



GREAT LAKES

ACADEMY

Return to Learn 2020-2021

COVID-19 Preparedness and Response Plan

Sent to board on 8/3/20 for review



Name of District: Great Lakes Academy of Pontiac

Address of District: 46312 Woodward Ave, Pontiac, MI 48342

District ID Number: 63907

District Web Site: www.greatlakesacademy.org

Intermediate School District: Oakland Schools

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Preparedness Plan Assurances

Great Lakes Academy School agrees to meet all the following requirements of Executive Order 2020-142:

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will comply with guidance from the United States Department of Education, including its Office of Civil Rights and office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- The Academy will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.



This COVID-19 Preparedness and Response Plan was adopted by Board of Directors at its regular Business Meeting held on August 6, 2020.

Sandra L. Rolle

Signature of Board of Education President

8/7/2020

Date

Each district shall submit a single completed Assurance Document and Preparedness Plan to its Board of Education (in the case of a PSA, the Academy Board of Directors; in the case of a nonpublic school, the chief or designated school administrator) in time for approval by August 15, 2020, or seven days before the first day of school, whichever comes first.

The Preparedness Plan will be collected by the Intermediate School District for public school districts, the authorizing body for public school academies, or the chief/designated school administrator for nonpublic schools for transmission to the State Superintendent of Public Instruction and State Treasurer by August 17, 2020. Additionally, this Preparedness Plan must be posted on the district's/PSA's, or nonpublic school's public website home page no later than August 17, 2020.

Link to the approved plan posted on the District/PSA/nonpublic school website:	www.greatlakesacademy.org
Name of district/PSA/nonpublic leader submitting plan:	Philip Yaccick-Principal/CAO
Date received by the ISD/authoring body/designated school administrator:	
Date submitted to State Superintendent and State Treasurer:	



Overview

Introduction

The 2020-2021 school year gets underway on August 31, 2020. Great Lakes Academy take the health and safety of our students and staff very seriously.

MI Safe Start

Return to Learn 2020-2021 outlines steps that will be taken by Great Lakes Academy across the areas of Instruction, Social-Emotional Health, and Safety Protocols. The measures are aligned to the phases of MI Safe Start, which Governor Whitmer will continue to use as the highest-level governing framework for determining if and when it is safe to resume in-person instruction. Within MI Safe Start, schools are not permitted to provide in-person instruction of any kind if their region is within Phases 1-3 of the pandemic. All schools are permitted to resume in-person instruction beginning in Phase 4, with certain safety measures in place. Some regulations and mandates will be relaxed as COVID-19 public health metrics improve in Phases 5 of MI Safe Start. School districts retain authority to enact stricter public health requirements than those mandated withing the MI Safe Schools Roadmap. Additionally, school districts will retain the authority to close school buildings even if they have not been mandated to do so. The status of the virus is described below for the phases of MI Safe Start.

Phases 1-3

- Community spread of the virus is increasing and substantial.
- There is concern about health system capacity.
- Testing and tracing efforts may not be sufficient to control the spread of the pandemic.

Phase 4

- 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 indicates the need for distancing to stop transmission and move to the next phase.

Phase 5

- New cases and deaths continue to decrease for an additional period of time.
- At this point, the number of active cases has reached a point where infection from other members of the community is less common.
- With widespread testing, positivity rates often fall much lower than earlier phases.
- Rapid case investigation, contact tracing, and containment strategies cause new cases to continue to call.



Instruction

Teaching and learning are at the heart of what we do. This section describes the instructional programs that will be offered during each phase of MI Safe Start, including the technology resources provided to each student by Great Lakes Academy in support of remote learning.

Instruction		
Phases 1-3	Phase 4	Phase 5
<p>The school is closed for in person instruction. Great Lakes Academy students learn in a fully remote format delivered via the Canvas Platform.</p> <p>The building is closed to everyone, and staff work remotely. In-person work will be permitted for school employees or contractors necessary to conduct minimum basic school operations, including those employees or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions, Nutrition Services personnel preparing food for distribution to students or their families if providers follow all emergency protocols identified by the state.</p> <p>Communication platforms will include, Canvas, Dojo, Email, Phone Call and Text Message to families, in order to inform them on updates and changes to school functions.</p> <p>Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.</p>	<p>Eagles Online, a fully remote learning option, is available to students in all grades K-8 and is delivered via the Canvas Platform and Big Blue Button.</p> <p>Students in grades K-8 learn in a blended format, with two days of in-person instruction. Students assigned to Cohort A attend school in-person on Mondays and Tuesdays while students in Cohort B learn remotely. Students assigned to Cohort B attend school in person on Thursday and Friday while students in Cohort A learn remotely. All students have remote instruction on Wednesdays.</p> <p>Communication platforms will include, Canvas, Dojo, Email, Phone Call and Text Message to families, in order to inform them on updates and changes to school functions.</p> <p>Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.</p>	<p>Eagles Online, a fully remote learning option, is available to students in all grades K-8 and is delivered via the Canvas Platform and Big Blue Button.</p> <p>Regular in-person instruction, five days per week, resumes for all students in grades K-8, with many safety protocols still in place.</p> <p>Regular school start and end times are resumed.</p> <p>Communication platforms will include, Canvas, Dojo, Email, Phone Call and Text Message to families, in order to inform them on updates and changes to school functions.</p> <p>Gather feedback from families, teachers, students, and school leaders about their experiences with remote learning through online surveys and/or virtual focus groups or conversations.</p> <p>School and educators will engage in bi-weekly staff meetings to:</p> <ul style="list-style-type: none"> • Participate in curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.



Instruction Cont.

Phases 1-3	Phase 4	Phase 5
<p>School and educators will engage in bi-weekly staff meetings to:</p> <ul style="list-style-type: none">• Participate in curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.• Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed.• Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year. Identify students who potentially need additional support• Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. <p>Review students' IEPs, IFSPs, and 504 plans in coordination with general and special education teachers to reflect the child's needs based on assessment data and parent feedback, and design accommodations and match services accordingly.</p> <p>Develop a continuation of services plan for students needing occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.</p>	<p>School and educators will engage in bi-weekly staff meetings to:</p> <ul style="list-style-type: none">• Participate in curriculum planning and documentation to ensure stability of instruction, whether school buildings are open or closed.• Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed.• Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year. Identify students who potentially need additional support• Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. <p>Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.</p>	<ul style="list-style-type: none">• Identify students who did not engage in remote learning and develop a plan to provide additional supports, if needed.• Share data and concerns about each student's growth and needs with students' assigned teacher(s) for the 2020-2021 school year. Identify students who potentially need additional support• Share knowledge and ideas around the use and effectiveness of digital tools and resources that support remote learning. <p>Conduct a review of each students' IEP in partnership with teachers and parents to reflect each student's evolving needs based on time away from associated services including OT, PT, and Speech while school buildings were closed.</p>



Instruction Cont.		
Phases 1-3	Phase 4	Phase 5
<p>Monitoring:</p> <ul style="list-style-type: none">• Connectivity and Access: Ensure that all students and families have adequate connectivity and the devices necessary to successfully engage in and complete schoolwork.• Attendance: Use of systems to monitor and track students' online attendance daily• Student Work: Teachers will assess the quality of student work and provide feedback to students and families. Students will self-assess the quality of work, reflect on teacher feedback, and learning progress.• Assess every student grades K-8 the first few weeks of school through a diagnostic test that can be given online and conducted virtually, to understand where students are academically.		



Instructional Technology

Phases 1-3

The school is closed for in-person instruction. Students at all grade levels receive a district-provided Chromebook device at the start of the 2020-2021 school year.

WIFI hotspots are available to families to ensure equal access to connectivity.

Phase 4

Students at all grade levels, including Eagles Online, receive a district provided Chromebook at the start of the 2020-2021 school year.

WIFI hotspots are available to families to ensure equal access to connectivity.

Phase 5

Students at all grade levels, including Eagles Online, receive a district provided Chromebook at the start of the 2020-2021 school year.

WIFI hotspots are available to families to ensure equal access to connectivity.



Mental and Social-Emotional Health

Great Lakes Academy has developed several strategies to support the mental health and social-emotional wellbeing of students and staff. This section provides details about the resources available to GLA stakeholders, which are especially important during this time of added stress and uncertainty.

Mental and Social-Emotional Health

Phases 1-3	Phase 4	Phase 5
The school will use the Student Risk Screening Survey (SRSS) three times per year to assess behavioral needs of students and the school. Data is reviewed by the school MTSS team and action plans are created.	The school will use the Student Risk Screening Survey (SRSS) three times per year to assess behavioral needs of students and the school. Data is reviewed by the school MTSS team and action plans are created.	The school will use the Student Risk Screening Survey (SRSS) three times per year to assess behavioral needs of students and the school. Data is reviewed by the school MTSS team and action plans are created.
GLA students participate in a self-reporting universal mental health screening tool. Guidelines for identification and rapid referral of at-risk students are communicated to support teams.	GLA students participate in a self-reporting universal mental health screening tool. Guidelines for identification and rapid referral of at-risk students are communicated to support teams.	GLA students participate in a self-reporting universal mental health screening tool. Guidelines for identification and rapid referral of at-risk students are communicated to support teams.
Staff development to prepare for the 2020-2021 school year will include training in adult mental wellness, trauma informed teaching, student Social-Emotional Learning, and anti-racist teaching practices. Staff development during the school year will include additional training in culturally responsive teaching.	Staff development to prepare for the 2020-2021 school year will include training in adult mental wellness, trauma informed teaching, student Social-Emotional Learning, and anti-racist teaching practices. Staff development during the school year will include additional training in culturally responsive teaching.	Staff development to prepare for the 2020-2021 school year will include training in adult mental wellness, trauma informed teaching, student Social-Emotional Learning, and anti-racist teaching practices. Staff development during the school year will include additional training in culturally responsive teaching.
The School Mental Health Specialist is designated to serve as the main contact to centralize mental health referrals, communications to families and students, and public-facing wellness materials.	The School Mental Health Specialist is designated to serve as the main contact to centralize mental health referrals, communications to families and students, and public-facing wellness materials.	The School Mental Health Specialist is designated to serve as the main contact to centralize mental health referrals, communications to families and students, and public-facing wellness materials.
In weekly PLC meetings, staff review student academic and social-emotional progress.	In weekly PLC meetings, staff review student academic and social-emotional progress.	In weekly PLC meetings, staff review student academic and social-emotional progress.

Mental and Social-Emotional Health Cont.

Phases 1-3	Phase 4	Phase 5
Responsive PD provided to ancillary staff is based on student needs. GLA has compiled many wellness resources available to families and staff, which include Student Wellness and Social Emotional Supports for Families, Staff Wellness Resources, and the Employee Assistance Program.	Responsive PD provided to ancillary staff is based on student needs. GLA has compiled many wellness resources available to families and staff, which include Student Wellness and Social Emotional Supports for Families, Staff Wellness Resources, and the Employee Assistance Program.	Responsive PD provided to ancillary staff is based on student needs. GLA has compiled many wellness resources available to families and staff, which include Student Wellness and Social Emotional Supports for Families, Staff Wellness Resources, and the Employee Assistance Program.
The GLA Crisis Response Team maintains crisis management plans for Grief and Loss Support for Students and Families, Loss of a School Community Member, and Grief and Loss Resources.	The GLA Crisis Response Team maintains crisis management plans for Grief and Loss Support for Students and Families, Loss of a School Community Member, and Grief and Loss Resources.	The GLA Crisis Response Team maintains crisis management plans for Grief and Loss Support for Students and Families, Loss of a School Community Member, and Grief and Loss Resources.
The School Mental Health Specialist provides biweekly emails with resiliency and wellness information for staff, as well trainings online or in-person.	The School Mental Health Specialist provides biweekly emails with resiliency and wellness information for staff, as well trainings online or in-person.	The School Mental Health Specialist provides biweekly emails with resiliency and wellness information for staff, as well trainings online or in-person.
The School Mental Health specialist is the designated mental health liaison and works with local agencies and community partners to connect families with resources.	The School Mental Health specialist is the designated mental health liaison and works with local agencies and community partners to connect families with resources.	The School Mental Health specialist is the designated mental health liaison and works with local agencies and community partners to connect families with resources.
Resources are available to stakeholders having trouble with mental health or social-emotional wellness.	Resources are available to stakeholders having trouble with mental health or social-emotional wellness.	Resources are available to stakeholders having trouble with mental health or social-emotional wellness.
GLA will develop and provide resources as needed: refer parents to their employment resources (if applicable), honor community helpline, as well as other resources available in our community.	GLA will develop and provide resources as needed: refer parents to their employment resources (if applicable), honor community helpline, as well as other resources available in our community.	GLA will develop and provide resources as needed: refer parents to their employment resources (if applicable), honor community helpline, as well as other resources available in our community.

Safety Protocols

This section provides important information about safety protocols expected during each phase of MI Safe Start. Included here are specific details about the wearing of person protective equipment, hygiene, screening, testing for COVID-19, responding to positive tests, food service, gatherings, extra-curricular activities, athletics, and cleaning.

Personal Protective Equipment

Phases 1-3	Phase 4	Phase 5
<p>Great Lakes Academy is closed for in-person instruction.</p>	<p>Face coverings must be worn by staff at all times except for meals. K-5 and special education teachers should consider wearing clear masks.</p> <p>Face coverings for students in grades K-5 are highly encouraged in classroom and must be worn when students leave their classes during the school day or when they come in close contact with students in another class.</p> <p>Face coverings must be worn in classrooms by all students in grades 6-8.</p> <p>Face coverings must always be worn in hallways and common areas by K-8 students in the building except for during meals.</p> <p>Any staff or student that is unable to medically tolerate a face covering must not wear one. Any staff or student that is incapacitated or unable to remove face covering without assistance, must not wear one. Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE. Documentation is required for exceptions to the face covering requirement.</p>	<p>Continued use of face coverings may be necessary in Phase 5. The exact use of face coverings will be assessed in light of the conditions at the time of transition to full time in-person instruction and as advised by public health officials.</p>



Personal Protective Equipment Cont.

Phases 1-3

Phase 4

Phase 5

Face coverings may be homemade or disposable level-one (basic) grade surgical masks. Homemade face coverings must be washed daily, and disposable face coverings must be disposed of at the end of each day.

The Student Code of Conduct addresses the failure to follow school rules, which includes the requirement to wear a face covering. If a student or parent objects to wearing a face covering, they should consider enrolling in the Eagles Online Program.

No transportation is provided, therefore, meaning no PPE requirements.

Hygiene		
Phases 1-3	Phase 4	Phase 5
Great Lakes Academy is closed for in-person instruction.	<p>Hand sanitizer is provided in every classroom, common areas, hallways, offices, etc. Handwashing signage is posted and visible.</p> <p>All teachers deliver lessons on proper handwashing techniques on the first day of school and reinforce handwashing and sanitizing regularly.</p> <p>All teachers educate students on how to cough and sneeze into their elbows, or to cover with a tissue, how to dispose of used tissues and washing hands immediately.</p> <p>Soap and hand sanitizer levels are monitored regularly by custodial staff and are refilled at least daily or more frequently.</p> <p>Principal and teachers develop and post handwashing schedules in instructional areas.</p> <p>Teachers develop classroom procedures to limit sharing of supplies like writing utensils.</p> <p>Students' personal items are kept separately in labeled containers, lockers, or cubbies.</p> <p>Each classroom is provided cleaning products with EPA-approved emerging viral pathogens claims, which are expected to be effective against SARS-CoV-2, based on data for harder to kill viruses.</p>	<p>Hand sanitizer is provided in every classroom, common areas, hallways, offices, etc. Handwashing signage is posted and visible.</p> <p>Lessons on proper handwashing techniques continue.</p> <p>Soap and hand sanitizer levels are monitored regularly by custodial staff and are refilled at least daily or more frequently.</p> <p>Principal and teachers develop and post handwashing schedules in instructional areas.</p> <p>Teachers develop classroom procedures to limit sharing of supplies like writing utensils.</p> <p>Students' personal items are kept separately in labeled containers, lockers, or cubbies.</p> <p>Each classroom is provided cleaning products with EPA-approved emerging viral pathogens claims, which are expected to be effective against SARS-CoV-2, based on data for harder to kill viruses.</p>

Spacing, Movement, and Access

Phases 1-3	Phase 4	Phase 5
<p>Great Lakes Academy is closed for in-person instruction.</p> <p>No childcare will be provided.</p> <p>School employees and contractors may be permitted to be physically present in the school building for the purposes of conducting basic school operations, including remote live instruction, as determined by school administration.</p>	<p>Every effort will be made to space desks six feet apart in classrooms. In classrooms where large tables are utilized, students will be spaced as far apart as feasible.</p> <p>Physical dimensions of classrooms vary across the building and class sizes will be kept to the level necessary to maintain proper distancing in the space available.</p> <p>Every effort will be made to arrange desks to face the front of the room.</p> <p>Teachers should maintain six feet of spacing between themselves and students as much as possible.</p> <p>Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.</p> <p>Floor tape or other markers should be used at six-foot intervals where line formation is anticipated.</p> <p>Provide social distancing floor/seating markings in waiting and reception areas.</p> <p>Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.</p>	<p>Every effort will be made to arrange desks to face the front of the room and kept with as much spacing between as feasible.</p> <p>Visitor access to schools will be restricted to the main office only. Classroom visitors will not be permitted. When entering the building, visitors shall wash their hands or use available hand sanitizer immediately. They shall wear a face covering and will be screened for symptoms. Strict records, including the date and time of the visit and visitor contact information shall be kept of non-school employees or others entering the building.</p> <p>Phone or email contact with school personnel is highly encouraged. Parents and members of the public should be seen by school personnel by appointment and only when necessary.</p> <p>In areas where it is necessary to serve members of the public or where congestion may occur, such as the main office, food service areas, visual indicators of appropriate spacing should be provided.</p> <p>In classrooms where windows can open, they may be opened as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.</p>

Spacing, Movement, and Access Cont.

Phases 1-3	Phase 4	Phase 5
	<p>Visitor access to schools will be restricted to the main office only. Classroom visitors will not be permitted. When entering the building, visitors shall wash their hands or use available hand sanitizer immediately. They shall wear a face covering and will be screened for symptoms. Strict records, including the date and time of the visit and visitor contact information shall be kept of non-school employees or others entering the building.</p> <p>Phone or email contact with school personnel is highly encouraged. Parents and members of the public should be seen by school personnel by appointment and only when necessary.</p> <p>In areas where it is necessary to serve members of the public or where congestion may occur, such as the main office, food service areas, visual indicators of appropriate spacing should be provided.</p> <p>In classrooms where windows can open, they may be opened as much as possible, weather permitting. Considerations will be made for students with allergy-induced asthma.</p> <p>Every effort will be made to have one class in the hallway at a time.</p>	<p>Specials may be brought into the classrooms instead of having students move to different locations. Physical education may be held outside with social distancing of six feet apart being practiced.</p>

Spacing, Movement, and Access Cont.
Phases 1-3
Phase 4

As able, "specials" should be brought to the classrooms instead of having students move to different location.

Phase 5

Screening Students and Staff

Phases 1-3	Phase 4	Phase 5
Great Lakes Academy is closed for in-person instruction.	Great Lakes Academy cooperates fully with the local health department regarding implementing screening protocols.	Great Lakes Academy cooperates fully with the local health department regarding implementing screening protocols.
	Principal designates an isolation area and a staff person to care for those who become ill at school. The isolation area is located away from others, in a room with closable doors.	Principal designates an isolation area and a staff person to care for those who become ill at school. The isolation area is located away from others, in a room with closable doors.
	Students who become ill with COVID-19 symptoms are placed in the identified isolation area with a surgical mask in place until they can be picked up. Staff caring for them should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.	Students who become ill with COVID-19 symptoms are placed in the identified isolation area with a surgical mask in place until they can be picked up. Staff caring for them should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.
	Symptomatic students sent home from school must be kept home until they have tested negative or have completely recovered according to CDC guidelines.	Symptomatic students sent home from school must be kept home until they have tested negative or have completely recovered according to CDC guidelines.
	All employees entering the workplace are required to complete a daily entry self-screening protocol, which includes, at a minimum, a questionnaire covering symptoms and exposure to people with possible COVID-19. The protocol may also include temperature checks.	All employees entering the workplace are required to complete a daily entry self-screening protocol, which includes, at a minimum, a questionnaire covering symptoms and exposure to people with possible COVID-19. The protocol may also include temperature checks.



Testing Protocols for Students and Staff

Phases 1-3	Phase 4	Phase 5
Great Lakes Academy does not offer transportation.	Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.	Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
	Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.	Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
	Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.	Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
	Families are notified of the presence or clinically diagnosed cases of COVID-19 in the classroom and/or school using regular district-established communication protocols to encourage closer observation for any symptoms at home.	Families are notified of the presence or clinically diagnosed cases of COVID-19 in the classroom and/or school using regular district-established communication protocols to encourage closer observation for any symptoms at home.
	At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.	At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

Testing Protocols for Students and Staff Cont.

Phases 1-3	Phase 4	Phase 5
	<p>In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19.</p>	<p>In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19.</p>

Responding to Positive Tests Among Students and Staff

Phases 1-3	Phase 4	Phase 5
Great Lakes Academy is closed for in-person instruction.	Great Lakes Academy cooperates fully with the local public health department if a confirmed case of COVID-19 is identified, and in particular, will collect the contact information for any close contacts of the affected individual from two days before her or she showed symptoms to the time when he or she was last present at the school.	Great Lakes Academy cooperates fully with the local public health department if a confirmed case of COVID-19 is identified, and in particular, will collect the contact information for any close contacts of the affected individual from two days before her or she showed symptoms to the time when he or she was last present at the school.
	Local health officials, staff, and students are notified immediately of any possible case of COVID-19. Confidentiality, consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws will be maintained.	Local health officials, staff, and students are notified immediately of any possible case of COVID-19. Confidentiality, consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws will be maintained.
	Oakland County Health Division initiates contact tracing following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) is asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Great Lakes Academy assists the health department by collecting data and contact information of those exposed.	Oakland County Health Division initiates contact tracing following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) is asked to self-quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Great Lakes Academy assists the health department by collecting data and contact information of those exposed.

Responding to Positive Tests Among Students and Staff Cont.

Phases 1-3	Phase 4	Phase 5
	<p>Great Lakes Academy regularly provides staff guidance on confidentiality laws and statutes that protect student and staff health information. Students communicable disease related information is protected health information. Even if a family or student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test.</p> <p>Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious as instructed by health officials using the most current guidelines from the CDC for this determination.</p> <p>A surgical mask, gloves, and a face shield are required to be worn by custodial staff while cleaning in response to a positive test from a student or staff member.</p> <p>Upon notification, every effort will be made for staff to close an area where a student or staff member who tested positive for COVID-19 was located for a period of 24 hours prior to cleaning to minimize the risk of any airborne particles.</p>	<p>Great Lakes Academy regularly provides staff guidance on confidentiality laws and statutes that protect student and staff health information. Students communicable disease related information is protected health information. Even if a family or student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test.</p> <p>Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious as instructed by health officials using the most current guidelines from the CDC for this determination.</p> <p>A surgical mask, gloves, and a face shield are required to be worn by custodial staff while cleaning in response to a positive test from a student or staff member.</p> <p>Upon notification, every effort will be made for staff to close an area where a student or staff member who tested positive for COVID-19 was located for a period of 24 hours prior to cleaning to minimize the risk of any airborne particles.</p>

Food Service, Gatherings, and Extra-Curricular Activities

Phases 1-3	Phase 4	Phase 5
<p>While Great Lakes Academy is closed for in-person instruction, meals are available for pick-up at a designated distribution location.</p> <p>All after-school activities and inter-school activities are suspended.</p>	<p>Indoor assemblies that bring together students from more than one classroom are strictly prohibited.</p> <p>Meals are available for students learning remotely.</p> <p>Students, teachers, and cafeteria staff must wash hands before and after every meal.</p> <p>Individually plated meals are served in classrooms instead of in a cafeteria, while ensuring the safety of students with food allergies.</p> <p>Meals are served using disposable utensils and dishes. Where possible, meals are individually packaged and delivered to classrooms. In cases where food is offered for pick up in the cafeteria, it is individually pre-packaged for each attendee. Hand sanitizer is dispensed to each student before entering the food service area to pick up prep-ordered meals. Students picking up meals consume them in designated area which allows for social distancing.</p> <p>There is no sharing of food or utensils to ensure the safety of children with food allergies.</p>	<p>Serving and cafeteria staff use barrier protection including gloves, face shields, and surgical masks.</p> <p>Students, teachers, and cafeteria staff must wash hands before and after every meal.</p> <p>All gatherings, including those that occur outdoors (e.g., graduations) must comply with current and future executive orders that set caps on congregations of people.</p> <p>Offsite field trips are restricted. When permitted, they must comply with transportation guidelines within this document, including mandatory face covering.</p> <p>Where possible, classrooms continue to be used for eating in place, taking into consideration food allergies. In such cases, school supplied meals are delivered to classrooms with disposable utensils whenever possible.</p> <p>If cafeteria must be used, meals times will be staggered to create seating arrangements with six feet of distance between students.</p> <p>Assemblies and other events are limited and can be live-streamed or telecasted when possible in order to reduce the number of attendees.</p>

Food Service, Gatherings, and Extra-Curricular Activities Cont.

Phases 1-3	Phase 4	Phase 5
	<p>All Nutrition Services staff must wear a face covering and disposable gloves. Employees must wash their hands after removing their gloves or after directly handling used food service items.</p> <p>Offsite field trips are not permitted.</p> <p>Extra-curricular activities may continue with the use of face coverings.</p> <p>Large scale indoor performing arts events are suspended. Outdoor performances may be held and are limited to no more than 100 people using face coverings, with people not part of the same household maintaining six feet of distance from one another.</p>	<p>Students and teachers must wash hands before and after every event.</p> <p>After-school programs may continue with the use of face coverings.</p>

Athletics		
Phases 1-3	Phase 4	Phase 5
Great Lakes Academy is closed for in-person instruction, and all athletic activities and competitions are suspended.	<p>Great Lakes Academy follows all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).</p> <p>Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering.</p> <p>Every participant should confirm that they are healthy and without any symptoms prior to any event.</p> <p>All equipment is disinfected before and after use.</p> <p>Spectators are allowed at competitions provided that face coverings are used by observers and six feet of social distancing can be maintained at all times. Special attention must be given to entry and exit points to prevent crowding.</p> <p>Every participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.</p> <p>Handshakes, fist bumps, and other unnecessary contact must not occur.</p> <p>Outdoor physical conditioning activities are allowed while maintaining social distancing.</p>	Great Lakes Academy follows all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).



Athletics Cont.

Phases 1-3

Phase 4

Phase 5

Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

Cleaning		
Phases 1-3	Phase 4	Phase 5
Great Lakes Academy is closed for in-person instruction.	<p>In addition to typical cleaning, enhanced protocols and schedules are enacted.</p> <p>Frequently touched surfaces are disinfected at least every four hours with an EPA-approved disinfectant.</p> <p>Any hands-on learning spaces are cleaned with an EPA-approved product after each class period.</p> <p>Students desks are disinfected with an EPA-approved product after each class period.</p> <p>Playground structures are cleaned at least once per day.</p> <p>All cleaning and disinfecting products continue to be stored safely with proper use of ventilation when the products are in use.</p> <p>Custodial staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.</p>	<p>Frequently touched surfaces are disinfected at least every four hours with an EPA-approved disinfectant.</p> <p>Any hands-on learning spaces are cleaned with an EPA-approved product after each class period.</p> <p>Students desks are disinfected with an EPA-approved product after each class period.</p> <p>Playground structures are cleaned at least once per day.</p> <p>Athletic equipment is cleaned before and after each use.</p> <p>All cleaning and disinfecting products continue to be stored safely with proper use of ventilation when the products are in use.</p> <p>Custodial staff must wear gloves, surgical mask, and face shield when performing all cleaning activities.</p>

Buses and Student Transportation

Phases 1-3	Phase 4	Phase 5
Great Lakes Academy is closed for in-person instruction.	Great Lakes Academy does not offer transportation.	Great Lakes Academy does not offer transportation with the exception of off-site field trip transportation provided by a third party. Face coverings must be worn by K-8 students, staff, and bus drivers during transportation.



Operations

This section provides important information about operation protocols expected during each phase of MI Safe Start. The section will include information on facilities, technology, budget, food service, enrollment, and staffing.



Facilities		
Phases 1-3	Phase 4	Phase 5
Audit necessary materials and supply chain for cleaning and disinfection supplies.	Audit necessary materials and supply chain for cleaning and disinfection supplies.	Audit necessary materials and supply chain for cleaning and disinfection supplies.
Continue to maintain schools in good working order to prepare for the subsequent return of students.	Coordinate with LEMP for support with procurement of cleaning and disinfection supplies.	Coordinate with LEMP for support with procurement of cleaning and disinfection supplies.
Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.	Audit any additional facilities that the district may have access to that could be used for learning. (Does not apply, one building district)	Audit any additional facilities that the district may have access to that could be used for learning. (Does not apply, one building district)
Custodial Staff recommended to wear surgical masks when performing cleaning duties.	Provide school-level guidance for cleaning and disinfecting all core assets including building and playgrounds. Frequently touched surfaces should be cleaned several times a day.	Provide school-level guidance for cleaning and disinfecting all core assets including building and playgrounds. Frequently touched surfaces should be cleaned several times a day.
School should create a contingency plan to coordinate the use of the school building for essential actions.	Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.	Alert school-based custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC.
Coordinate with LEMP for support with procurement of cleaning and disinfection supplies.	Meet with custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.	Meet with custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
	Provide advanced training for custodial staff.	Provide advanced training for custodial staff.
	Custodial staff should continue deep cleaning over the summer.	Custodial staff should continue deep cleaning over the summer.
	Audit school building with a focus on: <ul style="list-style-type: none"> How many classrooms are available 	Audit school building with a focus on: <ul style="list-style-type: none"> How many classrooms are available



Facilities Cont.

Phases 1-3

Phase 4

Phase 5

- Size of each classroom
- Additional spaces that are available (e.g., gym, lunchroom)

Ventilation of each classroom
Audit school security protocols to decide if any process changes need to be implemented

School security staff should follow CDC protocols if interacting with the general public.

Maintain facility for in-person school operations:

- Check HVAC systems to ensure that they are running efficiently
- air filters should be changed regularly
- Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
- Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.
- use when performing cleaning duties.

- Size of each classroom
- Additional spaces that are available (e.g., gym, lunchroom)

Ventilation of each classroom
Audit school security protocols to decide if any process changes need to be implemented

School security staff should follow CDC protocols if interacting with the general public.

Maintain facility for in-person school operations:

- Check HVAC systems to ensure that they are running efficiently
- air filters should be changed regularly
- Custodial staff should distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
- Signage about frequent handwashing, cough etiquette, and nose blowing should be widely posted, disseminated, and encouraged through various methods of communication.

Facilities Cont.

Phases 1-3	Phase 4	Phase 5
	<ul style="list-style-type: none"> Custodial staff should follow guidance from CDC about the use of face coverings and special respirators at use when performing cleaning duties. 	<ul style="list-style-type: none"> Custodial staff should follow guidance from CDC about the use of face coverings and special respirators at use when performing cleaning duties.
	School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.	School leaders should conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
	Procure level-1 facial coverings, including those with a transparent front, for K-5 teachers, low-income students, and students with special needs.	Procure level-1 facial coverings, including those with a transparent front, for K-5 teachers, low-income students, and students with special needs.
	Procure level-1 surgical masks for cleaning and janitorial staff.	Procure level-1 surgical masks for cleaning and janitorial staff.
	Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.	Activate school cleaning and disinfection protocols according to the CDC School Decision Tree. Custodial staff should wear surgical masks when performing cleaning duties.
	Maintain facilities for resumption of school operations.	Maintain facilities for resumption of school operations.

Technology		
Phases 1-3	Phase 4	Phase 5
Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.	Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.	Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning.
Designate a single point of contact in the school to plan and communicate with technology team.	Designate a single point of contact in the school to plan and communicate with technology team.	Designate a single point of contact in the school to plan and communicate with technology team.
Develop a district technology plan that includes guidance for schools. If possible, include training and support for educators to adapt remote learning for the classroom.	Develop school technology plan that includes guidance. If possible, include training and support for educators to adapt to remote learning for the classroom.	Develop school technology plan that includes guidance. If possible, include training and support for educators to adapt to remote learning for the classroom.
Identify a device and/or general technology support lead. Identify family technology liaisons to support communication regarding the use of technology and serve as a "help desk".	Identify a device and/or general technology support lead. Consider elevating that position to a more formal role and providing additionally support potentially with parent volunteers.	Identify a device and/or general technology support lead. Consider elevating that position to a more formal role and providing additionally support potentially with parent volunteers.
Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet.	Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology.	Where practical given demands on parents or guardians, consider identifying family technology liaisons to support communication regarding the use of technology.
Develop procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures may include: <ul style="list-style-type: none"> • Safely bagging devices collected at school • Sanitizing the devices prior to a repair or replacement evaluation • Ordering accessories that may be needed 	Develop procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures may include: <ul style="list-style-type: none"> • Safely bagging devices collected at school • Sanitizing the devices prior to a repair or replacement evaluation 	Develop procedures for return and inventory of school owned devices as part of a return to school technology plan. The procedures may include: <ul style="list-style-type: none"> • Safely bagging devices collected at school • Sanitizing the devices prior to a repair or replacement evaluation

Technology Cont.		
Phases 1-3	Phase 4	Phase 5
<ul style="list-style-type: none"> Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement <p>Ensure every student has access to the appropriate technology and connectivity needed to continue learning.</p> <p>Identify an asset tracking tool.</p> <p>Identify a vendor to assist with processing, returning, and maintaining devices, if needed.</p> <p>Develop on-site triage of staff and student devices to minimize the time that staff may be without a device.</p> <p>Prepare the Infrastructure Evaluation process. Every WiFi access point and wired network device should be tested.</p> <p>Develop a technology support plan for families.</p> <p>Continue to monitor device usage and compliance with online learning programs.</p> <p>Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.</p>	<ul style="list-style-type: none"> Ordering accessories that may be needed Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement <p>Develop on-site triage of staff and student devices to minimize the time that staff and students may be without a device.</p> <p>Develop a technology support plan for families.</p>	<ul style="list-style-type: none"> Ordering accessories that may be needed Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement <p>Develop on-site triage of staff and student devices to minimize the time that staff and students may be without a device.</p> <p>Develop a technology support plan for families.</p> <p>Where possible, consider implementing live streaming of classrooms for students who are medically vulnerable.</p>

Budget, Food Service, Enrollment, and Staffing

Phases 1-3	Phase 4	Phase 5
Based on instructional programming, provide instructional resources and materials to staff and students as feasible.	Support school in assessing student arrival protocols. This should include how students arrive at and depart from school.	Support school in assessing student arrival protocols. This should include how students arrive at and depart from school.
Work with MDE to understand flexibility with hiring and develop a plan to govern hiring in a remote environment.	Support school in conducting staff and student outreach to understand who is coming back: <ul style="list-style-type: none"> For staff, this should include a breakdown of the staff-administration, educators, support staff, etc. Develop a staffing plan to account for teachers and staff who are not returning or are at risk. For students, this should include those with preexisting conditions who may need a remote learning environment. 	Support school in conducting staff and student outreach to understand who is coming back: <ul style="list-style-type: none"> For staff, this should include a breakdown of the staff-administration, educators, support staff, etc. Develop a staffing plan to account for teachers and staff who are not returning or are at risk. For students, this should include those with preexisting conditions who may need a remote learning environment.
Ensure a plan for nutrition services and students' meals is in place, and provide a list of alternative meal options to families.		
Solidify food service processes, device distribution, delivery sites, and communication plans as necessary		
Define logistical expectations, including attendance expectations and time on schooling by grade level for students and teachers.	Assess need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.	Assess need for new or additional positions with a specific focus on student and staff wellness, technology support
	Work with employer of staff to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.	Work with employer of staff to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
	Work with employer of staff to recruit, interview, and hire new staff.	Work with employer of staff to recruit, interview, and hire new staff.

Budget, Food Service, Enrollment, and Staffing Cont.

Phases 1-3	Phase 4	Phase 5
	Work with employer of staff to consider redeploying underutilized staff to serve core needs.	Work with employer of staff to consider redeploying underutilized staff to serve core needs.
	Where possible, work with employer of staff, identify and modify staff positions, that would enable high-risk staff to provide remote services.	Where possible, work with employer of staff, identify and modify staff positions, that would enable high-risk staff to provide remote services.
	Communicate any student enrollment or attendance policy changes with school staff and families.	Communicate any student enrollment or attendance policy changes with school staff and families.
	Employer of staff will Provide guidance to school leaders for recruiting, interviewing, and hiring staff remotely.	Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.
	Seek and provide guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies).	Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.
	Coordinate services with related service providers, in the school and community, to identify and address new student and adult needs.	Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally.
	Work with employer of staff To take inventory how many substitute teachers are available.	Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
	Build and send back to school communications to all relevant stakeholders (i.e., families, school staff) and include updates across all policies and procedures.	

Budget, Food Service, Enrollment, and Staffing Cont.

Phases 1-3	Phase 4	Phase 5
	<p>Verify that student and staff handbooks and planners are printed and ready for distribution and/or are available digitally.</p> <p>Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 and share with school leaders.</p> <p>Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.</p> <p>Work with school leaders to orient new school staff to any operational changes.</p> <p>Create master teaching schedules, student and faculty arrival/dismissal schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.</p> <p>Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.</p>	<p>Create master teaching schedules, student and faculty arrival/dismissal schedules, lunch schedules for staff and students, and bell schedules with safety protocols in mind.</p> <p>Collaborate with food service staff to ensure any necessary food handling changes are implemented based on local public health guidance.</p>