

Safe Return to In-Person Instruction & Continuity of Services Plan 2022-2023

The Elementary and Secondary School Emergency Relief 3.0 (ESSER 3.0) Fund under the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, enacted on March 11, 2021. ARP ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARP ESSER Funding, ARP includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.

LEAs must develop and make publicly available a **Safe Return to In-Person Instruction and Continuity of Services Plan** that meets the following requirements within 30 days of receiving ARP ESSER allocation. If an LEA developed a plan before ARP was enacted that does not address the requirements, the LEA must revise its plan no later than six months after it last reviewed its plan. All plans must be developed with meaningful public consultation with stakeholder groups (i.e., families, students, teachers, principals, school and district administrators, school leaders, other educators, school staff, advocacy organizations representing student groups). The consultation process must include an opportunity for input and meaningful consideration of that input. ARP ESSER plans need to be published in an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

ESSER III (ARP) requires Union City Community Schools to update its **Safe Return to In-Person Instruction and Continuity of Services Plan** every six months through the life of the grant.

Contact tracing in combination with isolation & quarantine

Isolation Guidance:

Students, teachers & staff who test positive for COVID-19 and/or display COVID-19 symptoms should isolate regardless of vaccination status:

- Stay home and isolate for 5 days; and
- If asymptomatic, monitor for symptoms for days 0 – 10 and isolate for days 0-5 (day “0” is day symptoms begin or day test was taken for those without symptoms); and
- If symptoms have improved or no symptoms developed, return to school

Exposure Guidance:

UCCS is following the current COVID-19 exposure guidance recommendations; this guidance may change if COVID-19 cases and/or hospitalizations rise.

- During days 1-10 following exposure:
 - Watch for symptoms, such as fever, cough, shortness of breath, or other COVID-19 symptoms.
 - Test 5 days after exposure. If symptoms develop, test immediately and isolate until receiving test results. If they test positive, then follow isolation recommendations.
 - For the full 10 days after last exposure, avoid people who are immunocompromised or at high risk for severe disease, and nursing homes and other high-risk settings.

Students, teachers & staff should monitor for symptoms throughout days 1 through 5. Day “0” is the day of last close contact with any COVID-19 positive student, teacher, or staff. If symptoms develop, get tested.

Testing is not required to determine the end of isolation or mask use.

UCCS will not recommend quarantine for people who are only exposed to COVID-19.

<p>Diagnostic and screening testing</p>	<p>UCCS will continue to encourage students and staff to stay home if sick or having COVID-19 symptoms. UCCS will encourage students and staff to get tested if having symptoms or if they have been exposed to someone with COVID-19. UCCS has COVID-19 testing kits available for staff as available. UCCS will not require a negative test for students to return to school.</p>
<p>Efforts to provide vaccinations to educators, staff, and students, if eligible.</p>	<p>UCCS hosted vaccination clinics on site during the 20-21 and 21-22 school years for staff, students and public. The district encourages adults to make their own decisions regarding vaccinations for themselves and their children.</p>

Appropriate accommodations for children with disabilities with respect to health and safety policies.

Students with disabilities receiving in-person instruction are afforded individualized accommodations that have been identified through the IEP team process. Students are provided both the learning accommodations and the health and safety accommodations that have

been agreed upon and developed by the entire IEP team. Students with disabilities who are receiving instruction from home isolation will be provided the same required accommodations. These will be provided in a way that best meets the needs of the students, including, but not limited to, in person homebound visits for instruction and related services.

2. Describe how the LEA will ensure continuity of services including but not limited to services to address the students’ academic needs, and students’ and staff social, emotional, mental health, and other needs, which may include student health and food services.

Union City Community Schools will resume full in-person learning with continuity of all services beginning in August 2022 for all students in Grades Begindergarten-12. Also, UCCS will be offering free lunch in all of our buildings for the upcoming school year to help meet the nutritional needs of our students.

Ensuring Students’ Academic Needs:

As in previous years, Union City Community Schools will continue its use of the NWEA assessments in reading and mathematics for 22-23 for students in grades K-8. The assessment will be administered three times a year: the first during the first six weeks of the school year, the second during the month of January, and the third during the spring prior to the last day of school in June. UCCS will also continue to use extensive assessments in grades K-5 to determine interventions and supports to better meet the needs of its learners in both reading and mathematics. Progress reports will be available on the UCCS website in February

and June indicating NWEA results.

Following the pandemic, Union City Community Schools will provide a continuity of services, as well as implementing new research-based programs and digital resources to support, enrich and accelerate student learning. For the 22-23 academic year, please note the following changes to ensure students' academic needs are being met:

- **K-5 Math Interventions/Science Teacher** - The implementation of a new teacher to provide interventions in math in grades K-2 as well as science instruction in grades 3 and 4.
- **K-4 Bookworms:** This year we are implementing the most recent update to the bookworms curriculum designed to improve instruction and learning in our K-4 classrooms in the area of reading.
- **Digital Tools:** Although we know that in-person learning is the most effective model, students' interactions with online resources can be engaging and beneficial for learning. During the pandemic, UCCS worked to ensure that all students had access to technology (iPads and Laptops) and purchased resources for digital learning that would support classroom instruction.

All staff will continue to make effective use of Powerschool and other online tools like Schoology along with the other Google applications to maintain a continuity of services when students are limited in their school attendance.

Ensuring Students' Social, Emotional and Mental Health Needs:

The landscape of teaching and learning has changed following pandemic learning. While we anticipate that students returning in the fall will exhibit learning and social-emotional challenges, staff and leaders at Union City Community Schools are well-prepared to support their needs. While much of this is a natural part of our existing approaches to support our UCCS students, the inclusion of additional support staff for the 22-23 school year will help to provide individualized, meaningful, and appropriate social-emotional support for our students.

Much like 21-22, there are some meaningful programs that will continue to serve our students and their families. UCCS will continue to partner with Summit Pointe which provides a part-time mental health clinician housed at Union City Middle School and High School as a Tier II and Tier III mental health support for students.

To continue to support positive school attendance and to connect UCCS families with further services through MDHHS and other outside agencies, our school counselors participate in RTI,

child study, and 504 meetings. Linking the school to wider community support is not only ensuring the health needs of students, but also to their families.

UCCS has three full-time counselors. These positions require counseling staff to spend more time working on social-emotional needs of students, whether it is through 1:1 counseling, working with small groups of students, or in classrooms.

Our *Second Step* program in Kindergarden-5th grade was updated with the latest curriculum materials and is evidence-based to promote social and emotional growth in elementary students. Michigan Model for Health is also used in grades K-12 to support our students' social-emotional growth.

In 21-22, UCCS began training with Starr Commonwealth to provide trauma training to all K-12 staff, and to facilitate case studies providing staff with coaching on how to intervene effectively with students who are experiencing trauma impacting their learning in the classroom. Case studies for 22-23 will continue and be implemented in each UCCS school building. To build capacity in the UCCS staff, all three building counselors, who are Certified Trauma & Resilience Practitioners, will continue to focus on implementing trauma-responsive strategies at all grade levels.

In conjunction with the Starr Commonwealth training, UCCS staff completes the universal screener DESSA rating assessment three times per year on all students. DESSA provides a common lens and language for crafting an SEL program that involves educators, parents, and students. The DESSA is commonly used to inform the delivery of SEL at Tier I, Tier II, or Tier III as well as measuring the results of that delivery, and supports a variety of educational models.

UCCS has a district wide PBIS program, "ROCKS" (Respect, Ownership, Character, Kindness, Safety), that ensures we have a consistent and aligned framework for establishing the social, cultural, behavioral, and academic supports needed for our schools to be an effective learning environment for all students.

Moreover, Union City Community School is currently seeking funding to implement the TRAILS curriculum for the 2023-24 school year. TRAILS promotes equitable access to youth mental health services, and is a research-based approach to meet all students' mental health care needs. If funding is obtained, UCCS staff will participate in training and ongoing support to implement school-appropriate mental health programs grounded in cognitive-behavioral therapy (CBT) and mindfulness - techniques to reduce symptoms of anxiety and depression. TRAILS lessons will be delivered in elementary classrooms and middle and high school advisory courses throughout the 23-24 school year. UCCS counselors will be providing Tier II and Tier III TRAILS interventions and supports.

Ensuring Staff's Social, Emotional and Mental Health Needs:

The UCCS is very concerned that the needs of its staff members are met and that staff members have the opportunity and supports necessary to deal with the issues that arise through the performance of their work, especially during these difficult times.

The district works with our insurance provider HUB Inc. to provide a number of resources available for staff to take advantage of to give them support.

In addition, our full-time staff is provided with excellent insurance coverage for all types of services including mental health services.

Lastly, as a small school district with three relatively small buildings, our staff members have a very close relationship with each other and look out for each other. Each building has opportunities for staff to be together socially and interact, and a strong foundation through which they reach out and support each other in difficult times.

Part Two: Consultation with Stakeholders

3. Describe how the LEA will, in planning for the use of ARP ESSER funds, engage in meaningful consultation with stakeholders. Provide an overview of how the public stakeholder input was considered in the development of the LEA’s Safe Return to In-Person Instruction and Continuity of Services Plan.

From the inception of the Extended COVID Learning Plan developed for the 2020-2021 school year, staff, parents and community members have been given opportunities to voice their opinions, provide perspectives, and offer feedback regarding plans for pandemic learning. UCCS continues to utilize Board of Education meetings as a conduit to the general public, but also provided other opportunities for stakeholders to share input since 2021.

To meet the requirements of Public Act 149, Section 98a, Union City Community Schools reconfirmed how instruction was delivered during the 2020-2021 school year on a monthly basis that included public input.

Before an LEA Plan of Use was developed for the expenditures of ESSER III funds, input was solicited from the community. The needs of the district were discussed in public school board meetings and a public opportunity for specific comment regarding the ESSER III fund use was held prior to the school board meeting in January 2022.

Through the regular district improvement process more stakeholder input was gathered to help make decisions around spending.

To meet the requirements of the law, every six months the plan will be presented to the UCCS Board of Education during their regular meetings as an official agenda item for informational purposes only. UCCS will conduct a community forum allowing community members to provide input and feedback on the plan.

4. Periodic Review Process and Understandable & Uniform Format

Districts are required to periodically review and, as appropriate, revise their **Safe Return to In-Person Instruction and Continuity of Services Plan** at least every six months through September 30, 2023. Each review must include seeking public input on the plan and revising the plan after taking into account public input. The review dates are as follows:

October 2022

April 2023

November 2023

Union City Community Schools will use the current template and make it accessible to the public. The plan will be posted publicly on the Union City Community Schools website, and accommodations can be made for those who require formats related to language or disabilities.