

# COVID-19 Preparedness and Response Plan

(Executive Order 2020-142 District Preparedness Plan Template)

**Name of District:** Gull Lake Community Schools

**Address of District:** 10100 E D Ave, Richland, MI 49083

**District Code Number:** 39065

**Web Address of the District:** <https://www.gulllakecs.org/>

**Name of Intermediate School District:** Kalamazoo Regional Educational Service  
Agency (KRESA)

**Name of Authorizing Body (if applicable):** Kalamazoo Regional Educational Service  
Agency (KRESA)

## Preparedness Plan Introduction

Governor Whitmer's [Executive Order 2020-142](#) "provides a structure to support all schools in Michigan as they plan for a return of pre-K-12 education in the fall. Under the order, school districts must adopt a COVID-19 Preparedness and Response Plan laying out how they will cope with the disease across the various phases of the [Michigan Safe Start Plan](#). In turn, the accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase. There's no one-size-fits-all solution: What works in Lansing may not work in Sault Sainte Marie. Districts will retain the flexibility to tailor their instruction to their particular needs and to the disease conditions present in their regions." (EO-2020-142)

Each district (public, public school academy (PSA), nonpublic, and intermediate school district (ISD) that educates pre-K-12 students) shall submit a single completed Assurance Document and Preparedness Plan to its Board in time for approval by August 15 or seven days before the first day of school, whichever comes first. This template, when completed, serves as a single Assurance Document and Preparedness Plan.

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. A single application should be filed by the district rather than multiple applications for individual schools within a district.



## Preparedness Plan Assurances

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

- ✓ The District assures that when it provides in-person instruction to its students without disabilities, the district must also provide in-person instruction to its students with disabilities, consistent with their individualized education programs (IEPs).
- ✓ The District assures that when schools are closed to in-person instruction, districts must strive in good faith and to the extent practicable, based upon available resources, technology, training, and curriculum, as well as the circumstances presented by COVID-19, to provide equal access to any alternative modes of instruction to students with disabilities from birth through age 26. This assurance includes the provision of auxiliary services under section 1296 of the Revised School Code, MCL 380.1296.
- ✓ The District assures that while any state of emergency or disaster related to the COVID-19 pandemic continues, it shall comply with guidance from the United States Department of Education, including its Office of Civil Rights and Office of Special Education and Rehabilitative Services, and the Michigan Department of Education concerning the delivery of alternative modes of instruction to students with disabilities in light of the impact of COVID-19.
- ✓ The District assures that it shall, to the extent practicable and necessary, make individualized determinations whether and to what extent compensatory services may be needed for students with disabilities in light of the school closures during the 2019–2020 school year.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will close its buildings to anyone except: (a) District employees or contractors necessary to conduct minimum basic school operations consistent with a Preparedness Plan, including those employers or contractors necessary to facilitate alternative modes of instruction, such as distributing materials and equipment or performing other necessary in-person functions. (b) Food-service workers preparing food for distribution to students or their families. (c) Licensed child-care providers and the families that they serve, if providers follow all emergency protocols identified by the state.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will suspend athletics, after-school activities, inter-school activities, and busing.
- ✓ The District assures that during **Phase 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continued pay of school employees while redeploying staff to provide meaningful work in the context of the Preparedness Plan, subject to any applicable requirements of a collective bargaining agreement.
- ✓ The District assures that in **Phases 1, 2, or 3** of the *Michigan Safe Start Plan* it will provide for the continuation of food distribution to eligible students.
- ✓ The District assures that during **Phase 4** of the *Michigan Safe Start Plan* it will prohibit indoor assemblies that bring together students from more than one classroom.
- ✓ The District assures cooperation with the local public health department if a confirmed case of COVID-19 is identified, and agrees to collect the contact information for any close contacts of the affected individual from two days before he or she showed symptoms to the time when he or she was last present in school.



## Preparedness Plan

Every district must develop and adopt a COVID-19 Preparedness and Response Plan ("Preparedness Plan") that is informed by [Michigan's 2020-21 Return to School Roadmap](#) ("Return to School Roadmap") from the COVID-19 Task Force on Education and Return to School Advisory Council.

In accordance with Executive Order 2020-142 a plan must include all the following parts:

- A. The policies and procedures that the District will follow when the region in which the district is located is in **Phase 1, 2, or 3** of the *Michigan Safe Start Plan*.
  - 1. Describe how the district will offer alternative modes of instruction other than in-person instruction and a summary of materials each student and the student's parents or guardians will need to meaningfully access the alternative modes of instruction included in the Preparedness Plan. If the Preparedness Plan relies on electronic instruction, the Preparedness Plan must consider how the district will aid students who lack access to computers or to the internet. This is also in the Continuity of Learning and COVID-19 Response Plan submitted in April. You may want to update and link to this plan in your response below.

Gull Lake Community Schools (GLCS) will use the online learning platform of Google Classroom and/or Accelerate as the primary mode to deliver information to students and families. This will provide a Learning Management System (LMS) where families can access course materials through a single sign on approach. Staff will post weekly schedules, daily assignments, content, videos, links to Google Hangout / Zoom synchronous or real time instruction.

GLCS will provide synchronous mini lessons daily to support the online content, videos, and instructional materials. Students will be able to ask questions, engage with the teacher, and clarify assignments. Pre K - 5 will have smaller student groupings and times available daily for students to learn. 6-12 online synchronous class times will be aligned to their corresponding face to face daily schedule in order to accommodate all county wide courses and programs.

GLCS grading and feedback will mirror face to face learning, with numeric/percentage/letter grades. 6-12 utilizing Synergy and Parent Vue, so that families may track student progress. Pre K - 5th grade feedback will be given through Google Classroom and/or Accelerate and via email.

Students will be given access to a district Chromebook and internet hotspot if needed. The technology department has prepared K-8 Chromebook classroom cart devices to be distributed to individual students with appropriate district documentation. GLHS and Gateway Academy will continue to operate with its 1:1 format. Gull Lake Virtual Partnership (GLVP) full time students will receive a Chromebook. GLVP part time students may be eligible. If needed, district wide device and hotspot handout dates will be provided.

Staff will also make print materials available for students that do not have access to technology. Extreme caution will be taken with any paper materials that need to be turned back into school. Proper wait time, scanning information to staff members, and reduced



contact with paper materials will be utilized to provide a safe feedback process for all staff and families.

Attendance procedures will be updated to align with new pupil accounting guidance.

Special education services will be offered to all students with current Individual Education Plans (IEP) in the district. The Special Education Supervisor will work with special education teachers and ancillary staff to provide IEP supports and services. These services are intended to provide students an opportunity to maintain and continue their learning outside the classroom with flexible and reasonable expectations. Compliance with legal requirements will be ensured. Students eligible under Individuals with Disabilities Education Act (IDEA) will be provided services per their IEP or through a distance learning plan.

English Learner (EL) staff is diligently connecting with EL families to ensure students have the necessary support for equitable access to the curriculum. Students will be provided with both online access to the curriculum through Google Classroom. Additionally, classroom teachers along with EL staff will communicate with EL students and families to provide instructional supports via text and phone calls. Language assistance through interpreting and translating services will be provided.

#### KRESA Career and Technical Education (CTE)

CTE courses will continue to run as long as the state will continue to approve them in the completely online format. There is discussion right now surrounding CTE classes and if they will be funded and considered state approved if they move entirely online.

Despite that hurdle, the classes would run online during the same time and hours per week as they currently do if we were in phases 1-3. If a district makes plans that eliminate elective courses, the CTE courses and teachers in that district would be impacted. The typical CTE course is 90 minutes per day, five days per week.

KRESA CTE instruction would shift slightly to include virtual work-based learning, career exploration through Xello, employability skills/21<sup>st</sup> century skills learning through online platforms, and certification/credential attainment where appropriate and still able to complete without hands-on demonstration.

GLCS will continue to work with KRESA to provide the best learning experience allowable by the state.

GLCS will continue to work with junior colleges and universities on delivery models given phase 1, 2, 3 status.

#### Kalamazoo Area Math & Science Center (KAMSC)

KAMSC is planning to adhere to it's "normal" logistics of class meetings (whether virtual, in person, or under a hybrid plan) for ninth and tenth graders between 8:00 AM and 10:30 AM,



and for juniors and seniors from 11:30 AM - 3:00 PM, in order to avoid conflicts / overlaps in shared student course schedules.

**B.** The policies and procedures that the District will follow when the region in which the District is located is in **Phase 4** of the Michigan Safe Start Plan. Those policies and procedures must, at a minimum, include:

**1. Face coverings (p. 22)**

- a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
- i) All staff and all students in grades preK-12 when on a school bus.
  - ii) All staff and all students in grades preK-12 when in indoor hallways and common areas.
  - iii) All staff when in classrooms.
  - iv) All students in grades 6 and up when in classrooms.
  - v) All students in grades kindergarten through grade 5 unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

**Required**

- ☐ Facial coverings will always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
  - PreK-5 and special education teachers should consider wearing clear masks.
  - Homemade facial coverings must be washed daily.
  - Disposable facial coverings must be disposed of at the end of each day.
- ☐ Facial coverings must be worn by Pre K-12 students, staff, and bus drivers during school transportation. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- ☐ Facial coverings must always be worn in hallways and common areas by pre K-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
  - Homemade facial coverings must be washed daily.
  - Disposable facing coverings must be disposed of at the end of each day.
  - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.
- ☐ Facial coverings must be worn in classrooms by all students grades 6-12. Any student



who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

- ☐ All students in grades K-5 must wear facial coverings unless students remain with their classes throughout the school day and do not come into close contact with students in another class.

### ***Strongly Recommended***

- ☐ Facial coverings will be utilized for K-5 students and students with special needs in classrooms.
  - Facial coverings are not recommended for use in classrooms by children ages 3 and 4.
  - Facial coverings should never be used on children under age 2.

### **Gull Lake Instruction**

#### ***Gull Lake Implementation***

Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify the use of facemasks.

Disposable face coverings will be ordered and provided to every student and staff member on a daily basis for students and staff that are unable to provide their own.

Where possible, use floor and seating markings to maintain six feet of social distancing during the school day. Where six feet of social distancing is not possible, exercise due diligence to minimize group interactions in limited spaces.

Individuals (staff or students) who claim medical exemption will need to meet with building administration or district human resources to provide rationale and documentation.

Invited guests to the school building (presenters, substitute teachers, etc) will be issued a disposable face covering upon signing in at the main office and will be instructed to wear the face covering at all times.

## **2. Hygiene**

Please describe how you will implement the **requirements** for hygiene protocols from the *Return to School Roadmap* (p. 22-23).

### ***Required***

- ☐ Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- ☐ Teach and reinforce hand washing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

***Strongly Recommended***

- ☐ Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- ☐ Systematically and frequently check and refill soap and hand sanitizers.
- ☐ Students and teachers must have scheduled handwashing with soap and water every 2-3 hours.
- ☐ Limit sharing of personal items and supplies such as writing utensils.
- ☐ Keep students' personal items separate and in individually labeled cubbies, containers, or lockers.
- ☐ Limit use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use
- ☐ Procure portable handwashing and/or hand sanitizing stations to set up throughout school buildings

***Gull Lake Implementation*****Sanitizer (Required)**

- Touchless sanitizer stands at entrances
- Sanitizer stands throughout the buildings
- Wall mounted sanitizers in classrooms
- Sanitizer stands for cafeterias - 2 per building
- Install Plexiglass shields in office spaces

**Paper Towel/Tissue (Required) - Maintenance Dept orders**

- Touchless Paper Towel Dispensers Ordered (70)

**Signage - Hand Washing (Required)**

- Nurse Asper will order and install

**Teach & Reinforce Handwashing (required)****Nurse Asper will teach and reinforce how to cough and sneeze (Strongly Recommended)**

- Create videos
- Show video during seminar or advisory (6-12)
- Classroom show video (Pre K-5)
- Communication
  - Students - Hygiene protocol with timelines posted.
  - Families - Communicator and newsletters that reinforce handwashing protocols with their students.



Check & refill soap & sanitizer (Strongly Recommended) - D & L staff

Hand washing schedule every 2-3 hours (Strongly Recommended)

- Pre K - 5

Teachers will contact the office immediately if cleaning or hygiene supplies run out during the school day.

Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like.

### 3. Cleaning

Please describe how you will implement the cleaning **requirements** for cleaning protocols from the *Return to School Roadmap* (p. 27).

- ☐ GLCS Central Office Administration will work with building administration and D & L Cleaning Services to implement the following:

#### **Required**

- ☐ Frequently touched surfaces including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- ☐ Libraries, computer labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution.
- ☐ Student desks must be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- ☐ Playground structures must continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- ☐ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- ☐ Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

#### **No Strongly Recommended**

#### **Gull Lake Implementation**

- ☐ GLCS Central Office Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building

#### 4. Athletics

Please describe how you will implement the **requirements** for athletics protocols from the *Return to School Roadmap* (p. 27).

##### **Required**

- ☐ GLCS will comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).
- ☐ Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- ☐ All equipment must be disinfected before and after use.
- ☐ Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- ☐ Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.
- ☐ Each participant must use a clearly marked water bottle for individual use, no sharing.
- ☐ Handshakes, fist bumps, and other unnecessary contact will not occur.
- ☐ Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
- ☐ 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.

##### **No Strongly Recommended**

#### 5. Screening

Please describe how you will implement the **requirements** for screening protocols from the *Return to School Roadmap* (p. 24).

##### **Required**

- ☐ Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff.



### ***Strongly Recommended***

- ☐ Every school will identify and designate a quarantine area and a staff person to care for students who become ill at school.
- ☐ Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children 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 should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- ☐ Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

### ***Gull Lake Implementation***

- Parents should complete a daily health screening with their student prior to the start of the school day. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.
- Each school building will identify a remote and secluded room to serve as an isolation area. This room should have a supply cart with appropriate PPE supplies
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff are required to conduct a health safety self assessment at home prior to coming to work and verifying through a Google form that they are safe to work.

## **6. Testing**

Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

### ***Required***

- ☐ GLCS will cooperate with the local public health department regarding implementing protocols for screening students and staff.

### ***Strongly Recommended***

- ☐ Students who develop a fever or become ill with COVID-19 symptoms at school will 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.
- ☐ 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 will be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home per Kalamazoo Health Department guidance.
- ☐ 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. 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.

#### ***Gull Lake Implementation***

#### **[Kalamazoo County Ill Student Protocol](#)**

GLCS will work in coordination with Kalamazoo County Health Officials for the safe return of students that display symptoms or test positive.

### **7. Busing and Student Transportation**

Please describe how you will implement the **requirements** for busing and student transportation protocols from the *Return to School Roadmap* (p. 28).

#### ***Required***

- ☐ Require the use of hand sanitizer before entering the bus. Hand sanitizer must be supplied on the bus.
- ☐ The bus driver, staff, and all students in grades Pre K-12, if medically feasible, must wear facial coverings while on the bus. Note: there may be situations where it is not safe for the bus driver to wear a facial covering. Decisions about these situations should be made on a case-by-case basis with local public health officials
- ☐ Clean and disinfect transportation vehicles before and after every transit route. Children must not be present when a vehicle is being cleaned.
- ☐ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.



- ☐ Clean, sanitize, and disinfect equipment including items such as car seats, wheelchairs, walkers, and adaptive equipment being transported to schools daily.
- ☐ Create a plan for getting students home safely if they are not allowed to board the vehicle
- ☐ If a student becomes sick during the day, they must not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
- ☐ Weather permitting, keep doors and windows open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.

### ***Strongly Recommended***

- ☐ Weather permitting, consider keeping windows open while the vehicle is in motion to help reduce spread of the virus by increasing air circulation, if appropriate and safe.
- ☐ Finalize bus procedures for bus drivers and students that are informed by public health protocols to understand the extent of high-risk populations
- ☐ Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.

### ***Gull Lake Implementation***

#### **Sanitizer**

- Kalamazoo Sanitary Supply - Victory sprayers and filler will be utilized.
- Hand sanitizer station mounted on each bus.
- Touchless sanitizer stand in the transportation department breakroom

#### **Facial Coverings**

- Anti-fog for glasses or masks made for people wearing glasses.
- Shields also require wearing a mask.

#### **Clean & Disinfect Buses**

- Wipe down seats and frequently touched surfaces between routes.
- Disinfect buses between morning & afternoon runs.
- May need to adjust school bus drop off times.

### **C. Describe the policies and procedures that the district will follow when the region in which the district is located is in Phase 5 of the Michigan Safe Start Plan.**

1. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

### ***Personal Protection Equipment***

- ☐ Facial coverings will always be worn by staff except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering should not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, should not wear a facial covering. PreK-5 and special education teachers should consider wearing clear masks.  
Homemade facial coverings should be washed daily.  
Disposable facial coverings should be disposed of at the end of each day.
- ☐ Facial coverings will always be worn in hallways and common areas by pre K-12 students in the building except for during meals. Any student that is unable to medically tolerate a facial covering should not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required. Homemade facial coverings should be washed daily. Disposable facing coverings should be disposed of at the end of each day.
- ☐ Provide adequate supplies to support healthy hygiene behaviors (including soap, hand sanitizer with at least 60% alcohol for safe use by staff and students, paper towels, tissues, and signs reinforcing proper handwashing techniques).
- ☐ Teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- ☐ Educate staff and students to cough and sneeze into their elbows, or to cover with a tissue. Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- ☐ Students should wash their hands or use hand sanitizer after changing any classroom; teacher in the classroom should wash their hands or use sanitizer every time a new group of students enters their room.
- ☐ Every school should identify and designate a quarantine area and a staff person to care for children who become ill at school.
- ☐ Students who become ill with symptoms of COVID-19 at school should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children 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 should be kept home until they have tested negative or have completely recovered according to CDC guidelines.
- ☐ Strict records, including date and time, should be kept of non-school employees or other visitors entering and exiting the building.



- ☐ Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
- ☐ Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.
- ☐ Parents and guardians should be notified of the presence of any laboratory positive or clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.
- ☐ Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.
- ☐ 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 within six feet to the student or staff member) so that they can be quarantined at home. Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.
- ☐ Notify local health officials, staff, and students immediately of any possible case of COVID-19 while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws. a The Local Health Department will initiate contact tracing, following regular public health practice. Anyone who was within close contact of the case (less than six feet apart for 15+ minutes) will be asked to self quarantine for up to 14 days after exposure. Local health officials, depending on the situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed. a Note: schools should provide staff with guidance on confidentiality laws and statutes that protect student and staff health information. Student communicable disease related information is protected health information. (Even if a family/ student acknowledges and publicly discloses a positive test, school staff and officials must not participate in discussions or acknowledge a positive test).
- ☐ Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Local health officials will provide instruction about return to work, using the most current guidelines from the CDC for this determination.
- ☐ Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- ☐ Students, teachers, and cafeteria staff wash hands before and after every meal.
- ☐ All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people
- ☐ If field trips occur, they should comply with transportation guidelines within this

document, including mandatory facial covering.

### ***Athletics***

- ☐ Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- ☐ Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that they are healthy and without any symptoms prior to any event.
- ☐ All equipment must be disinfected before and after use.
- ☐ Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent "Busing and Student Transportation" section.
- ☐ Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

### ***Cleaning***

- ☐ Frequently touched surfaces including lights, doors, benches, and bathrooms should undergo cleaning at least every four hours with either an EPA-approved disinfectant or diluted bleach solution.
- ☐ Libraries, computer labs, arts, and other hands-on classrooms should undergo cleaning after every class period with either an EPA-approved disinfectant or diluted bleach solution. Efforts must be made to minimize sharing of materials between students, as able.
- ☐ Student desks should be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- ☐ Playground structures should continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- ☐ Athletic equipment can be cleaned with either an EPA-approved disinfectant or diluted bleach solution before and after each use.
- ☐ Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use such products.

### ***Transportation***

- ☐ Students and staff will use hand sanitizer before entering the bus. Hand sanitizer should be supplied on the bus.
- ☐ The bus driver, staff, and all students in grades preK-12, if medically feasible, will wear



facial coverings while on the bus.

- ☐ Clean and disinfect transportation vehicles regularly. Children should not be present when a vehicle is being cleaned.
- ☐ Clean and disinfect frequently touched surfaces in the vehicle (e.g., surfaces in the driver's cockpit, hard seats, arm rests, door handles, seat belt buckles, light and air controls, doors and windows, and grab handles) prior to morning routes and prior to afternoon routes.
- ☐ Clean, sanitize, and disinfect equipment including items such as car seats and seat belts, wheelchairs, walkers, and adaptive equipment being transported to schools.
- ☐ If a student becomes sick during the day, they should not use group transportation to return home and families should be notified.
- ☐ Inventory bus drivers to understand the extent of high-risk populations
- ☐ Finalize bus procedures for bus drivers and students that are informed by public health protocols.
- ☐ Encourage close collaboration between transportation and IEP teams to monitor changes to students' IEPs and implement accordingly.
- ☐ Systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and updating their care plans as needed to decrease their risk for exposure to COVID-19.
- ☐ Create a process for students/families and staff to self-identify as high risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- ☐ Inventory buses, contractors, including any vehicles used for transporting students to/from school or to other school events, and students riding buses. Address questions, such as: a How many buses are or could be made available in the district? How much variation is there in the size and maximum capacity of buses in the district? How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)? How many drivers will be returning? How many are in the training pipeline? What is the plan to address any shortage of drivers.

2. Indicate which highly recommended protocols from the *Return to School Roadmap* the district will not include in its Preparedness Plan when the region in which the district is located is in **Phase 5** of the *Michigan Safe Start Plan*.

Gull Lake Community Schools will follow all highly recommended protocols from the *Return to School Roadmap*.

- D. After considering all the protocols that are highly recommended in the *Return to School Roadmap*, please indicate if a school plans to exclude protocols that are highly recommended for any of the categories above in **Phase 4**.

Where possible, use floor and seating markings to maintain six feet of social distancing during the school day. Where six feet of social distancing is not possible, exercise due diligence to minimize group interactions in limited spaces.

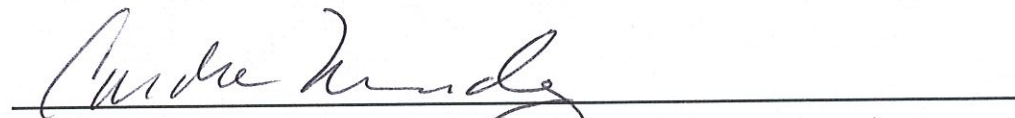
## Final Steps for Submission

*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 or seven days before the first day of school, whichever comes first.*

**Date of Approval by the District Board of Education, PSA Board of Directors, or nonpublic school chief/designated school administrator:**

August 13, 2020

**Link to the Board Meeting Minutes or Signature of Board President, or signature of nonpublic school chief/designated school administrator:**



**Carole Mendez, Gull Lake Community Schools Board of Education President**

**Link to the approved Plan posted on the District/PSA/nonpublic school website:**

*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.*

**Name of District/PSA/Nonpublic Leader Submitting Plan:**

Gull Lake Community Schools



**Date Received by the ISD/Authorizing Body/Chief or designated School Administrator:**

KRESA Superintendent Dave Campbell

**Date Submitted to State Superintendent and State Treasurer:**

# **GRUIT LAKE**

## **Community Schools**

**GLCS Board Meeting**  
**Thursday, August 13, 2020**



# The Why

## 2020-2021

## Return to Learn

Pulling together key components gathered collaboratively from each stakeholder group - to build a safe start and sustained program of excellence for our kids and school community!

- Survey input from June and August
  - Preferred Choice Survey
- Tracking trends in community/region
  - Understanding the numbers
- RTL Roadmap
  - Template with required and choice items
- Fall Design Team
  - Curriculum
  - Instruction
  - Remote, Hybrid and In-Person Models
- Gathering additional input
  - GLFA/staff groups
  - School Nurse
  - Health Department
  - Transportation
  - Food Service
  - FAQ Interactions
- Build up to a safe and successful Face-to-Face experience
- Be prepared for Phases 1-3 and 5-O-D



# Survey Results

June survey had over 1,300 families complete.

August survey had over 2,800 responses for individual student preferences.

Original survey in June results showed that 90% of respondents wanted an in person option.

August survey showed nearly 70% of families preferring an in person option.

August Y5 - 5th grade 60% of families favored in person learning.



# GLCS Timeline

## 2020

<b>JANUARY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>FEBRUARY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	<b>MARCH</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>APRIL</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
<b>MAY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>JUNE</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>JULY</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>AUGUST</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<b>SEPTEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>OCTOBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>NOVEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>DECEMBER</b> S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

- Previous work completed up to this point and moving forward
- Survey Results
- August 24th Professional Development Week for Teaching Staff
- August 31st First Day of Remote Learning for students
- September 23rd, a determination of the current phase and Y5 - 12th Hybrid Return
- October 5th is the targeted goal date to return to Hybrid face-to-face instruction Y5-12th grade



# Common Vocabulary

## Types of Instruction

- Face to Face learning: in-person learning
- Remote Learning: Class content taught by GL teacher online
  - Y5-5th remote learning option
- Hybrid Learning: combination in-person and remote learning
- Virtual Learning: Teacher of Record/Mentor facilitate vendor curriculum, self-paced by student

## Timing of Instruction

- Synchronous: Teachers in real-time with students
- Asynchronous: independent, self-paced, pre-recorded content, remote support from teacher

## Learning Management Systems (LMS)

- Google Classroom
- Canvas

## Collaborative Technology Platforms

- Zoom for Education
- Google Meet



# Y5 - 2nd Remote Learning Model

Instruction on  
essential learning  
standards, including  
reinforcement of prior  
grade level standards

- 100% remote instruction
- Increased synchronous instructional opportunities for 20-40 min periods with asynchronous independent or group work time following
- Access to small group instruction
- Access to teacher feedback daily

DRAFT/SAMPLE

# Y5-2nd Sample Schedule for Remote Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Class Mtg.	Class Mtg.	Class Mtg.	Class Mtg.	Class Mtg.
8:45	ELA: Live Instruction or Small Groups	ELA: Live Instruction or Small Groups	ELA: Live Instruction or Small Groups	ELA: Live Instruction or Small Groups	ELA: Live Instruction or Small Groups
9:30-9:40 BREAK/VIRTUAL TRANSITION					
9:40	Specials	Specials	Specials	Specials	Specials
10:00	Math: Live Instruction or Small Groups	Math: Live Instruction or Small Groups	Math: Live Instruction or Small Groups	Math: Live Instruction or Small Groups	Math: Live Instruction or Small Groups
10:45 - 10:55 STUDENT BREAK/VIRTUAL TRANSITION					
10:55	Writing	Sci/Soc. Stud.	Writing	Sci/Soc. Stud.	Writing
11:20	Wrap-up	Wrap-up	Wrap-up	Wrap-up	Wrap-up
12:15 - 1:00 BREAK/Virtual Transition/Lunch					
1:00	Specials	Specials	Specials	Specials	Specials
2:00	Small Group Sessions / FLEX	Small Group Sessions / FLEX	Small Group Sessions / FLEX	Small Group Sessions / FLEX	Small Group Sessions / FLEX



# Y5-2nd

## Face-to-Face

### Instructional Changes

NOTE: All procedures for daily operations and daily schedules will be modified for safety from standard school operation

- Teach/reinforce safety protocols
  - Masks (except during meals)
  - Handwashing
  - Social distancing
- Group instruction (*small group and/or individual instruction applying social distancing practices*)
- Whole group distanced carpet time
- Daily 5 center activities adjusted to limit sharing of materials
- Science instruction adjusted to limit sharing of materials
- Specials instruction moved into classrooms, except PE with outdoor instruction whenever possible
- Reading/Math lab times/Excel times scheduled to allow for cleaning between rotations



# Y5-2nd

## Face-to-Face

### Daily Schedule

NOTE: All procedures for daily operations and daily schedules will be modified for safety from standard school operation

- Staggered / delayed entry into building(details to follow)
- Breakfast available to take to classroom
- Review of safety protocols
- Handwashing (*at least 3 times per day*)
- Group instruction
- Specials instruction
- Recess (with masks) - outside groups up to 45(indoor recess details to follow)



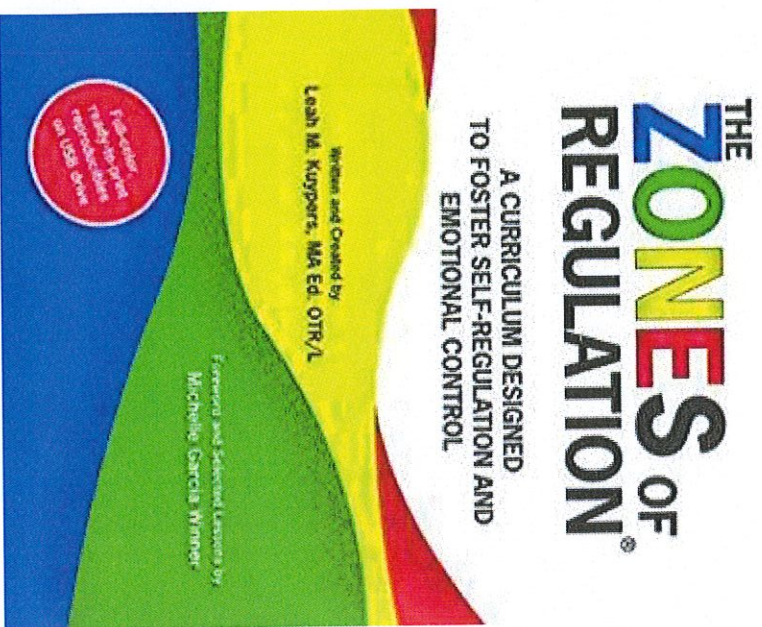
# Y5-5th Hybrid Sample Schedule

DRAFT/SAMPLE

	GROUP A	GROUP B
Monday	Online - Independent	In class
Tuesday	Online - Independent	In class
Wednesday	Online - teacher support	Online - teacher support
Thursday	In class	Online - Independent
Friday	In class	Online - Independent

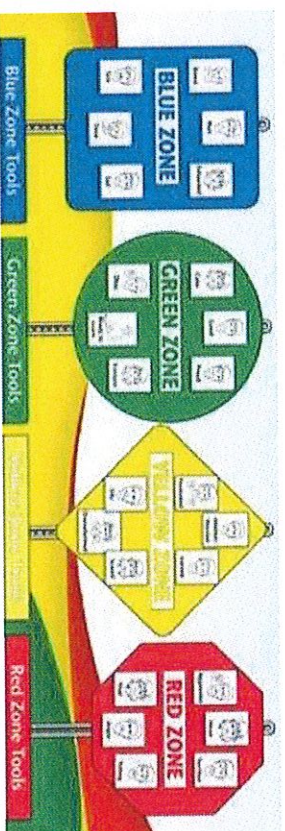


# Y5-2 Social Emotional Learning



“The Zones is a systematic, cognitive behavioral approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.”

–Social Thinking





# Y5 - 2nd Professional Development Recommendations

## PHASES 1 - 3

Social Emotional Zones of Regulation

COVID Building Protocols and Procedures

Zoom/Meet Features

Google Classroom

Second Step and Character Education

Accurate Record Keeping and Grading protocols

Canvas

Accelerate

## PHASES 4 - 6

Social Emotional Zones of Regulation

De-escalation strategies

COVID Building Protocols and Procedures

Google Classroom

Second Step and Character Education

Canvas

Accelerate

Assessments (how-to with social distancing)



## 3rd-5th Remote Learning Model

Instruction on essential learning standards, including reinforcement of prior grade level standards

- 100% remote instruction
- Increased synchronous instructional opportunities for 20-40 min periods of time with asynchronous independent or group work time following and in the afternoons
- Access to small group instruction
- Access to teacher feedback daily
- Synchronous Specials classes scheduled for the afternoons



**DRAFT/SAMPLE**

# 3-5 Sample Schedule for Remote Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:30</b>	Class Mtg.	Class Mtg.	Class Mtg.	Class Mtg.	Class Mtg.
<b>8:45</b>	ELA: Live Instruction and Small Groups	ELA: Live Instruction and Small Groups	ELA: Live Instruction and Small Groups	ELA: Live Instruction and Small Groups	ELA: Live Instruction and Small Groups
9:45-9:55 BREAK/VIRTUAL TRANSITION					
<b>9:55</b>	Specials Choice Board	Specials Choice Board	Specials Choice Board	Specials Choice Board	Specials Choice Board
<b>10:15</b>	Math: Live Instruction and Small Groups	Math: Live Instruction and Small Groups	Math: Live Instruction and Small Groups	Math: Live Instruction and Small Groups	Math: Live Instruction and Small Groups
11:15 - 11:25 STUDENT BREAK/VIRTUAL TRANSITION					
<b>11:25</b>	Writing and Small Group	Sci/Soc. Stud. and Small Group	Writing and Small Group	Sci/Soc. Stud. and Small Group	Writing and Small Group
<b>12:25</b>	Wrap-up	Wrap-up	Wrap-up	Wrap-up	Wrap-up
12:30 - 1:00 BREAK/Virtual Transition/Lunch					
<b>1:00</b>	Specials	Specials	Specials	Specials	Specials
<b>2:15</b>	Small Group Sessions / FLEX	Small Group Sessions / FLEX	Small Group Sessions / FLEX	Small Group Sessions / FLEX	Small Group Sessions / FLEX

# Y5-5 Hybrid Sample Schedule

DRAFT/SAMPLE

	GROUP A	GROUP B
Monday	Online - Independent	In class
Tuesday	Online - Independent	In class
Wednesday	Online - teacher support	Online - teacher support
Thursday	In class	Online - Independent
Friday	In class	Online - Independent



# 3rd-5th Professional Development Recommendations

## PHASES 1 - 3

COVID Building Protocols and Procedures (Staff / Public)

Zoom/Meet Features and Content Delivery

Google Classroom Features and Content Delivery

Canvas/Accelerate Content Delivery

Accurate Record keeping and grading protocols.  
(Continuity amongst grade levels). Curriculum Mapping

LIM Character Education Protocols / Social Emotional Zones of Regulation.

## PHASES 4 - 6

SEL Protocols for Students and Staff

COVID Building Protocols and Procedures (Daily schedule and routines)

Google Classroom Features and Content Delivery

Canvas/Accelerate Content Delivery

LIM Character Education Building / Leadership Protocols

De-escalation strategies



# 3rd-5th Face-to-Face

## Daily Schedule

NOTE: All procedures for daily operations and daily schedules will be modified from standard school operation

- Staggered / delayed entry into building
- Staggered dismissal leaving the building
- Breakfast available for pick up and take to classroom
- Review of safety protocols
- Handwashing (at least 3 times per day)
- All whole group instruction (no small group or individual instruction in GenEd rooms). The use of materials and manipulatives would be limited based on safety guidelines.
- Specials instruction in student's homeroom classroom (except PE)
  - Outdoor space used when available
- Staggered 30 min Recess (with masks) - groups up to go at a time. Playground equipment cleaned daily.



# 3rd-5th Face-to-Face

## Instructional Changes

NOTE: All procedures for daily operations and daily schedules will be modified from standard school operation

- Review of safety protocols - as part of instructional time
- Mostly whole group instruction (*small group or individual instruction in GenEd rooms where social distancing allows*)
- Whole group distanced carpet time
- Daily 5 center activities adjusted to limit sharing of materials
- Adjusted science instruction that limit the sharing of material
- Specials instruction pushed into classrooms, with outdoor instruction whenever possible
- Adjusted Reading and Math lab times and EXCEL times to allow for cleaning between each rotation



# GLMS 100% Remote Model

Instruction on all essential  
learning standards, including  
reinforcement of prior grade  
level standards

- 100% remote instruction following the 7-period day time schedule
- Increased synchronous instructional opportunities for 20-40 min periods of time with asynchronous independent or group work time following
- Access to small group instruction
- Access to synchronous teacher feedback daily
- Goal: return to face-to-face operation when safe



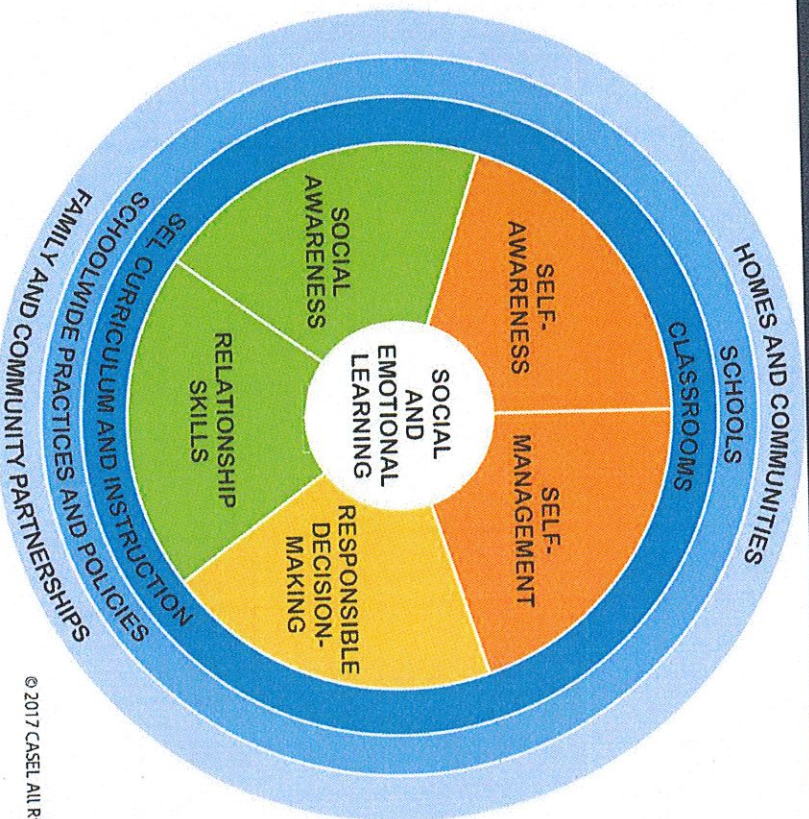
# GLMS Remote Sample Student Schedule

DRAFT/SAMPLE

	M/W/F	T/Th
<sup>1</sup> 7:35-8:35	ELA 20-40 minute whole group synchronous Independent practice/work time	15-20 minute small group synchronous instruction Independent practice/work time
<sup>2</sup> 8:35-9:35	Math 20-40 minute whole group synchronous Independent practice/work time	15-20 minute small group synchronous instruction Independent practice/work time
<sup>3</sup> 9:35-10:35	Science 20-40 minute whole group synchronous Independent practice/work time	15-20 minute small group synchronous instruction Independent practice/work time
<sup>4</sup> 10:35-11:35	Band 20-40 minute whole group synchronous Independent practice/work time	15-20 minute small group synchronous instruction Independent practice/work time
<sup>5</sup> 11:35-12:35	PE 20-40 minute whole group synchronous Independent practice/work time	15-20 minute small group synchronous instruction Independent practice/work time
<sup>6</sup> 12:35-1:35	Lunch Break Weekly Check In	Lunch Break
<sup>7</sup> 1:35-2:35	Social Studies 20-40 minute whole group synchronous Independent practice/work time	15-20 minute small group synchronous instruction Independent practice/work time



# GLMS Remote Social Emotional Learning



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- New advisory program has the capability to be conducted virtually ([Positivity Project](#)) through google suite apps
- Team is learning how to integrate tools that are already familiar to address remote instructional and social emotional learning needs. ([blogpost from George Couros](#))
- Access to video conferencing sessions with school counselors and social workers
- Access to video lessons centered around SEL competencies
- Exploring assigning small group caseload of students to every adult to check in with weekly



# GLMS Hybrid Model

Instruction on all essential learning standards, including reinforcement of prior grade level standards

- Two days face-to-face instruction, 7 period day with 4 cores and 2 electives
- One day synchronous remote instruction following the 7 period day time schedule
- Two days asynchronous independent remote work



# GLMS Hybrid Sample Schedule

DRAFT/SAMPLE

	GROUP A	GROUP B
Monday	Online - Independent	In class
Tuesday	Online - Independent	In class
Wednesday	Online - teacher support	Online - teacher support
Thursday	In class	Online - Independent
Friday	In class	Online - Independent



# GLMS PD *Minimum* Recommendations

- |   |  |
|---|--|
| • Google Classroom Features and Common Expectations                         | • Instructional Design of Remote Instruction           |
| • Student Engagement in a Remote Setting                                    | • Providing Quality Feedback Remotely                  |
| • Building & Facilitating Relationships in Remote Learning                  | • Facilitation of Outdoor Learning                     |
| • Building & Facilitating Relationships with Social Distancing Restrictions | • Accelerate Curricular Resource                       |
| • Instructional Design of Hybrid Instruction                                | • Canvas LMS availability                              |
| • Social Emotional Learning for staff                                       | • Social Emotional Learning for students in a pandemic |
| • Supporting at risk students virtually                                     | • COVID-19 Building Procedures & Protocols             |
|   | • MAP Remote Assessment Procedures                     |



# GLHS 100% Remote Sample Schedule

DRAFT/SAMPLE

## MONDAY & THURSDAY

1st Block: 8:00-8:50

2nd Block: 9:00-9:50

- Students expected to login and participate in synchronous learning
- Teachers provide new learning
- Teachers support additional at home learning

Staff Office Hours: 10:00-2:30

- Staff supports asynchronous learning with feedback and extension activities.
- Communication: Email, phone and virtual face to face by appointment)

## WEDNESDAY

1st Block: 8:00-8:30

2nd Block: 9:00-9:30

3rd Block: 11:00-11:30

4th Block: 12:00-12:30

5th Block: 1:00-1:30

- Students expected to login and participate in synchronous learning
- Review and answer questions
- Set the stage for new learning content
- Remedial opportunities

## TUESDAY & FRIDAY

Staff Office Hours: 8:00-10:30

- Staff supports asynchronous learning with feedback and extension activities.
- Communication: Email, phone and virtual face to face by appointment)

3rd Block: 11:00-11:50

4th Block: 12:00-12:50

5th Block: 1:00-1:50

- Students expected to login and participate in synchronous learning
- Teachers provide new learning
- Teachers support additional at home learning



# GLHS Hybrid Sample Schedule

DRAFT/SAMPLE

## MONDAY & TUESDAY

### Group A @ GLHS (Last Name)

- Full day schedule, 5 classes a day meeting for 72 mins
- New content
- Support for at home learning
- Opportunity for tests and quizzes

### Group B @ Home (Last Name)

- Completion of at home learning
- Continuation and extension of content

## WEDNESDAY

### Group A & B @ Home

- Deep cleaning of building
- Staff and students work and learn from home
- Emphasis on communication (teacher to parent/teacher to student)
- Teachers are available for additional support

## THURSDAY & FRIDAY

### Group B @ GLHS (Last Name)

- Full day schedule, 5 classes a day meeting for 72 mins
- New content
- Support for at home learning
- Opportunity for tests and quizzes

### Group A @ Home (Last Name)

- Completion of at home learning
- Continuation and extension of content



# Gull Lake High School PD

- \* Google Expectations
- \* Canvas/Accelerate introduction
- \* Common parent communication expectations
- \* Common Grading
- \* Asynchronous video of lesson expectations and discussion
- \* Training for usage of building if working from class room
- \* Support of at risk students and E list.
- \* How to use support staff to support and communicate



# SHILL LAKE TECH Center

Draft/Sample

Meet Code	Session 1 9:45-11:00	Session 2 11:15-12:30	Lunch 12:30-1:30	Session 3 1:45-3:00
<b>Cafe</b>	Facilitator: Jessica Minehan	Facilitator: Jessica Minehan	Lunch	Facilitator: Jessica Minehan
<b>Career Center</b>	Google Classroom: Getting Started + Tips & Tricks Facilitator: Jeremy Badiner	Google Classroom: Getting Started + Tips & Tricks Facilitator: Jeremy Badiner	Lunch	Google Classroom: Getting Started + Tips & Tricks Facilitator: Jeremy Badiner
<b>Media Center</b>	MAP (Measuring Academic Progress with Student Data) Facilitators: Theressa King, Nicole Kalmbach	MAP (Measuring Academic Progress with Student Data) Facilitators: Theressa King, Nicole Kalmbach	Lunch	Illuminate (details?) Facilitators: Theressa King, Nicole Kalmbach
<b>Room 1400</b>	Classroom Videos Tips & Tricks (Loom/Screencastify) Facilitator: Matt Hawkins	Classkick Facilitator: Gail Goebel	Lunch	Classkick Facilitator: Gail Goebel

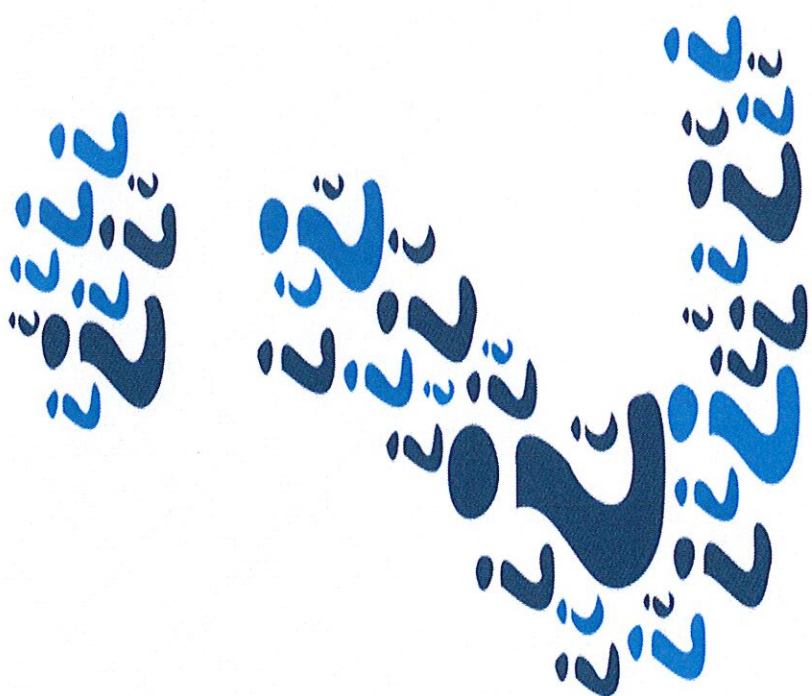


Room 1403	Go Outside! Facilitator: Beth Keller	The Gift of Feedback Facilitators: Beth Keller, Matt Hawkins	Lunch	The Gift of Feedback Facilitators: Beth Keller, Matt Hawkins
Room 1406	Differentiating Instruction with Google Classroom & Apps Facilitator: Amber Lefting	Learning Journals & Communication Using Seesaw Facilitator: Jeremie Coplin	Lunch	Bitmoji Tips & Tricks for Virtual Teaching + More Facilitators: Pamela Gernaat, Katelyn Remillet
Room 1408	Green Screen Facilitators: Carly Andersen, Erika Zimmer	Flashcard Factory Facilitator: Ben Brott	Lunch	Outdoor Learning! Facilitator: Leah Ruesink, Heidi Kimble
Room 1409	Cyber Security Passwords & 2 Factor Authentication Facilitator: Brad Lang	Research-Based, Effective Digital Communication Practices Facilitator: Betsy Springer	Lunch	Research-Based, Effective Digital Communication Practices Facilitator: Betsy Springer
Room 1307	Google Slides Tips & Tricks Facilitator: Lindsay Dickerson	Google Slides Tips & Tricks Facilitator: Lindsay Dickerson	Lunch	Using a Doc Camera and YOU-TUBE to Reach & Teach Facilitator: Eric Belz
Room 1311	GoGuardian Facilitator: ?	GoGuardian Facilitator: ?	Lunch	GoGuardian Facilitator: ?
Room 2211	Facilitators:	Teaching Outdoors Facilitators:	Lunch	Facilitators:

**Draft/Sample**



# Questions





# Navigating the MI Safe Schools Roadmap

Kalamazoo County Health & Community Services Department



KALAMAZOO COUNTY GOVERNMENT

In the Pursuit of Extraordinary Governance

Health and Community Services Department



# Table of Contents

- Risk Mitigation vs. Elimination
- MI Safe Start Phase 4 Requirements
- COVID-19 Case Protocol
- Ill Student Protocol
- Ill Student or Staff Flow Chart
- Health Screening Tool for Parents
- Resources



# Risk Mitigation vs. Risk Elimination

- All actions (health screening, mask wearing, distancing) lead mitigation, not elimination
- COVID-19 has reached community-level transmission
- Even with strict adherence to executive orders and guideline COVID-19 case will likely occur in all schools
- Having procedures to deal with positive cases will make the process manageable
- HCS is well-versed in communicable disease management and assist through the entire process



# MI Safe Start Phase 4 Requirements

- Personal Protective Equipment
- Hygiene
- Screening Students and Staff
- Testing Protocols (Responding to Positive Cases)
- Food Service, Gathering, and Extracurricular Activities
- Athletics
- Cleaning
- Busing and Transportation
- All other topics have recommendations and are not requiren



# COVID-19 Case Protocol

- When a student or employee tests positive for COVID-19, call HCS
  - Tanya Haun, School Liaison Nurse
  - 269-373-5044
- A letter will be sent from HCS, if warranted



Health and Community Services Department



KALAMAZOO COUNTY GOVERNMENT  
In the Pursuit of Extraordinary Governance

[Date]  
[ORGANIZATIONAL ADDRESS, CITY, STATE, ZIP]  
[ORGANIZATIONAL PHONE NUMBER]  
[SCHOOL OR ORGANIZATIONAL LEADERS TITLE AND NAME]

Dear Parent or Guardian:

Your child may have been exposed to COVID-19 at [NAME OF SCHOOL OR ORGANIZATION]. COVID-19 is a contagious viral illness that can occur 2-14 days after exposure to an infected person. Exposure, also known as close contact, includes being within six feet of a person for 15 minutes or longer. The virus is spread by droplets in the air, surfaces, that come inside a person's mouth, nose, or eyes. Based on available information, COVID-19 is similar in children and adults. However, children may experience mild symptoms. Reported symptoms include cold-like symptoms such as sore throat, muscle pain, chills, new loss of taste or smell, feeling out of breath, vomiting and diarrhea have also been reported.

Kalamazoo County Health and Community Services Department (KCHCS) is currently working with [NAME OF SCHOOL OR DAYCARE] on public health recommendations. If your child does develop signs and symptoms of COVID-19, they should be tested. The parent or guardian should contact their child's Primary Care Physician for more information. If you have any questions about COVID-19 please contact your family's physician at 269-373-5044.

Sincerely,

[NAME AND TITLE]

HEALTH AND COMMUNITY SERVICES DEPARTMENT

Communicable Disease Surveillance Unit  
311 East Alcott | Kalamazoo, MI 49001  
Phone: 269.373.5267 | www.kalacounty.com/1

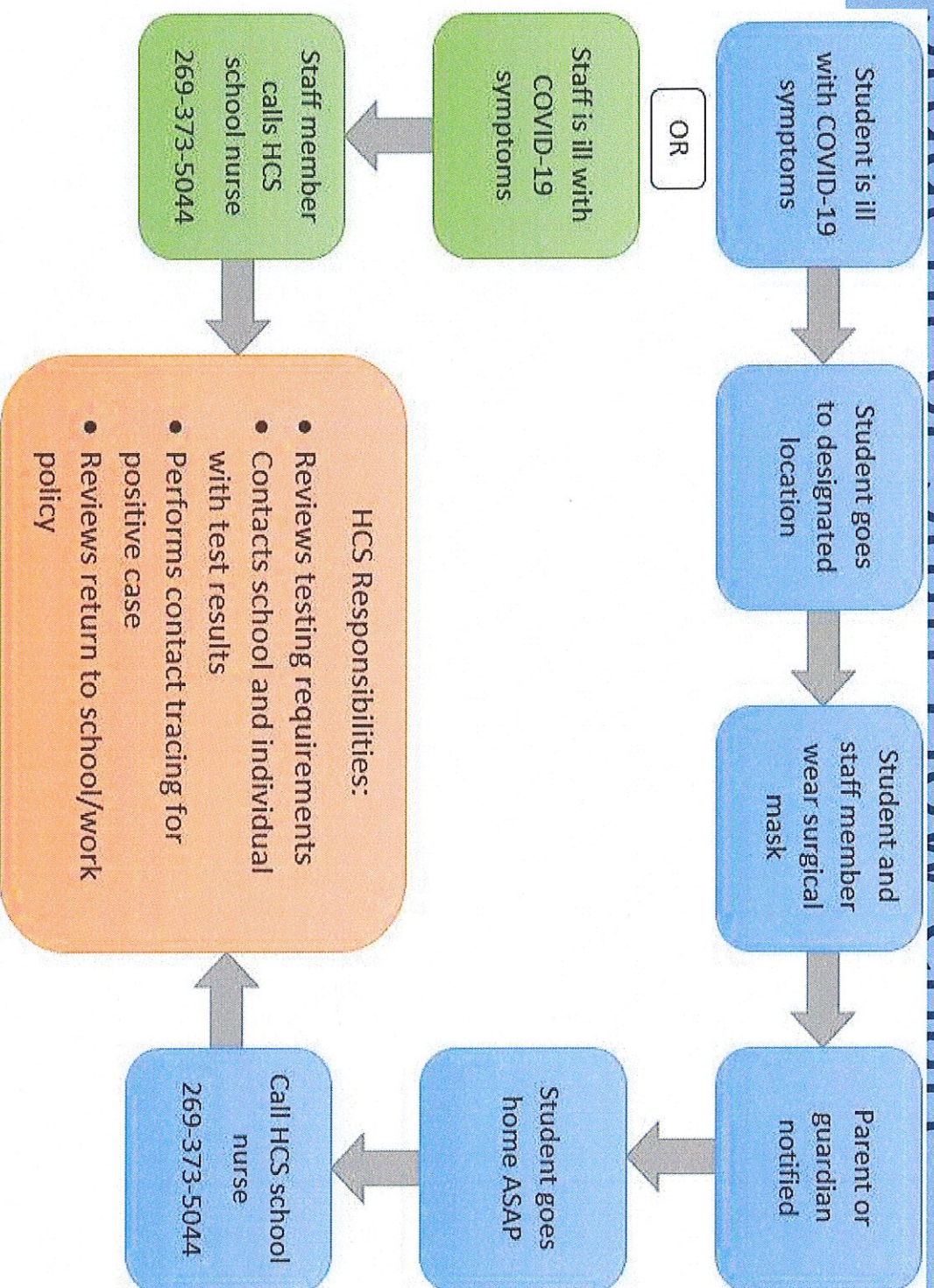


# III Student Protocol

- If a student has [COVID-19 symptoms](#):
  - Student goes to the designated location
  - Student should wear a surgical mask
  - Staff member with student should wear a surgical mask
    - Staff member should practice the following while in the designated area
      - Social distancing
      - Hand washing
      - Cleaning high touch surfaces
  - Student should go home ASAP
  - Call HCS to report (numbers not for public distribution)
    - School Liaison Nurse, 269-373-5022
    - Communicable Disease Nurse, 269-373-5044
- Student should be [tested for COVID-19](#)
  - HCS will help facilitate this, if necessary
- Student should remain home until they have tested negative or met [CD guidelines for return](#)
  - HCS will review with both school and parents/guardian



# III Student or Staff Flow Chart





# Health Screening Tool for Parents

- Never send an ill child(ren) to school
  - Monitor health of child(ren) daily with 4 questions
1. Does your child(ren) feel feverish or have a temperature over 100.4?
  2. Has your child(ren) started to have any of the following, not due to some other known problem?
    - Cough
    - Runny nose and/or congestion
    - Tired and/or achy
    - Short of breath
    - Vomiting and/or diarrhea
    - New loss of taste or smell
  3. Has your child(ren) had close contact with someone diagnosed with COVID-19?
  4. Since they were last at school, has your child(ren) been diagnosed with COVID-19?
    - If the answer is YES to any of these questions, keep your child(ren) home and contact your healthcare provider for testing



# Resources

- MI Safe School Roadmap
  - [https://www.michigan.gov/documents/whitmer/MI\\_Safe\\_Schools\\_Roadmap\\_127.pdf](https://www.michigan.gov/documents/whitmer/MI_Safe_Schools_Roadmap_127.pdf)
- CDC Considerations for Schools Website
  - <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/school-readiness-and-planning-tool.pdf>
- CDC Considerations for K-12 Schools: Readiness and Planning Tool
  - <https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Readiness-and-planning-tool.pdf>
- Kalamazoo County Health & Community Services (numbers not for public distribution)
  - School Liaison Nurse, 269-373-5022
  - Communicable Disease Nurse, 269-373-5044
  - COVID-19 Website: <https://www.kalcounty.com/hcs/covid19.php>