the academic and social emotional well-being of all stakeholders. The schedule for elementary and secondary students will allow new instruction to occur during the fourth quarter. Students are not required to be online during the suggested times but may access their online learning lessons and activities at any point throughout the day. This schedule does not pertain to the students attending the Utica Alternative Learning Center or students serviced under Section 23a. Those students already have an established online learning schedule prior to this Executive Order.
Elementary students receive 1-2 hours of daily instruction to mirror a typical school schedule in an online environment as depicted in the chart below. These are the suggested time frames in which teachers will or may hold online synchronous or asynchronous instructional lessons to introduce new content, discuss previous assignments, give an assessment, social/emotional check-in, and/or answer questions. The duration of the session is at the discretion of the instructor but must occur within the allocated time frame. These hourly sessions will be recorded and available for students to view or review at their convenience.

<table>
<thead>
<tr>
<th></th>
<th>8:30 a.m.–9:00 a.m.</th>
<th>9:15 a.m.–9:45 a.m.</th>
<th>10:00–10:30 a.m.</th>
<th>Afternoon Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>ELA</td>
<td>Math</td>
<td>Science/Social</td>
<td>Art/Music/PE/Media/Center/ISM</td>
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<td></td>
<td></td>
<td></td>
<td>Studies</td>
<td></td>
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<tr>
<td>Tuesday</td>
<td>ELA</td>
<td>Math</td>
<td>Science/Social</td>
<td>Art/Music/PE/Media/Center/ISM</td>
</tr>
<tr>
<td></td>
<td>(Small group instruction)</td>
<td>(Small group instruction)</td>
<td>Studies</td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td>ELA</td>
<td>Math</td>
<td>Science/Social</td>
<td>Art/Music/PE/Media/Center/ISM</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Studies</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>ELA</td>
<td>Math</td>
<td>Science/Social</td>
<td>Art/Music/PE/Media/Center/ISM</td>
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<tr>
<td></td>
<td>(Small group instruction)</td>
<td>(Small group instruction)</td>
<td>Studies</td>
<td></td>
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<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
<td>Office hours for additional support</td>
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<tr>
<td></td>
<td>Principals, teachers, social workers, psychologists, support staff and students</td>
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<td></td>
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</tbody>
</table>

Junior High School students receive 2-3 hours of daily instruction to mirror a typical school schedule in an online environment as depicted in the chart below. These are the suggested time frames in which teachers will or may hold online synchronous or asynchronous instructional lessons to introduce new content, discuss previous assignments, give an assessment, social/emotional check-in, and/or answer questions. The duration of the session is at the discretion of the instructor but must occur within the allocated time frame. These hourly sessions will be recorded and available for students to view or review at their convenience.

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<thead>
<tr>
<th></th>
<th>10:30 a.m.–11:30 a.m.</th>
<th>1:45 a.m.–2:45 p.m.</th>
<th>1:00 p.m.–2:00 p.m.</th>
<th>Prior to 10:15 a.m. or After 2:15 p.m. Additional Support Office Hours</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; hour</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; hour</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; hour</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;/5&lt;sup&gt;th&lt;/sup&gt;/6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Tuesday</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; hour</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; hour</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; hour</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;/2&lt;sup&gt;nd&lt;/sup&gt;/3&lt;sup&gt;rd&lt;/sup&gt;</td>
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<tr>
<td>Wednesday</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; hour</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; hour</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; hour</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;/5&lt;sup&gt;th&lt;/sup&gt;/6&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Thursday</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; hour</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; hour</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; hour</td>
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<td>Friday</td>
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<td></td>
<td>Office hours for additional support</td>
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<tr>
<td></td>
<td>Principals, teachers, social workers, psychologists, counselors, support staff and students</td>
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</tbody>
</table>
High School students receive 3-4 hours of daily instruction to mirror a typical school schedule in an online environment as depicted in the chart below. These are the suggested time frames in which teachers will or may hold online synchronous or asynchronous instructional lessons to introduce new content, discuss previous assignments, give an assessment, social/emotional check-in, and/or answer questions. The duration of the session is at the discretion of the instructor but must occur within the allocated time frame. These hourly sessions will be recorded and available for students to view or review at their convenience.

<table>
<thead>
<tr>
<th></th>
<th>10:30 a.m.–11:30 a.m.</th>
<th>11:45 a.m.–12:45 p.m.</th>
<th>1:00 p.m.–2:00 p.m.</th>
<th>Prior to 10:15 a.m. or After 2:15 p.m. Additional Support Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1st hour</td>
<td>2nd hour</td>
<td>3rd hour</td>
<td>4th/5th/6th</td>
</tr>
<tr>
<td>Tuesday</td>
<td>4th hour</td>
<td>5th hour</td>
<td>6th hour</td>
<td>1st/2nd/3rd</td>
</tr>
<tr>
<td>Wednesday</td>
<td>1st hour</td>
<td>2nd hour</td>
<td>3rd hour</td>
<td>4th/5th/6th</td>
</tr>
<tr>
<td>Thursday</td>
<td>4th hour</td>
<td>5th hour</td>
<td>6th hour</td>
<td>1st/2nd/3rd</td>
</tr>
</tbody>
</table>
| Friday         | Office hours for additional support
Principals, teachers, social workers, psychologist, counselors, support staff and students |

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

**District/ PSA Response:**

Teachers will monitor students within the Schoology platform for attendance, completion and quality of assignments. Teachers will monitor attendance within the Schoology attendance feature. Teachers can track student progress within the online curriculum dashboards, such as, ConnectEd, Think Central, Big Ideas, DreamBox, eSpark, TCI, Houghton Mifflin, Imagine Learning, Interactions, MBER, Vista Learning, Cengage, and Pearson. Teachers will provide feedback on assignments within Schoology. Teachers will differentiate instruction through small groups within the online platform.

The district will provide building administrators with daily login information for students. This information will be broken down into the following categories: High School, Junior High, Elementary, and full district. In addition to by-building login information, demographic login data will be provided for English Learners, Students with Disabilities and Economically Disadvantaged. Support staff such as Paraprofessionals, General Education Teacher Aides (GETA), Special Education Teacher Aides (SETA) and building aides, will provide outreach and support to students with poor attendance within the online platform as directed by the building administrator.
5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

General Fund
Increased Expenditures
- Technology devices for students and staff
- Internet access for students
- Expand purchase of licenses for student access to software
- Copier costs related to hard copy instructional packets and device agreements
- Postage for delivery of student instructional packets
- Staff professional development
- Hourly stipends to staff for summer supports
- Custodial supplies for disinfecting
- Unemployment

Revenue Sources:
- CARES Act Funding
- Realllocation of existing state and federal resources (i.e. MDE (Michigan Department of Education) – Title I – March 27, 2020 flexibility letter and USDOE April 3, 2020 waiver letter to state school officers)
- General Fund subsidy

Food Service Fund
Increased Expenditures
- Expanded use of prepackaged, shelf stable foods
- Bags and container supplies for food distribution
- Sanitation supplies
- Food truck rental
- Staff mileage for redistribution of supplies to active sites
- Increased pay for food service workers participating in food distribution in accordance with the collective bargaining agreement

Revenue Sources:
- Emergency feeding reimbursements
- Food Service Fund subsidy

Capital Projects Fund
Increased Expenditures
- Technology devices for students and staff

Revenue Sources:
- Bond funds
6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

Under the leadership of the Utica Community Schools Superintendent, Dr. Christine Johns, and with the full support of the Board of Education, the district Executive Leadership Team engaged in a student-centered collaborative process to create the framework to meet the academic, physical, and social-emotional needs of the students during the period of the school closures. As part of the process, personnel within the Auxiliary Services, Business Services, Human Resources, and Teaching & Learning areas, joined members of the Executive Leadership Team to coordinate the development and implementation of the plan.

Given the stay at home order issued by the Governor, UCS is using available electronic tools to collaborate, including video conferencing platforms (Microsoft Teams, Zoom, etc.), telephone and electronic mail. A valuable tool has been the use of shared word processing documents (through the platform, Microsoft Office 365, and other collaborative type document systems). This has afforded collaborators the opportunity to discuss aspects of the plan in real time, promoting constructive analysis on issues that affect pupils. On a related note, an important aspect to this process of collaboration has been the need for all members to have the opportunity to reflect and revisit aspects of the plan.

The following is a timeline of the actions taken to develop the plan:

Wednesday, March 11, 2020: District administrators along with the Teaching and Learning Team began the development of the Continuity of Learning Plan.

Thursday, March 12, 2020: Planning continued.

Friday, March 13, 2020: The plan was presented to the Superintendent and the Executive Leadership Team for approval.

Monday, March 16, 2020: Teaching and Learning presented the plan to the Utica Education Association bargaining team and the Utica Education Association Curriculum Leadership Council for their input and support.

Tuesday, March 17, 2020: Teaching and Learning presented the plan to elementary and secondary administrators. Administrators identified staff to serve on district online professional development team (Schoology Instructional Support Team) to support teachers with the Continuity of Learning Plan.
Wednesday, March 18, 2020: Teaching and Learning shared the Continuity of Learning Plan with elementary and secondary teachers through video messages.
- Secondary Link: Phase 1: Video for Secondary Teachers
- Elementary Link: Phase 1: Video for Elementary Teachers

Schoology Instructional Support Team members trained by district Instructional Technology Coaches.

Thursday, March 19, 2020 – Friday, March 20, 2020: Elementary and Secondary teachers begin developing their online content based on district-approved curriculum. Schoology Instructional Support Team began offering online professional development sessions to support teachers with the Continuity of Learning Plan. Teaching and Learning worked with the Technology Department and Community Relations Department to develop parent communications, Continuity of Learning district webpage, parent support videos, parent how-to-documents and parent HELP request form for technology support.
- District Webpage: https://www.uticak12.org/online_learning

Monday, March 23, 2020: Schoology Instructional Support Team continued offering online professional development sessions to support teachers with Continuity of Learning Plan.
- Secondary Parent Video: https://youtu.be/eWxP01YUdvI

Tuesday, March 24, 2020: Schoology Instructional Support Team continued offering online professional development sessions to support teachers with Continuity of Learning Plan.
- Secondary Parent Video: https://youtu.be/eWxP01YUdvI

Wednesday, March 25, 2020: Teaching and Learning meet with Schoology Instructional Support Team to determine next steps for teacher professional development. Schoology Instructional Support Team created a Schoology course for teachers and administrators to access recorded online training sessions, how-to-documents, and links to additional resources.
- Elementary Parent Video: https://youtu.be/lQ2p3-C7RGY

Thursday, March 26, 2020: Schoology Instructional Support Team continued offering online professional development sessions to support teachers with Continuity of Learning Plan.
- Elementary Parent Video: https://youtu.be/lQ2p3-C7RGY

Friday, March 27, 2020: Schoology Instructional Support Team continued offering online professional development sessions to support teachers with Continuity of Learning Plan.
- Daily Login Parent Video: https://youtu.be/mQbQvXKe3O8
- Changing Landing Page Video: https://youtu.be/u9i3nLUOeRg

Monday, March 30, 2020 – Friday, April 3, 2020: All elementary and secondary teachers provided review, reinforcement and enrichment activities to all students. In addition, instructional packets were available for families without access to the online platform.
Friday, April 3, 2020: The Executive Leadership Team reviewed the Executive Order and began to make modifications to their Continuity of Learning Plan to address the remainder of the school year. In addition, Teaching and Learning met with teachers serving as K-12 system-wide department chairs to discuss next steps for addressing fourth quarter content and standards in an online learning environment.

Monday, April 6, 2020 – Friday, April 10, 2020: Spring Break

Monday, April 13, 2020: Continuity of Learning Plan for fourth quarter was shared with district and school administrators. Teachers prepared to continue review and enrichment and introduce new content. Schoology Instructional Support Team provided additional rounds of online professional learning sessions to continue to support teachers in an online learning environment.

Tuesday, April 14, 2020: District administrators shared the plan for the remainder of the year, with the Curriculum Leadership Council and Utica Education Association bargaining team members, and answered questions to clarify next steps.

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

District/ PSA Response:

Online Learning Communications
Utica Community Schools has used every communications vehicle available to communicate its online learning plan with parents. These vehicles have been effectively used by the district to communicate information to all families, including emails with accompanying texts (SMS) and app alerts to every parent with a PowerSchool Parent Portal account, and posts made through social media.

Utica Community Schools began communicating its online learning plan intentions to families in an emailed letter on March 13 with a follow up text. This letter announced that UCS would be continuing instruction for its students, that teachers would be providing assignments for students through the week of March 16, and that UCS would transition towards online learning using digital platforms in the following week (week of March 23).

A letter emailed to parents and guardians and posted on the district’s website on March 19, detailed the rollout phases of the UCS online learning plan. Another letter was also emailed separately to Special Services families on March 19, informing parents of students with disabilities that they would be receiving a direct communication from their teacher regarding continuity of learning activities.
On March 12, UCS made live a dedicated Coronavirus Updates page. This page now contains all emailed communications, as well as links to a Frequently Asked Questions and Answer page, UCS Food Service Distribution flyer, and other school closure steps taken by the district.

On March 16, UCS redesigned the home page of the district’s website to be dedicated to school closure information, plans and resources.

On March 18, a Live Facebook event was held in partnership with the Sterling Heights Regional Chamber of Commerce, where information regarding online learning was shared.

On March 22, UCS made live a dedicated Online Learning page to the district’s website. The page was released featuring a Secondary Schoology login access how-to video, step-by-step guide, and online help desk request form to assist tech support in receiving the complete information needed to resolve issues.

Principals sent out automated calls throughout the online learning rollout week of March 23 - 26, reminding parents and students to look for their login emails and to access their Schoology account.

On March 23, Schoology login access emails were sent to high school parents. Social media posts were released providing links to guidance for secondary Schoology login success. The following day, March 24, emails were sent to parents of junior high students containing their Schoology login information.

- Secondary Parent Video: https://youtu.be/eWxP01YUdvI

On March 25, the online learning page was updated to include a how-to video and step-by-step guide for Elementary Schoology access and login. An email was sent to third through sixth grade elementary parents containing student login and password. Personalized videos from each elementary school principal were embedded into their respective Schoology dashboard. Instructional packets were made available at the outdoor entrance to each elementary school for grades 3 – 6. A post was made on social media highlighting Schoology web resources.

- Elementary Parent Video: https://youtu.be/lQ2p3-C7RGY

On March 26, the online learning page had been updated to include two additional step-by-step elementary videos and how-to guides: making a classroom tile prominent on the Schoology dashboard and a guide to the daily login process. An email was sent to the parents of kindergarten through second grade students containing their login, password and access information. Instructional packets were made available at the outdoor entrances to each elementary school for K-2 students.

On March 27, the tech department switched from the online help desk form to a direct email process for families with connectivity issues.
On March 30, a letter was emailed to parents providing an update on online learning which had reached an 85% access rate, as well as providing links to the Online Learning page, Frequently Asked Questions and Answers page, and the UCS Help Desk direct email address.

On March 31, a UCS Online Learning article ran in the C&G News and on April 1, an article ran in the Macomb Daily. On April 3, Superintendent of Schools, Dr. Christine Johns, was interviewed by WXYZ-TV news.

A letter to families was emailed on April 2, directly after Governor Whitmer’s Executive Order (No. 2020-35) to close K-12 schools for the remainder of the 2019-2020 school year, providing parents information on online learning and other resources.

On April 3, a letter was emailed to families providing information regarding the end of the third quarter, grade placement for students next school year and graduation status for the Class of 2020. The letter also shared that 91% of students had successfully accessed Schoology. An additional letter was emailed to Special Services families, detailing current next steps.

Materials have also been translated into Albanian, Arabic and Spanish, posted on the district web site and emailed to families represented by these primary languages. UCS principals and district administrators have been utilizing Language Line Solutions, a phone system that links the school to families through a live translator. The system is being used with individual families to share information about online learning, provide guidance for families needing assistance with logging into Schoology, and developing shared expectations with parents for students.

Projected Communications
April 15 – Letter to Families: Updated Continuity of Learning Plan
April 20 – April 25, 2020 – Progress Reports for 3rd quarter are distributed to families this week

Food Service Distribution Communications
To support our families and greater community during this difficult time, Utica Community Schools is offering no-charge drive/walk up meals at 14 distribution sites throughout it’s community.

Modeled after the USDA’s Meet Up & Eat Up summer meals program, all children, and teens ages 18 years old and under can receive free, healthy meals regardless of where they go to school or whether they qualify for free and reduced meals. Persons up to age 26 who are enrolled in an educational program for the mentally or physically disabled that is recognized by a State or local public educational agency may also take part in this program. To help minimize the amount of social exposure, families and children can either drive or walk up to our outdoor distribution sites and collect breakfasts and lunches to take home.
On Mondays and Wednesdays, patrons will be provided with meals for two days. On Fridays, patrons receive meals for three days. Children do not have to be present for parents to request meals.

During the first week of operation, meals were served on Tuesday, Wednesday, and Friday. Thereafter, meals are served on Monday, Wednesday, and Friday, with most locations serving between noon and 1:00 p.m. During Spring Break week, meals were served Monday and Thursday.

The program was introduced to the community on March 14, with details running on WDIV-TV news. On March 15, a letter was emailed to UCS families providing all the site locations and service times. A detailed flyer was posted on social media and added to the district’s Coronavirus Updates page.

On March 16, the Detroit News and the Detroit Free Press shared the information. UCS added the information to the district’s website home page and published it through the social media channels. Between March 15 and March 16, principals used automated calls, emails, and text messages to communicate the plan’s details with their families.

On March 17, the Macomb Daily newspaper ran the plan’s details. Due to the overwhelming number of volunteer requests, a “How Can I Help” volunteer sign-up form was added to the district’s website home page. On March 18, WXYZ-TV ran the information for its viewers. On March 17 and 18, additional social media posts were sent by UCS.

The program has been mentioned in four separate district-wide letters to the community, as well as the Frequently Asked Questions and Answers document on the district’s website.

The district uses a variety of modes to communicate the remote learning plan such as district/building webpage, automated calls, videos, letters to the community, links for SEL and social media.

District Webpage: https://www.uticak12.org/online_learning
View the UCS communications timeline: https://tinyurl.com/UCS-CommunicationsTimeline
Utica Community Schools: Community Relations Metrics

The following numbers represent the wide-reach and distribution of UCS communications.

During a single district-wide communication:

<table>
<thead>
<tr>
<th>Number of Emails Sent</th>
<th>Number of Robo Calls Made</th>
<th>Number of Text Messages Sent</th>
<th>Number of UCS App Alerts Sent</th>
</tr>
</thead>
<tbody>
<tr>
<td>81,430</td>
<td>82,043</td>
<td>15,945</td>
<td>17,231</td>
</tr>
</tbody>
</table>

Web Page Views

<table>
<thead>
<tr>
<th>Number of Page Views on uticak12.org After Dedicated School Closure Re-design</th>
<th>Number of Page Views on Dedicated Coronavirus Updates Web Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>357,196*</td>
<td>50,576*</td>
</tr>
</tbody>
</table>

* As of 4/8/2020 3:30 p.m. EST

District-controlled Social Media Platforms

<table>
<thead>
<tr>
<th>Facebook pages</th>
<th>Instagram Page</th>
<th>Twitter</th>
<th>LinkedIn</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

17,084 Average number of reaches on a district Facebook page

3,500 - 70,000 Range of reaches

Video Views

<table>
<thead>
<tr>
<th>Elementary Schoology: How to Login Video</th>
<th>Secondary Schoology: How to Login Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>15,900*</td>
<td>3,600*</td>
</tr>
</tbody>
</table>

* As of 4/8/2020 10:56 a.m. EST
8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response:

**Online Learning**
Since UCS is a district of 27,000 students, we took a measured, multi-phase approach to the rollout. A letter detailing the schedule of the online learning rollout, was emailed to parents and guardians, and posted on the district’s website, on March 19.

The UCS online learning rollout occurred as follows:
- **Phase 1:** Monday, March 23, 2020 – High school students
- **Phase 2:** Tuesday, March 24, 2020 – Junior high students
- **Phase 3:** Wednesday, March 25, 2020 – Elementary students: 3rd – 6th grades
- **Phase 4:** Thursday, March 26, 2020 – Elementary students: Kindergarten – 2nd grades

Parents received a Utica Community Schools email for each student with specific login details that included a secure, individual login and password, and link to the access site. (Note: Secondary and elementary login procedures use different access sites.) A link was also provided to the [UCS Online Learning webpage](#) and [UCS Help Desk email form](#), to be used for connectivity and support issues. To make the communication more familiar, the emails were sent in a similar format to how parents receive their child’s report card.

The [March 19 letter](#) also provided information for elementary students who did not have internet access. Elementary enrichment and review packets were available at their child’s elementary school to take home. Parents were provided the following availability information:
- **Wednesday, March 25:** 3rd – 6th grades
- **Thursday, March 26:** Kindergarten – 2nd grades

Another letter was also emailed separately to Special Services families on March 19, informing parents of students with disabilities that they would be receiving a direct communication from their teacher regarding continuity of learning activities.

**Monday, March 30, 2020 – Friday, April 3, 2020:** All elementary and secondary teachers provided review, reinforcement, and enrichment activities to all students. In addition, instructional packets were available for families without access to the online platform. Throughout the school closure, packets would be updated and available for all elementary grades, every Wednesday.

**Monday, April 13, 2020:** The Continuity of Instruction Plan is implemented, coinciding with the conclusion of the county-wide spring break in accordance with the required state common calendar for Macomb County.
April 20 – April 25, 2020: Beginning of fourth quarter with the continuation of instruction in new content. Progress Reports for third quarter will be distributed to families this week.

June 11, 2020: Last day of School

Food Service Distribution
Utica Community Schools reacted swiftly to provide meals for children who rely on school breakfasts and lunches after the initial school closure order was issued. On Saturday, March 14, Utica Community Schools began communicating its Food Service Distribution Plan to the community.

The first meals were served on Tuesday, March 17 at 14 distribution sites throughout the UCS community. The program continues in place; having served over 210,000 meals since its inception.


District/ PSA Response:
For students in Dual Enrollment courses, we will be working with colleges to determine next steps. We will ensure students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grades to credit or no credit.

For students in CTE programs, we will work with the CTE teachers, MISD CTE director as well as consult CTE state level guidance to ensure students can complete these courses. When needed, the district will ensure the necessary resources.

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

District/ PSA Response:
Utica Community Schools is distributing food at 14 locations throughout the district utilizing approved summer feeding sites and an additional two sites to allow for a physical presence across the district. Between March 17 and April 9, the district has distributed over 210,000 meals.

The success of this program has been accomplished with the help of food service staff members along with other redeployed staff and volunteers. The district will continue to provide meals to children in our community for the remainder of the school year. Click [HERE](#) for a flyer featuring translations listing food service distribution days, times, and locations.
11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

The Board of Education endeavors to compensate employees and staff to the extent possible, within the staffing requirements and budgetary constraints, during the extended suspension of in-person instruction this school year. Compensated support personnel whose assignment is not conducive to working from home such as bus drivers, paraprofessionals and other positions have been and will continue to be redeployed to provide meaningful work within the Continuity of Learning and COVID-19 Response Plan. For example, bus drivers are assisting with food distribution and will further assist in the deployment of materials and computers.

In addition, paraprofessionals designated to work with English Learners will continue instruction through the web-based program, Imagine Learning. Paraprofessionals will receive online training through Imagine University to learn the various program components: the curriculum scope and sequence, Imagine Learning at Home support for parents, dashboard navigation and tracking student completion of lessons. Paraprofessionals will also assist students and their families with breaking barriers to accessing Imagine Learning, increasing student engagement, and directing families to resources in the community for social emotional support, food distribution information and other appropriate resources requested by parents. Paraprofessionals are under the direct supervision of certified English learner teachers, program consultants and the EL Coordinator, creating a team approach to supporting families of English Learners.

Paraprofessionals designated to work with Title I students (schoolwide and targeted) and students at-risk will be trained to provide outreach to families to support the district online courses and curriculum to increase student engagement and inform families of local wrap around services such as food distribution and social-emotional supports as requested by parents. Paraprofessionals are under the direct supervision of certified classroom teachers to provide online instructional support to students. Additionally, paraprofessionals will be provided online professional development in areas that support their role.
12. Provide describe how the district will evaluate the participation of pupils in the Plan.

**District/ PSA Response:**

UCS started evaluating the participation in its plan beginning March 23, 2020. The daily Schoology reports provide data to demonstrate the number of students and teachers participating in the online learning platforms daily and weekly. Reports provide data by elementary and secondary enrollment. In addition, the reports provide data for all students, students with disabilities, English language learners, and economically disadvantaged. Teachers will monitor student wellness, engagement, and completion of assignments.

The teachers’ online grade book is another source of data that provides information used to evaluate participation. Teachers will use this information to identify students for wellness checks and find out the reason for non-participation. Teachers report to counselors if they have a concern for further outreach. Principals have been receiving a daily report of students who have not been participating and are having administrative staff reach out to these students to identify the issue and aid the student in engaging. The District Executive Team with the Superintendent has been reviewing the data daily to determine next steps to increase participation.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

**District/ PSA Response:**

As teachers are communicating with students they will monitor and assess the needs of students and families. If a need is presented the teachers will elevate that need to the principal, counselor, social worker to make the necessary follow-up.

The district has created a [Counseling Resource webpage](https://example.com) with resources for the community to access for dealing with COVID-19 supports. Counselors are creating a district group of resources in Schoology for all school mental health providers to access as they build their own support course/group in Schoology to reach out to students in this remote learning environment. Macomb Family Services Adolescent Outreach Program has offered supports to families and students for free-virtual counseling sessions for students in need during this national crisis. Families can reach the Clinton Township office at 586-226-3440 or the Romeo office at 586-752-9696 and then press 0 and ask to be enrolled in Adolescent Outreach Program (AOP).

School mental health providers are participating in professional development through Starr Commonwealth and American School Counselors Association. In addition, the district is working with the MISD, county counselors and social workers to develop a curriculum to address student mental health in preparation for our return to school.
School mental health providers are working on a schedule for staff to join online sessions to support social and emotional well-being of staff such as, mindfulness sessions, connections with others, book/article study, etc.

Critical Incident Crisis Management Team will be accessible to building administrators if a critical incident occurs to provide guidance and intervention.

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

District/ PSA Response:

The Macomb Intermediate School District will collaborate with Utica Community Schools to meet the expectations of Executive Order 2020-16 (COVID-19) - Expanding Child Care Access during the COVID-19 Emergency. The district will cooperate fully with the MISD to make available the Community Education Center at Walsh for childcare under this order, as necessary.

See Appendix B - Macomb ISD Guidance Regarding: Governor Whitmer’s Executive Order on Expanded Child Care Access during the COVID-19 Emergency

Optional question:

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

District/ PSA Response:

Name of District Leader Submitting Application: Dr. Christine M. Johns, Superintendent of Schools

Date Approved: April 16, 2020

Name of ISD Superintendent/Authorizer Designee: Michael R. DeVault, Superintendent
Macomb Intermediate School District

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: April 20, 2020
RESOURCES

ASCD - Whole School, Whole Community, Whole Child
MAISA Hard Copy Media, (April, 2020)
MAISA Mixed Media, (April, 2020)
MAISA Digital Media, (April, 2020)
MAISA Pre-K through Elementary Considerations, (April, 2020)
MAISA Middle School Considerations, (April, 2020)
MAISA High School Considerations, (April, 2020)
APPENDIX A

Digital Content Descriptions

**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.

**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.

**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.

**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.

**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.

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

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

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.

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.

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.

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.

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.

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.
**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.

**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.

**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.

**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.

**Odysseyware:** Online curriculum for students in grades 3 – 12. Features to Odysseyware include, text-to-speech lessons, printable lessons. CTE courses, AP courses and the ability for teachers to customize courses from the course catalogue.

**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.

**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.
**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.

**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.

**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.

**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.

**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.

**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.
Macomb ISD Guidance Regarding: Governor Whitmer’s Executive Order on Expanded Child Care Access during the COVID-19 Emergency

Below is the Macomb ISD Emergency Child Care Plan to provide childcare services for Essential Workers during the COVID-19 pandemic. We are working to support families who have children birth-12 years old.

In times of uncertainty, skilled and trusted early childhood educators are needed more than ever to support children and families and to keep them safe. The Macomb ISD, in cooperation with state and local partners will ensure that all health and safety protocols are in place and followed.

Childcare sites have been determined based on the 3 hospitals in Macomb County
- Ascension Macomb, Warren
- Henry Ford Macomb, Clinton Township
- McLaren Macomb, Mt. Clemens
- Additional sites have been strategically identified in the Northern, Middle, and Southern parts of the county

There will be three ways for Essential Workers and families to contact the Macomb ISD, using one of the options listed below:

**Phone**
Call Kelly Adamek or Sherine Katba at the Macomb ISD 586-412-2676

**Email**
Email a Macomb ISD Emergency Child Care Coordinator
- Kelly Adamek: kadamek@misd.net
- JoAnne Elkin: jelkin@misd.net
- Sherine Katba: skatba@misd.net

**Online**
Members of the Essential Workforce can go to [https://www.helpmegrow-mi.org/essential](https://www.helpmegrow-mi.org/essential) and your information will be routed to a MISD Emergency Child Care Coordinator.

**Childcare requests for Essential Workers will be prioritized in the following manner:**

**Step 1**
We are currently and will continue to support existing local childcare centers, including some local districts, who have the capacity and staff to provide care for the essential workforce.

**Step 2**
We will utilize additional local school districts that are strategically placed throughout the county as emergency childcare sites as needed. This will include the possibility of using Head Start classrooms or space in your buildings.

When families contact the Macomb ISD, information will be gathered, and a referral will be made to the appropriate site.
Macomb County GSRP Remote Learning Plan  Updated May 4, 2020

Below is guidance that will be followed by all GSRP programs. Our priority is keeping children emotionally, socially, and physically safe during this unprecedented time.

Simple is best! Young children need two main things to thrive in uncertain times: a regular schedule and a caring adult. It is important that GSRP teaching teams are working with each family to create a consistent daily routine for the child to engage in play and learning.

- **Talk** - Children need to interact and hear the words and sounds of language from people they love.
- **Read** - Children need to hear book language - build reading aloud to children in their daily routine.
- **Play** - Children need to explore, investigate, create, and innovate!

**GSRP Teaching Team Requirements**

- Share the remote learning/lesson plan and daily activities with families using a variety of methods. Examples may include sending home learning packets though the mail, porch deliveries to the homes of families, distributing lesson and activities during breakfast and lunch distribution, or communicating the lessons electronically.
- Connect with each of the students in your class twice a week to promote the social and emotional well-being of the children. This may be done through Zoom, Seesaw, Class Dojo, phone calls, Google Classroom, etc.
- Send out a weekly video of you or your associate teacher doing a read aloud.
• Provide strategies for families to use during play and reading that encourage critical thinking. These may include open ended questions or prompts to encourage families to talk with children about their interests, plans, and experiences.

• Establish a consistent weekly “Check In” time for communication with each of the families. During this time staff are available to answer questions and provide support, guidance, and resources.

• Share what you do in the classroom that families can do at home (for example, children can serve themselves during meal times or have simple jobs at home).

• Encourage families to take pictures of what the children are doing and send to you to showcase learning.

• Encourage families to read daily with their children.

• Provide simple activities (for example, the educational activities sent through CRN list serve) that families can do with their child each week. Simple is best!

• Provide meaningful alternatives to screen time: children between the ages of 2-7 are still in the preoperational stage, and it is developmentally inappropriate to expect their learning to be entirely screen-based.

• The minimum amount of time for engagement in remote learning and activities is 30 minutes/day with a maximum of 60 minutes/day.

• Families are your partners and are instrumental to supporting children’s learning at home. If a family has not responded to your remote learning efforts follow-up with an email or phone call to check-in. If the family should turn down the option to participate in the plan, the date of the parent opt out should be documented and the information shared with your Early Childhood Specialist.
• Document observations during live contacts (virtual/phone) or from anecdotes, pictures, or work samples shared by families.

• Teaching teams will do a virtual conference. The conference will take the place of the face-to-face end of the year conference/home visit. Teaching teams will review previous assessment data and provide individual learning suggestions to families. Teaching teams will share kindergarten enrollment information, resources, and activities to support the transition into kindergarten.

**GSRP Required Remote Learning/Lesson Plan for Teaching Teams**

GSRP teaching teams will complete a weekly learning/lesson plan. The plan will be submitted to their Early Childhood Specialist for review and feedback every week. The Early Childhood Specialist will submit all lesson/learning plans to the Early Childhood Contact and GSRP Coordinator at the Macomb Intermediate School District.

For your convenience we have provided an example of a blank learning/lesson plan template for you to use. It is a word document and can be edited and emailed electronically to your Early Childhood Specialist. You can certainly use your own learning/lesson plan.

**GSRP Required Documentation for Early Childhood Specialist**

In place of classroom visits, the Early Childhood Specialist will provide virtual support at least every two weeks to support teaching teams. Virtual meetings will include opportunities for staff from multiple classrooms and/or programs to work together.

The Early Childhood Specialist is responsible for collecting and reviewing their teaching teams lesson/learning plan. Responsibilities include completing a weekly summary for each team, documenting how they are supporting and communicating with each of their teaching teams, and indicating how transition to kindergarten plans are being shared with families. The Early Childhood Contact and GSRP Coordinator at the Macomb Intermediate School District is responsible for reviewing and monitoring the information.
GSRP Fiscal Guidance

The expectation is for GSRP funding to continue to pay for expenditures through the end of the 2019-2020 school year such as staff, utilities, leases, and rent space that was used for GSRP programs prior to COVID-19. Use of GSRP funds to purchase materials, supplies, and technology to carry out the Macomb County Remote Learning Plan is allowable and the Macomb Intermediate School District will be allowing subrecipients to amend their 2019-2020 GSRP budgets. In addition, the final expenditure will still need to be completed in the fall.

For those programs that utilize transportation dollars GSRP transportation funds can be used to pay a proportionate share of transportation costs for materials delivered to GSRP children. Lease payments for GSRP should continue in the same manner as before COVID-19. It is advised that the transportation funds are fully expended and subrecipients keep in mind the following:

- Ongoing costs (e.g., lease payments for busses, staff costs);
- Upcoming proportionate share costs for delivering materials;
- Recoding transportation expenditures for the regular “slot” budget to the transportation budget

After these points are considered, if funds remain, they may be carried over for 2019-2020 grant year ONLY.

Macomb Intermediate School District Book Distribution

Reading to young children provides a great opportunity to set up a daily shared event for children and fosters a lifelong love of books. Reading aloud for children at least 15 minutes per day is one of the best ways to provide learning tools for life. The Macomb Intermediate School District in partnership with its 21 local school districts, public school academies and community based partners are reaching out to children in GSRP by providing free books to families. Teaching teams will deliver books by mailings, porch deliveries, and distribution at meal pick-ups.
A Special Thank You
To all Utica Community Schools administrators, teachers and support staff for their tireless and inspiring work for our 27,000 students during these extraordinary times.

Beacon Tree Elementary
Jason Ellis, Principal

Beck Elementary
Christine Wilson, Principal

Browning Elementary
Lou Misovski, Principal

Burr Elementary
Jeanne Poleski, Principal

Collins Elementary
Jena Lenz, Principal

Crissman Elementary
Sofia Papastamatis, Principal

DeKeyser Elementary
Mary Beth Merlo, Principal

Dresden Elementary
Bradley Suggs, Principal

Duncan Elementary
Sharon Coil, Principal

Ebeling Elementary
Denise Bailey, Principal

Flickinger Elementary
Nancy Brunetz, Principal

Graebner Elementary
Jami Wood, Principal

Harvey Elementary
Nina Carver-Hardiewich, Principal

Havel Elementary
Kristina Tepper, Principal

Messmore Elementary
Dr. Renee Fiema, Principal

Monfort Elementary
Brian Laporte, Principal

Morgan Elementary
Sue Laskey, Principal

Oakbrook Elementary
Dr. Linda Schneider-Rediske, Principal

Plumbrook Elementary
Dr. Melissa Labadie, Principal

Roberts Elementary
Wayne Johnston, Principal

Schuchard Elementary
Steve Slancik, Principal

Schwarzkoff Elementary
Amber Fante, Principal

Switzer Elementary
Jacob Palmer, Principal

West Utica Elementary
Alisanda Woods, Principal

Wiley Elementary
Candice Merivirta, Principal

Bemis Junior High School
Thomas Yaw, Principal

Davis Junior High School
Brian Shephard, Principal

Eppler Junior High School
Gerard Pantano, Principal

Jeannette Junior High School
Antionette Hamilton, Principal

Malow Junior High School
Brandon Manzella, Principal

Shelby Junior High School
Lisa McDill, Principal

Heritage Junior High School
Utica Academy for International Studies
Shaun Greene-Beebe, Principal

Eisenhower High School
Jared McEvoy, Principal

Henry Ford II High School
Lori Singleton, Principal

Stevenson High School
Kenneth Cucchi, Principal

Utica High School
Thomas Lietz, Principal

Utica Alternative Learning Center
Gail Clor, Educational Consultant

Utica Center for Mathematics, Science and Technology
Utica Center for Science and Industry

Peter Paulon, Administrator

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