COVID-19 Preparedness and Response Plan

Board of Education Special Meeting

Wednesday, July 29, 2020
INTRODUCTION

KEY OBJECTIVES

• To assess stakeholders’ perceptions of Utica Community Schools’ (UCS) response to school closures and the availability and effectiveness of distance learning resources.

• To evaluate what lessons the district can learn from experiences with distance learning since schools have been closed.

SURVEY ADMINISTRATION & SURVEY SAMPLE

• The survey was administered online in June of 2020 using the Qualtrics online survey platform.

• Surveys were distributed via an open survey link by the school district to UCS students (grades 7-12), parents, school staff, and district staff.

• The analysis includes a total of 13,905 respondents (1,574 students, 11,194 parents, 975 school staff, and 157 district staff) following data cleaning.

RESPONDENT QUALIFICATIONS

• Must be a current UCS student in grades 7-12, a parent/guardian of a current UCS student, a school staff member in UCS, or a district staff member in UCS.
In the following report, results desegregated by stakeholder (students, parents, school staff, and district staff) are provided.

For full aggregate and results segmented by stakeholder, staff role, and stakeholder by grade band, please consult the accompanying data supplement.

Data was cleaned to remove disqualified respondents (e.g., elementary students), partial responses (those who did not complete a significant portion of the survey), and low-quality responses (those who sped through the survey, provided inconsistent responses, etc.) prior to analysis.

Sample sizes vary across questions as some questions only pertain to a subset of respondents.

Conclusions drawn from a small sample size (n<20) should be interpreted with caution.

Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).

Responses of “don’t know,” “not applicable,” and “unsure” are excluded from the figures and analysis in order to focus on respondents who did express an opinion.

Percentages may sum up to exceed 100% for questions where respondents could select more than one answer option.

Data labels for values less than 5% are removed from some figures to improve legibility.
Both students and parents report moderate-to-high levels of satisfaction with the resources provided by their school and teachers during the school closures.

How satisfied are you with the following resource(s) provided by your/your child’s teacher(s)?

<table>
<thead>
<tr>
<th>Resource</th>
<th>Student (n=972-1,340)</th>
<th>Parent/Guardian (n=6,127-9,498)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live-streamed or recorded lessons*</td>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>Grading or feedback on assignments*</td>
<td>69%</td>
<td>73%</td>
</tr>
<tr>
<td>Additional educational videos or resources online*</td>
<td>68%</td>
<td>74%</td>
</tr>
<tr>
<td>Virtual office hours or one-on-one meetings with students*</td>
<td>66%</td>
<td>74%</td>
</tr>
<tr>
<td>Assignments (online or physical copies)*</td>
<td>62%</td>
<td>68%</td>
</tr>
</tbody>
</table>

Note: The question was only asked for resources for which the respondent indicated was provided by their/their child’s teacher.
In general, school and district staff are moderately satisfied with resources provided by UCS during the school closures, although school staff indicate less satisfaction with technology resources.

Both school and district staff report that training on engaging students through distance learning (60% and 45%) and devices to use for work (49% and 39%) as the most useful resources that the district could provide to staff to improve distance learning.

Note: The question was only asked for resources and supports for staff for which the respondent indicated was offered by UCS. Results for “Mobile hotspots” for district staff are not shown because of the low sample count (n=3).
78% of students and 71% of parents report that students were at least moderately engaged with the online learning materials provided by the school during the school closure.

About half (52%) of parents report that their child spent about 2-3 hours per day on schoolwork during the week.
KEY FINDINGS: SUPPORT FOR SPECIAL STUDENT POPULATIONS

About a third (34%) of parents of English Language Learners report they receive about the same level of support now as when before schools closed while 46% indicate that their child is receiving less support.

Two-thirds (67%) of parents of special education students report that their child is receiving less support now than when before schools closed.
KEY FINDINGS: CHALLENGES AND BARRIERS

Students report that the biggest challenge for them in moving to distance learning is trying to stay engaged in their learning (65%).

Teachers report the biggest challenges for them in moving to distance learning are lack of technology skills (48%), needing additional training on providing online learning (48%), and lack of guidance from the district (48%).

Parents report that the biggest challenge they experience is homework and activities that require additional help or supervision (48%).
School and district staff report that the biggest professional challenge related to the move to distance learning and working remotely is keeping students engaged in learning.

Which of the following have been your biggest professional challenges related to the move to distance learning and working remotely? Please select all that apply.

- Keeping my students engaged in learning
- Adapting materials for online/remote learning
- Maintaining a good work-life balance
- Maintaining communication with students
- Taking care of family members
- Delivering lessons (e.g., recording, posting, live-streaming)
- Lack of devices for work (e.g., webcam for lectures, computer)
- Maintaining professional relationships with colleagues
- Time management
- Using the online platform

Note: Only the top 10 rated factors are visualized. For full results, see the data supplement.
KEY FINDINGS: RETURNING TO SCHOOL IN THE FALL

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

% Very or Extremely Likely

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

- ...schools are sanitized thoroughly each night; otherwise, schools open as normal with no changes?
  - Student: 63%
  - Parent: 58%
  - School staff: 59%

- ...students and staff maintain social distancing guidelines (i.e., six-foot separation) when possible?
  - Student: 53%
  - Parent: 54%
  - School staff: 64%

- ...class sizes are substantially reduced (e.g., by half)?
  - Student: 53%
  - Parent: 62%
  - School staff: 76%

- ...class sizes are substantially reduced and all students and staff are required to wear masks?
  - Student: 50%
  - Parent: 49%
  - School staff: 67%

- ...schools open as normal with no changes?
  - Student: 49%
  - Parent: 45%
  - School staff: 44%

- ...students and staff adhere to strict social distancing guidelines (i.e., six-foot separation)?
  - Student: 52%
  - Parent: 48%
  - School staff: 66%

- ...class sizes do not change and all students and staff are required to wear masks in school?
  - Student: 33%
  - Parent: 46%
  - School staff: 39%

Note: The question was not asked of grade 12 students or parents of a grade 12 student.
In returning in the fall, stakeholders are most supportive of the school schedule where students would alternate between online and in-school learning every other day.

If resuming full-time in-person school in the fall is not advised by state health and education agencies, how supportive would you be of the following alternatives?

% Moderately, Very, or Extremely Supportive

- Students alternate between online and in-school learning every other week
- Students alternate between online and in-school learning every other day
- Half-day online learning
- Students attend school for half of the day and participate in online learning during the other half of the day
- Elementary students attend school daily spread out across more schools and middle and high school students attend school online with limited in-…
- Full-day online learning

Note: The question was not asked of grade 12 students or parents of a grade 12 student.
If UCS were to resume in-person full-time school in the fall, about 10% of families would need before- or after-school care.

If UCS were to resume in the fall in a virtual learning environment, 10% or fewer of families would need before- or after-school care although about up to a quarter of families would need childcare during the day.

Most (50%) parents indicate that they will likely utilize private transportation to take their child to and from school in the fall.

If UCS resumes in-person school in the fall on either a full-time or part-time basis, what type of transportation is your child most likely to use? (n=9,650)

- Private transportation (e.g., provided by a parent or friend, child will walk/drive to school on...): 50%
- Bus transportation provided by UCS: 27%
- Combination of bus transportation provided by UCS and private transportation: 18%
- Transportation provided by a childcare center: 0%

Note: The question was not asked of grade 12 students or parents of a grade 12 student.
Consider providing professional development trainings and resources to school staff on how to engage and monitor student engagement through distance learning. School and district staff indicate that training on engaging students would be the most helpful resource that the district could provide. Additionally, students and school staff report that the biggest challenge for them in a distance learning environment is trying to stay engaged/get students to stay engaged in their learning. Providing training on this topic area will be particularly important if UCS plans to or is considering incorporating distance learning into their educational program in the fall.

Consider implementing a school schedule that alternates between online and in-school learning every other day. This was the schedule that all stakeholders indicate the most support for with at least half of students, parents, school staff, and district respondents indicating they were moderately, very, or extremely supportive of this schedule. UCS may also consider implementing a schedule alternating online and in-school learning every other week. With the exception of parents, more than half of stakeholders expressed support for this schedule as well.*

Implement measures to reduce class size and sanitize school facilities on a nightly basis as part of the plan to return to school in the fall. The largest proportion of school staff and parents indicate that they are likely to return/have their child return in the fall if class sizes are substantially reduced and the largest proportion of students and parents indicate that they are likely to return/have their child in the fall if their school is sanitized thoroughly each night. Incorporating these specific measures is likely to help families and staff feel more comfortable and increase the likelihood of them returning to school in the fall. *

*Findings and recommendations based on June, 2020 survey administration. District reopening to be coordinated with the Michigan Return to School Plan.
Based on the survey results, Hanover recommends that UCS should:

**Consider providing school staff with guidance on effective ways to provide formative feedback in a virtual environment.** This may be a particularly useful topic area to provide guidance in given that school staff reported spending the most time during the school closures on grading student homework and providing feedback to students and that about half of students report that they received feedback on some, but not all, of their homework. UCS could consider having Hanover create and distribute a series of information briefs for teachers that would provide them with research and best practices on providing formative feedback in a virtual environment.

**Provide specific guidance and online resources to help teachers provide effective instruction to special education students.** A full two-thirds of parents of special education students indicate that their child has received less support now than when before schools closed. UCS could provide specific guidance in a number of areas such as how to conduct online meetings with parents to discuss a student’s IEP as well as provide online resources that provide specific guidance on how to deliver lessons online to students in special education.
## MI Safe Start Plan

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

### What do we need to do to stay safe?
- **Stay Home, Stay Safe**: Strict social distancing, travel restrictions, face coverings, hygiene best practices, remote work.
- **Safer at Home**: Continued distancing, increased face coverings, no gatherings.
- **specified lower-risk businesses**: With strict workplace safety measures.
- **Safer at Home**: Continued distancing, face coverings, safe workplace practices, small gatherings.
- **Community spread**: Not expected to return.

### What work can we do? (Examples)
- **Critical infrastructure**: First responders, health care workers, critical manufacturing, food and agriculture, essential retail (e.g., grocery), transportation.
- **Critical infrastructure additional types of recreation allowed**: Construction, manufacturing, real estate, outdoor work.
- **Additional lower-risk businesses**: With strict safety measures.
- **Most businesses, with strict mitigation measures**: Restaurants/bars, K-12 and higher ed. (live instruction), travel.

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

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

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

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

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

June 10, 2020
Informing the Plan

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

- Consisting of elementary and secondary teachers and administrators.
- Developed guidelines for consistency in teacher instructional implementation and student learning for seamless transition from in-person environment to remote environment.

2020-2021 Curriculum Pacing Committee

- Consisting of elementary and secondary System-wide chairs, teachers and administrators.
- Develop pacing guides identifying Power Standards aligned to previous years standards to focus instruction.

2020-2021 Professional Development Committee

- Consisting of Instructional Technology Coaches, teachers, and administrators.
- Develop synchronous and asynchronous professional development for staffs to assist with the implementation of technology and pedagogy for effective delivery of instruction.
Committee Work

2020-2021 Assessment Committee
• Consisting of elementary and secondary teachers and administrators
• Determined assessment schedule to support the needs of all students

2020-2021 Special Services Committees
• Consisting of elementary and secondary administrators and teachers
• Developed roles and responsibilities of teachers, related service providers and support staff
• Determined resources and supports
• Delivery of services and programs

2020-2021 School Schedule Planning Committee
• Consisting of elementary and secondary administrators
• Developed guidelines for safety, cleaning, and social distancing for in-person instruction.
2020-2021 Social-Emotional/Cultural Proficiency Committee
• Consisting of elementary and secondary teachers and administrators
• Developed resources and interventions to support the social-emotional and cultural proficiency development of all students and staff

2020-2021 District Trauma-Informed Trainers
• Consisting of elementary and secondary administrators and teacher leaders
• Develop instructional strategies to provide the four essential needs of all people; Belonging, Mastery, Independence, and Generosity
MI Safe Schools Roadmap
Phases 1-3

School Operating Status

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

- All students will receive a device
  - Kindergarten and first graders – iPad
  - Second grade through twelfth grade – Dell laptop

- Single sign-on

- Schoology is the learning management system.

- Asynchronous Instruction
  - Students complete independent work
  - Teachers provide pre-recorded lessons

- Synchronous Instruction
  - Students meet virtually with their class at a scheduled time
  - Teachers provide “live” whole group, small group, and/or one-on-one sessions
Instruction

<table>
<thead>
<tr>
<th>Type of instruction</th>
<th>Allocation of Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total of daily instructional minutes</strong></td>
<td><strong>4-6 hours each day</strong></td>
</tr>
<tr>
<td><strong>Asynchronous instruction:</strong> Students spend approximately 2-3 hours on independent work over the course of the day.</td>
<td>2-3 hours each day</td>
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</tbody>
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| **Synchronous instruction:** Students spend approximately 2-3 hours on virtual, teacher-directed whole group instruction, small group instruction and individualized student support over the course of the day. | 2-3 hours each day
Elementary: 20-45-minute segments per content area
Secondary: 45-60-minute segments per course |

*Instructional minutes may need to be adjusted to align with Pupil Accounting Requirements.*
Mental Health, Social-Emotional Health and Cultural Proficiency (Parallels Phases 4-6)

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

- **Board Policy 5115, 6205**
  - Consistent with in-person, remote, or virtual
  - PowerSchool, Schoology

- **Attendance and Participation**
  - Monitored within the district platform
  - Student absences need to be reported
  - May need to be adjusted to align with Pupil Accounting requirements
Specially Designed Instruction (Parallels Phases 4-6)

- Specially designed instruction includes consideration that are common to specific programs and services such as self-contained classrooms, resource room, or Individualized Educational Plan (IEP) courses

- Emphasis on individual decision making through the IEP team is required by law, under the Individuals with Disabilities Act (IDEA), to assure all students with IEP’s receive a free and appropriate public education (FAPE) in their least restrictive environment (LRE)

- Students with disabilities are considered general education students first. Special education and general education teams work closely together to assure that students have full and equal access to curriculum. Learning activities and environments are designed with all learners in mind
Early Childhood and Great Start Readiness Program (GSRP)
• Early childhood remote programs will be made available to interested families
• Great Start Readiness will be available for remote instruction

Adult Education and English as a Second Language (ESL)
• Adult Education and English as a Second Language programs will continue instruction within the remote environment
Food & Nutrition Services:

- **UCS Virtual Academy and Remote Learning:**
  - Students will have access to breakfast and lunch at 12 distribution sites including three off campus locations
  - Meals will be prepackaged and in compliance with USDA regulations
  - Students with documented food allergies will be accommodated accordingly
Q & A
# MI Safe Start Plan

<table>
<thead>
<tr>
<th>1 Uncontrolled growth</th>
<th>2 Persistent spread</th>
<th>3 Flattening</th>
<th>4 Improving</th>
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<td><strong>What's happening with the disease?</strong></td>
<td><strong>What do we need to do to stay safe?</strong></td>
<td><strong>What work can we do? (Examples)</strong></td>
<td><strong>What factors determine progression to next phase?</strong></td>
<td><strong>Note:</strong> This framing is being updated and refined as additional guidance from CDC and public health experts becomes available.</td>
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<td>Increasing number of new cases every day, likely to overwhelm the health system</td>
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<td>Analysis shows epidemic growth rates slowing. Hospital and treatment capacity built, alternative care facilities established. Infrastructure for crisis response and data systems to monitor progression are in place.</td>
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<td><strong>Continued spread</strong></td>
<td><strong>Additional types of recreation allowed</strong></td>
<td>Specified lower-risk businesses with strict workplace safety measures - Construction, manufacturing, real estate, outdoor work</td>
<td>Cases, deaths decline for extended period. Monitor impact on vulnerable populations. Sufficient health system capacity in place. Improved testing, contact tracing and containment capacity.</td>
<td>Cases and deaths at low absolute rates per capita. Health system capacity is very strong. Robust testing, contact tracing and containment protocols in place.</td>
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<td>Case growth is gradually declining</td>
<td>Safer at Home: Continued distancing, face coverings</td>
<td>Cases, hospitalizations and deaths are clearly declining</td>
<td>Safer at Home: Continued distancing, face coverings, safe workplace practices; Small gatherings.</td>
<td>Community spread not expected to return. Stay Safe: Adherence to new guidelines. Continued distancing, coverings, mitigated workplaces. Increased size gatherings.</td>
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<tr>
<td><strong>Flattening</strong></td>
<td></td>
<td>Specified lower-risk businesses with strict safety measures - Other retail, with capacity limits - Offices, but telework required if possible.</td>
<td></td>
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<tr>
<td><strong>Improving</strong></td>
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- **What's happening with the disease?**
- **What do we need to do to stay safe?**
- **What work can we do? (Examples)**
- **What factors determine progression to next phase?**

**Note:** This framing is being updated and refined as additional guidance from CDC and public health experts becomes available.
Phase 4 – Virus Status

• The number of new cases and deaths has fallen for a period of time, but overall case levels are still high
• Most new outbreaks are quickly identified, traced, and contained due to robust testing infrastructure and rapid contact tracing
• Health system capacity can typically handle these new outbreaks, and therefore case fatality rate does not rise above typical levels
• The overall number of infected individuals still indicate the need for distancing to stop transmission and move to the next phase

(MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap)
School Operating Status

- In-person instruction is permitted with required safety protocols
- Breakfast and lunch offered to all students.
- Transportation resumes
- Inter-school competitions resume
- Large scale indoor spectator events are suspended
- Large scale outdoor stadium or spectator events limited to 100 people
Utica Community Schools
Phase 4

Screening Students and Staff

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

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

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

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

- Require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated
  - All staff and all students in grades pre-K and up when on a school bus
  - All staff and all students in grades pre-K and up when in indoor hallways and common areas
  - All staff when in classrooms
  - All students in grades 6 and up when in classrooms
  - All students in K-5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class

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

- Incorporate the Roadmap’s required protocols governing hygiene, cleaning, athletics, screening, testing protocols, and busing and student transportation
Safety Protocols

PLEASE READ BEFORE ENTERING

SELF ASSESSMENT
If you have
FEVER
COUGH
SHORTNESS OF BREATH
Please return home and contact your doctor.

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

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

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

THANK YOU FOR KEEPING OUR STUDENTS AND STAFF SAFE
Audits underway for necessary materials and supply chain availability

Following CDC Guidelines

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

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

- Increased frequency of restroom cleaning
- Full cleaning each evening
- Typical classroom touchpoints:
Offices, Common Areas

Typical Touchpoints
- telephones
- chairs
- desks
- table tops
- switches
- door handles
- metal surfaces
Hygiene / Signage

- Handwashing facilities or hand sanitizer in all classrooms
- Hand sanitizer in offices and school common areas
- All hand sanitizer contains at least 60% alcohol
- Systematic / frequent checks and refilling or replacing of hand towels, soap and hand sanitizers
Welcome aboard! - اهلا وسهلا!
Mire se vini ne bord! - ¡Bienvenido a bordo!

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

Keep a safe distance of at least 1 meter from others.

Wear masks properly and maintain social distancing.

Face covering required
Veshja e maskes eshte e detruar
Se requiere una cubierta para la cara

Use hand sanitizer
استخدم معقم اليدين
Perdorni dezinfectues per duart
Use un desinfectante de manos

DO WEAR YOUR MASK
THE PROPER WAY
Wear your mask so it covers all the way up, close to the bridge of your nose, and all the way down under your chin. Keep it snug to your face.

DO NOT WEAR A MASK
THANK YOU FOR KEEPING US HEALTHY AND SAFE
For everyone's safety, a single face covering is required in this building.

Thank you for keeping our students and staff safe.
Considerations

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

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

• Custodial staffing positions currently difficult to fill
  • Vacant as of July 27, 2020: 27.5 FTE out of 156.75
  • Negative hiring trend
Q & A
### Instructional Model for Teachers

<table>
<thead>
<tr>
<th></th>
<th>K- 12</th>
</tr>
</thead>
</table>
| **Communication**    | **Schoology:**  
| Relationships        |   • Teacher/Student communication  
|                      |   • Access coursework  
|                      | **PowerSchool:**  
|                      |   • Academic feedback  
| **Content Delivery** | **• Asynchronous/Synchronous instruction**  
| **Technology**       | **• Schoology**  
|                      |   • Microsoft Office 365  
|                      |   • District approved digital resources  
| **Learning Communities** | **• Safe, comfortable space**  
|                      | **• Student voices are heard and valued**  

# Learning Model for Students

<table>
<thead>
<tr>
<th></th>
<th>K- 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Digital Citizenship</strong></td>
<td>Students will learn digital citizenship and digital literacy expectations.</td>
</tr>
<tr>
<td><strong>Digital Literacy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td>• Adhere to all school rules and expectations</td>
</tr>
<tr>
<td></td>
<td>• Positive digital citizens</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Schoology</td>
</tr>
<tr>
<td></td>
<td>• Message Teacher</td>
</tr>
<tr>
<td></td>
<td>• Submit assignments</td>
</tr>
<tr>
<td></td>
<td>• Participate in synchronous/asynchronous learning</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>• Actively engaged daily in synchronous and asynchronous lessons</td>
</tr>
<tr>
<td></td>
<td>• District approved digital tools</td>
</tr>
</tbody>
</table>
100% In Person
Modified Social Distancing
Kindergarten – Second Grade 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>

*Instructional minutes may need to be adjusted to align with Pupil Accounting Requirements.*
Utica Community Schools
Phase 4

Third – Sixth Grade 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>

*Instructional minutes may need to be adjusted to align with Pupil Accounting Requirements.*
# Sample Lunch Schedule

<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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td><strong>Second Lunch Session</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td><strong>Third Lunch Session</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td><strong>Fourth Lunch Session</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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 Hybrid Model Considerations

- Students would receive a portion of their instruction in-person and a portion online
- Many variants of the hybrid model were considered to meet the social distancing recommendations
- These considerations created complexities for families, optimal learning, and/or budget implications
Phase 4
Hybrid 1
Strict Social Distancing
Elementary Student Experience

Phase 4
Hybrid 2
Modified Social Distancing
Secondary Student Experience

100% In Person Modified Social Distancing
**Seventh – Twelfth Grade Instructional Day**

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

* Instructional minutes may need to be adjusted to align with Pupil Accounting Requirements.
<table>
<thead>
<tr>
<th>Class Periods</th>
<th>Time</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<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>
Model 1: Secondary Hybrid Model Considerations

- Students would receive part of their instruction in-person and part online
- Many variants of the hybrid model were considered to meet the social distancing recommendations
- These considerations created complexities for families, optimal learning, and/or budget implications
Secondary Student Experience

Phase 4
Hybrid 1
Strict Social Distancing
Secondary Student Experience

Phase 4
Hybrid 2
Modified Social Distancing
Athletics

- Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS)
- Proper hand hygiene techniques before and after every practice, event, or other gathering
- All equipment shall be disinfected before and after use
- If school transportation is provided for inter-school competitions
  - Facial coverings shall be worn by all riders
  - Buses shall be cleaned disinfected as detailed in Section III(B)(6)
- Spectators must:
  - Wear facial coverings
  - Maintain six feet of social distancing from people who are not part of the same household
- Participant must:
  - Confirm that they are healthy and without any symptoms prior to any event
  - Use a clearly marked water bottle for individual use
  - No sharing of this equipment
  - No handshakes, fist bumps, or other unnecessary contact
Early Childhood and Great Start Readiness Program (GSRP)

- In-person instruction with the implementation of safety protocols
- Upon arrival to the building, all students will be temperature checked and logged
- 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
Early Childhood and Great Start Readiness Program (GSRP)

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/plastic 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 in-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 and sanitized
Early Childhood and Great Start Readiness Program (GSRP)

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 and sanitized
- 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
Utica Community Schools
Phase 4

Early Childhood and Great Start Readiness Program (GSRP)
Washing, Feeding, or Holding a Child

• Childcare providers should wear an oversized 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 or their own, if secretions are on the child’s clothes, 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
Adult Education and English as a Second Language (ESL)

- 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.
- 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.
Adult Education and English as a Second Language (ESL)

- 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
- Students will be required to use available hand sanitizer upon entry to their classroom
- Student break times will be shortened to 5 minutes
- Seating will be removed from the vending room
- Students will not be permitted to congregate in the Media Center or hallways
• High speed, high density wireless upgrade completed June 2020, Firewall July 2020

• All students will receive a personal device

• All teachers will receive a laptop with classroom dock, 24” display and wireless keyboard/mouse

• More than 18,500 devices purchased

• Greater than $10M
Device Schedule and Logistics

• Working with local vendor to image and deliver to schools

• Student and teacher laptop distribution plans under development

• Tight schedule, currently on track for devices to be ready for distribution:
  • August 21 for teachers
  • August 28 for students
  • September 12 for in-classroom setup of teacher docks, display, wireless keyboard and mouse
Transportation

- All individuals will use hand sanitizer before entering the bus
  - Hand sanitizer supplied

- Facial coverings will be worn while on the bus

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

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

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

- Riding protocols
Transportation

Welcome aboard!

- Use hand sanitizer
- Face covering required
- Sit in marked seats only
- Only two riders per seat
- Exit from front of bus to back

PLEASE SIT HERE
M A INTAIN SOCIAL DISTANCING
Q & A
In Person Instruction:

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

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

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

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

**Additional:**

- Regular Education Teachers (690 FTE)  \( \$48,300,000 \)
- Bus Drivers (240 FTE)  \( \$7,800,000 \)
- Buses (240 new buses)  \( \$24,000,000 \)

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

**Note 2:** The additional teachers and bus drivers would cost $2,100 per student.
# Budget Considerations

## Return to School Expenditures:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Protective Equipment</td>
<td>$1,400,000</td>
</tr>
<tr>
<td>Capital equipment</td>
<td>$500,000</td>
</tr>
<tr>
<td>Cleaning Supplies</td>
<td>$1,700,000</td>
</tr>
<tr>
<td>Staff for increased cleaning requirements*</td>
<td>$1,500,000</td>
</tr>
<tr>
<td>Cleaning every class period</td>
<td>$4,700,000</td>
</tr>
<tr>
<td>Bus driver increased hours (10%)</td>
<td>$630,000</td>
</tr>
<tr>
<td>Bottled water for students</td>
<td>$860,000</td>
</tr>
</tbody>
</table>

* Does not include cost for cleaning classrooms between periods
School Operating Status

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

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

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

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

- Responsibility for Policy Oversight
- Employee Training
- Screening Protocols
- Mitigation Strategies
- Workplace Cleaning and Disinfecting
- Response Plan for Infection in Workplace
- Exclusion from Work, Return to Work
- Employee Rights
- Record Keeping and Confidentiality
The District will provide training to employees that includes but is not limited to the following areas

- Workplace infection control practices
- Proper use of Personal Protective Equipment
- Self-Screening
- Reporting unsafe conditions
Screening Protocols

All employees, contractors, volunteers and visitors must complete screener prior to entry of any District site

- Self-Screening Instrument
- Developed pursuant to Center for Disease Control and Prevention guidance
- Clear guidance for procedures if one can not meet criteria for entry

Note: Parents will be permitted to enter schools by appointment only and must first complete the self-screener
Employees must self report to their immediate supervisor any of the following:

- Positive test for COVID-19
- Symptoms for COVID-19
- Exposure to COVID-19
- Any other affirmative element on the self-screener

Supervisors will have further reporting requirements involving the Department of Human Resources and the Macomb Health Department if applicable.
Additional mitigation strategies that have employer and/or employee elements

- Face Coverings
- Social Distancing
- Hand Washing
- Monitoring for Signs and Symptoms
Cleaning and disinfecting protocols have been established in accordance with guidance from the CDC

- Cleaning supplies
- Increase in workplace cleaning, particularly on high touch surfaces
- Cleaning suspected exposed area
Further Policy Elements

- Guidance for non-compliance
- Exclusion from work procedures, return to work procedures
- Employee Rights
- Record Keeping and Confidentiality
- Additional OSHA Requirements
Policy Recap

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

August 10
Board of Education Meeting
Review of final Preparedness Plan

August 15
Board of Education must approve the plan by this date

August 17
Macomb Intermediate School District will collect the plan
COVID-19 Preparedness and Response Plan

Board of Education Special Meeting

Wednesday, July 29, 2020