



Allegan Area ESA
MI Safe Start Preparedness Plan



We are the Village

“It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.”

~Margaret Wheatley

District Preparedness Plan Contents

Section 1	District Practices
Section 2	Universal Health and Safety Practices
Section 3	Instruction and Intervention
Section 4	Technology
Section 5	Support for Staff
Section 6	Support for Students and Families
Section 7	Safe Start Related Professional Learning
Section 8	Resources & References

District Practices

Area	Phase 1-3	Phase 4	Phase 5
Governance	<p>A structure for governance and support county-wide was established through the Allegan County Return to School Steering Committee. Click here to see a graphic depicting the Return to School Task Force organization. A structure for district governance exists through the AAESA District Leadership Team.</p> <p>In order to remain connected with MDE about policies and guidance and leverage MDE resources for student and staff mental health support, each member of the Leadership Team will maintain connections with relevant MDE staff based on assignment and responsibilities. For example, The Director of Instructional Services will participate actively with the General Education Leadership Network which works closely with MDE. The Director of Specialized Instruction will meet regularly with MDE’s Office of Special Education and the Special Education Instructional Leadership Network which works closely with MDE and OSE.</p> <p>The final Preparedness Plan will be posted on the district’s website, and related sections will be included as a supplement to individual program’s student and staff handbooks. In the Welcome Back Meeting for staff in August, our district administration will cover the supplemental information in detail and answer questions related to the plan to ensure clarity of expectations and execution. Building administration and teachers will engage students in a full review of the supplemental information related to the Preparedness Plan to ensure staff are well versed in the event we return to remote in any form or fashion.</p>		
Guidance to Programs & Districts	<p>Allegan Area ESA coordinates the Allegan County Return to School Steering Committee which meets regularly to support member district leadership teams in working through the challenges and opportunities presented by our current context including, but not limited to the following:</p> <ul style="list-style-type: none"> ● Developing student and staff safety protocols in consultation with Allegan County Health Department ● Providing guidance to school leaders for recruiting, interviewing, and hiring staff remotely ● Seeking and providing guidance on use of CARES Act funding for key purchases (e.g., cleaning supplies) ● Consulting legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19 ● Engaging school leaders in a guidance around budgeting to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars <p>Allegan Area ESA coordinates the Instruction for All committee made up of representatives from AAESA and all local districts. This committee has led the districts to set an instructional vision that ensures that:</p> <ul style="list-style-type: none"> ● Every student will start the year with access to grade-level instruction and high quality, standards-aligned instructional materials in every subject. ● Every student will be assessed on their understanding of prerequisite skills and grade-level proficiencies using formative assessments, screeners, or diagnostics. ● Every students’ academic and social emotional needs will be addressed with the integration of Social and Emotional Learning (SEL) and strengthening connections with students. ● School leaders will set checkpoints around curriculum and instruction, ongoing monitoring of student progress, and the 		

	<p>identification of supports and interventions as necessary.</p> <ul style="list-style-type: none"> ● Schools and teachers can integrate high quality, appropriate, and sustainable digital tools and resources at grade level. ● Schools will communicate regularly with families in their home language about their child’s progress and any targeted plans. ● Schools will be able to leverage all of these elements in the case of a return to remote instruction. <p>Regarding students with disabilities and those receiving related services, a subcommittee made up of SI Directors, related service providers, Level II and Level III teachers convened to develop guidance and curate resources. Please see Return to School Guidance & Resources - Specialized Instruction for specific information.</p>
<p>Crisis Management</p> <p>Responding to Positive Cases (Staff & Student)</p>	<p>Allegan Area ESA has created an Emergency Operations Plan which contains a detailed response for effective communication and actions in response to a myriad of possible crisis situations. We will cooperate fully with the Allegan County Health Department for any COVID-19 related emergencies. ACHD guidance What happens when someone at school gets COVID-19?</p> <p><i>STAFF - Positive COVID-19 Case Protocol</i> Any staff member that has a COVID-19 positive test shall contact their immediate supervisor. The supervisor will contact the full Leadership Team and HR in order to communicate with the local health department. AAESA will then communicate to building specific staff and families immediately (sample letter link). Staff who are COVID-19 positive are to remain at home until released by their health care provider and/or local health department. Staff are not to return to work until they have a written release from their health care provider.</p> <p><i>STUDENTS - Positive COVID-19 Case Protocol</i> Any student that has a COVID-19 positive test shall remain at home until released by their health care provider and/or local health department. Students are not to return to school until they have a written release from their health care provider. The building administrator will contact the full Leadership Team and HR. HR will communicate with the local health department. AAESA will then communicate to building specific staff and families immediately(sample letter link). The building administrator will contact the maintenance supervisor to initiate cleaning protocols.</p>
<p>Facilities & Operations</p>	<p>Allegan Area ESA coordinates the Facilities/Operations Return to School committee made up of representatives from AAESA and local districts. This committee has established guidelines which include:</p> <ul style="list-style-type: none"> ● Perform regular audit inventory of PPE 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. ● Create a contingency plan to coordinate the use of school buildings for essential actions with the Allegan County Emergency Management. A MOU has been established for AAESA and each local district within Allegan County. ● Coordinate with Allegan County Emergency Management for support with procurement of cleaning and disinfection supplies, if needed. ● Maintain facilities for resumption of school operations in phases 4, 5, 6. ● Audit all school buildings in phases 4, 5, 6 with a focus on: <ul style="list-style-type: none"> ○ How many classrooms are available; ○ The size of each classroom; ○ Additional spaces that are available (e.g., gym, lunchroom, auditorium); ○ The ventilation in each classroom.

<p>Building Maintenance</p>	<p>Regular maintenance of buildings will continue as needed.</p>	<p>Facilities will be maintained to ensure safe operations. HVAC systems at each building will be checked to ensure that they are running efficiently and to increase the amount of outside air entering each building. Air filters will be changed on a regular schedule.</p> <p>Each Building Administrator will 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 prior to August 24th.</p>
<p>Cleaning Procedures</p>	<p>District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.</p> <p>An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.</p> <p>Cleaning practices will be adjusted to maintain school building function. School cleaning and disinfection protocols will be aligned to Return to School Roadmap and CDC guidance.</p>	<p>District Level Administrators and Building Operations will meet to review all guidance related to cleaning and disinfecting of buildings and to review the Building Operations sections of the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.</p> <p>An inventory related to all cleaning supplies that are in compliance with EPA-approved COVID-19 materials will be taken and orders made to address increased cleaning protocols.</p> <p>Typical annual deep cleaning processes will be conducted prior to students returning August 31st.</p> <p>Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties. All custodial staff will be provided with PPE and cleaning materials necessary.</p> <p>Each classroom will be provided with a Cleaning Kit. The cleaning kit will contain PPE and cleaning materials necessary for instructional staff to clean high touch areas in each classroom space every four hours and in between student sessions. A Travel Cleaning and Hygiene Kit will be provided to all staff who serve students and families outside of AAESA facilities.</p> <p>Cleaning will take place in 3 phases - midday, end of day and weekly. Please see General Cleaning Procedure for specific details.</p>
<p>Training and Ongoing Support for Staff on Cleaning Procedures</p>	<p>Cleaning practices will be adjusted to maintain school building function. School cleaning and disinfection protocols will be aligned to Return to School Roadmap and CDC guidance. Training for staff will be provided as needed.</p>	<p>School-based custodial and infection control staff will be alerted via email of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of community spread across local geographies. Building principals will be informed of any relevant changes for instructional staff performing cleaning duties via email.</p> <p>Custodial staff will be provided with training on infection related cleaning practices as well as how to use specialized equipment prior to August 24th. Instructional staff involved in cleaning activities will be provided with training during the beginning of the year prior to August 31st.</p> <p>Signage about frequent handwashing, cough etiquette, and nose blowing will be widely</p>

		posted across all AAESA buildings.
Human Resources	<p>Establish flexible hiring procedures in a remote environment.</p> <p>Utilize Extended FMLA for staff in need.</p>	<p>The district will work closely with bargaining units to assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.</p> <p>The District will stay apprised of the number of available substitute teachers within the county.</p>
Student Transportation	<p>Student transportation is suspended.</p> <p>Instructional materials will be delivered weekly via packets to all enrolled students.</p>	<p>For AAESA provided transportation, all staff and students will be required to wear face coverings if medically able on transportation. A list of medically exempt students will be maintained by the building and shared with the transportation office. Specific details regarding PPE, social distancing, hygiene and sanitation can be found in the Student Transportation Procedure.</p>

Universal Health and Safety Practices

Area	Phase 1-3	Phase 4	Phase 5
Building Access	<p>School buildings may continue to be used by licensed child care providers, if providers follow all emergency protocols identified by the state.</p> <p>School employees and contractors are permitted to be physically present in school buildings for the purposes of conducting basic school operations, including remote live instruction in accordance with building specific Safe Workplace Practice Procedures.</p>	<p>School employees and contractors are permitted to be physically present in school buildings in accordance with building specific Safe Workplace Practice Procedures</p> <p>All professional learning for outside groups will be held virtually through January 1st. Professional learning for AAESA employees will take place in small group sizes. We will comply with all Executive Orders, increasing group sizes as allowed.</p> <p>Visitors to the building will be limited to only essential activities. Any visitors must follow the procedure for Visiting AAESA facilities.</p>	
Staff Screening	<p>Remote work will be encouraged whenever possible.</p>	<p>AAESA will cooperate with the local public health department regarding implementing protocols for screening staff. All staff will follow building specific Safe Workplace Practice Procedures which includes a symptom screening, exposure screening and a temperature check.</p>	
Personal Protective Equipment (PPE) Staff & Students	<p>Remote work will be encouraged whenever possible.</p> <p>When onsite, use building specific Safe Workplace Practice Procedures.</p> <p>Custodial staff will be provided with the PPE required in the Return to School Roadmap and the Allegan County Health Department guidance.</p> <p>All non-custodial staff will be provided with a reusable mask for use when accessing district buildings.</p>	<p>All staff will be provided with PPE appropriate to their job description and in keeping with the Return to School Roadmap and Allegan County Health Department guidance.</p> <p>Face coverings will be required for all staff and students in accordance with EO 2020-142. The use of Humanity Shields has been approved by ACHD in lieu of a clear face mask for staff working with individuals with significant impairments and/or those who are deaf or hard of hearing. Staff will be provided with a cloth mask, clear face mask and Humanity shield. Please see Staff and Student Face Coverings - Expectations & Sanitation. An individual exemption consideration process will be initiated upon request. A list of medically exempt individuals will be maintained in the office of each building.</p> <p>Students will be asked to provide their own face masks. Face masks will be made available to students who need them. Clear face masks will be made available to peers of students with hearing impairments.</p>	

		<p>Additional PPE is needed when performing Personal Care Services or engaging in the use of Emergency Interventions. Please see the links for specific details related to PPE and sanitation.</p> <p>Staff who are capable of wearing a face covering and refuse to do so will be addressed by the school administrator and could face progressive disciplinary measures up to and including termination.</p> <p>Students who are capable of wearing a face covering and refuse to do so will be addressed by administration in keeping with program disciplinary procedures.</p>
<p>Hygiene</p>	<p>Remote work will be encouraged whenever possible.</p> <p>When onsite, use building specific Safe Workplace Practice Procedures.</p>	<p>Each classroom will have the materials included in a Hygiene Kit. Supplies will be checked daily and restocked in the classroom. Teachers will contact the maintenance staff immediately if supplies run low during the school day.</p> <p>Using the Safe School Plan Classroom Checklist, each classroom will develop a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards. It will include</p> <ul style="list-style-type: none"> ○ Hand-washing schedule ○ Room and materials cleaning schedule <p>Proper mitigation strategies including hand washing and sneezing will be taught to students regularly and communicated to families via newsletters, web pages, bulletin boards, etc. Parents and caregivers will be asked to review and reinforce with their students.</p> <p>Signage related to hygiene strategies will be posted frequently throughout the school building.</p> <p>Sharing school supplies will be limited, and each student will have their own supply box for materials.</p> <p>Please see Classroom Expectations for specific details.</p>
<p>Student Screening</p>	<p>Schools are closed for face to face instruction.</p>	<p>AAESA will cooperate with the local public health department regarding implementing protocols for screening students. Prior to attending school, families will be provided with resources and tools to educate them regarding their role in keeping their child, his/her peers and staff safe, including the ACHD When a student should stay home or may be sent home and CDC daily home screening checklist and regularly reminded to utilize these tools. Prior to their student attending school, parents must acknowledge the understanding of their role in this process by returning an acknowledgement form. Transportation staff will refer to the CDC daily home screening checklist when boarding students.</p>

		<p>Upon arrival to school a Student Screening Procedure, including a temperature check will be implemented. Students who are symptomatic will be escorted to the quarantine area and the parent or emergency contact will be called. If a bus rider, a symptomatic student will not be able to ride transportation home.</p> <p>Decisions regarding how long students must remain out of school will be based on ACHD guidance which can be found in the How to handle symptoms and household exposure and consultation with the School Nurse (and ACHD when unclear).</p>
<p>Spacing and Movement</p>	<p>N/A - Schools are closed for in person instruction.</p>	<p>Each program has revised every single program operational routine from arrival, to meals, to common areas and dismissal, in order to minimize contact and maximize social distancing. Each program administrator will train staff on the new procedures and communicate expectations to students and parents in meaningful ways. Any individual requesting copies of operational procedures is encouraged to contact the main office for the program. Cohorting will be practiced in keeping with the requirements in the MI Safe Schools roadmap and Allegan County Health Department guidance.</p> <p>While in phase 4, indoor assemblies that bring together students from more than one classroom will be prohibited.</p>
<p>Athletics</p>	<p>N/A - AAESA does not sponsor any athletic programs.</p>	

Instruction & Intervention

Area	Phase 1-3	Phase 4	Phase 5
Schedule	<p>Schools are closed for in person instruction. All programs will offer remote instruction tailored to meet the specific needs of the unique student populations they serve.</p> <p>Specific information regarding delivery of instruction, attendance and monitoring of student learning is available through each program's Preparedness plan.</p>	<p>VAAC will provide virtual instruction consistent with its board approved course catalog.</p> <p>ACATEC will provide in person instruction 5 days per week.</p> <p>GSRP will provide in-person instruction in keeping with their LEA calendars. A 100% remote option will be available to families who prefer this.</p> <p>Hillside West, YAC and Early On began the 2020-21 school year remotely. All SI Department programs will operate on a hybrid instructional model beginning August 31st. Remote instruction will be available to all students on days they are not physically present. A 100% remote instruction and intervention model will be available to all parents and families upon request.</p> <p>Specific information regarding delivery of instruction, attendance and monitoring of student learning is available through each program's Preparedness plan.</p>	<p>All programs will return to full in person instruction.</p>
Students with Disabilities	<p>In all phases of re-entry, IEP teams must move beyond the good faith effort of contingency planning implemented during the stay at home order from March to June 2020. IEP teams must collaborate and purposefully plan to determine how a Free and Appropriate Public Education can be delivered given the context of the District's Preparedness Plan in each of the phases 1-3, 4, & 5. We must be prepared to pivot at any time. This can be achieved through parent collaboration, data collection, and creative individual and small group scheduling.</p> <p>All programs will make contact with families of students with disabilities (IEPs and 504s) inquiring regarding their intent to return. If</p>		

	<p>they are planning to engage with some type of Face to Face instruction, gather any concerns they might have regarding the use of PPE, specifically relevant medical considerations.</p> <p>All programs will carefully review all Health Plans for any student with health related needs including stand alone Health Plans or health related accommodations built into 504s or IEPs.</p> <p>All programs will build into the schedule time prior to Fall Count (October 7, 2020) for appropriate school staff to thoughtfully review all plans for individuals with disabilities and including IEPs, 504s and Positive Behavior Support Plans and determine whether any existing plans need to be revised or amended.</p> <p>Please see Return to School Guidance & Resources - Specialized Instruction for specific information.</p>	
<p>Positive Behavior Support</p>	<p>Districts must consider the utilization of PBIS strategies in remote environment instructionals. Resources are available to districts and staff: Creating a PBIS Behavior Teaching Matrix for Remote Instruction and Classroom PBIS for Online Learning.</p>	<p>A comprehensive resource kit is available to districts, leadership and educators. Please see Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year.</p> <p>At a minimum, schoolwide and classroom PBIS systems should be revised to reflect the context of the district's Preparedness Plans including teaching expectations. A sample adapted PBIS matrix is available from MiMTSS.</p>

Technology

Area	Phase 1-3	Phase 4	Phase 5
Device Processes and Procedures	<p>Families will be surveyed at the building or program level to determine what technology (numbers, types, and condition of devices) is available at home for student use. The survey may be done electronically or via phone call. This information will be used to support home remote learning.</p> <p>The asset tracking tool <i>Asset Tiger</i> will be used for inventory, asset tracking, and repair history.</p> <p>Program administrators will determine technology process leaders to support key efforts and publish their contact information on the district intranet and/or internet.</p> <p>We will communicate consistent procedures for return and inventory of school-owned devices as part of a return to school technology plan. SWMITECH will develop procedures to include:</p> <ul style="list-style-type: none"> ● Safely bagging devices collected at schools; ● Transporting them to a central location; ● <u>Sanitizing the devices</u> prior to a repair or replacement evaluation; and ● Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement. <p>When devices are to be returned, schools will be provided a supply of 2-gallon (17”x13”) resealable bags for each student. Each bag will have the student’s name marked on it (printed on labels from Student Information System), and the family will be instructed to place the device(s) inside the bag before collection. Devices will remain bagged for 14 days (or as long as possible) before opening, cleaning, and disinfection.</p> <p>All devices will be cleaned and disinfected according to <u>CDC Guidelines</u> as described in this guide from <u>Yale Environmental Health and Safety</u>. Each device will be inspected for hardware repair needs (missing or loose keys, screen cracks, other atypical wear and tear, battery/charging concerns). Finally, the device will be restored to the district’s standard image and re-enrolled (if necessary) into the Mobile Device Management system assigned to the appropriate Organizational Unit (School, Cart, Classroom, etc.)</p> <p>Replacement or upgraded devices that have been ordered may not arrive before the start of the school year. When they arrive, the new devices will be traded for these current devices according to the district’s replacement and upgrade schedule, and the older devices will be disinfected, reset, and maintained as an inventory to be used as loaners when repairs are required on assigned machines.</p> <p>Technology support staff are available to troubleshoot and repair devices. Common spare parts will be kept on hand. When a device cannot be repaired quickly, it will be swapped out with the most comparable available device to minimize the time that staff may be</p>		

	<p>without a device.</p> <p>Infrastructure is monitored in real time using <i>SolarWinds Network Performance Monitor (NPM)</i>. This gives our infrastructure team visibility on the operation of network devices such as switches and WiFi access points. Every WiFi access point and wired network device will be tested to ensure they are functional.</p> <p>Technology policies will be continually reviewed and updated when needed. Standard operating procedures (SOPs) will be created and maintained when appropriate.</p> <p>Appropriate digital learning devices will be deployed to students to facilitate virtual and/or remote learning. The device type will be determined by the student need, program requirements, and device availability. This includes tablet computers (iPads / Android tablets), Chromebooks and laptops.</p>
<p>Support for Staff and Parents</p>	<p>To support staff, we will work closely with program administrators to Identify how technology training needs of staff will be addressed as well as what best practice resources we should be using to accomplish this.</p> <p>To support families and their students during remote learning, the district has established the following avenues to access help desk services:</p> <ul style="list-style-type: none">● Check the resources related to our district’s current technology solutions Family Technology Support Page on our website including videos, quick start guides, and tutorials● Email help desk system.● A phone number will be available for parents and families to utilize for tech support.● If a teacher gets a request or hears of a need when communicating with students/families, they will forward those concerns on behalf of the family using these procedures <p>Please see the Sample Communication to Districts on Remote Plan for a drafted initial letter to families. Please see the Technology Support Chart for Students, Families, and Staff</p>

Support for Staff

Routine	Phase 1-3	Phase 4	Phase 5
Professional Learning	<p>All staff will be required to complete additional Global Compliance Network Modules before returning to Work - GCN Modules (COVID - Plan, Prepare & Respond, How to Wear a Mask, Handwashing, Workplace Guidelines)</p> <p>The district will participate with neighboring ISD/ESA's to provide professional learning around various topics related to staff self-care and resiliency strategies. Sessions will be offered synchronously and recorded for asynchronous use. Please see Self Care for Educator Series for the listing of available sessions.</p> <p>The Instruction for All committee and the Wellness committee are gathering resources for professional learning and training (through virtual modes) for school staff to support academic success and social-emotional health in the online, blended, and in-person environments. Both committees encourage schools to utilize the Professional Learning Network model for educators to collaboratively share knowledge, continuously learn, and exchange ideas around remote learning. School leaders are encouraged to gather and share data with their local teams and across these Professional Learning Networks for continuous improvement around remote learning.</p> <p>The Instruction for All committee has focused on learning how to use the various school's digital systems and tools appropriately and sustainably as well as building capacity around high-quality remote learning. Please see Professional Learning Opportunities and Resources Around Remote Learning, a collection of tools, resources, and implementation support for district-level and building-level staff for timely, responsive, and ongoing training.</p> <p>Guided by the Wellness Committee in the spring, the Instructional Services Department purchased the online training series "Trauma Informed Return to School" by Stephanie Grant and made these available to AAESA and all local districts. The IS Department will also be purchasing Stephanie Grant's follow-up series this fall, again making these available to AAESA and all local districts.</p>		
Health, Wellness and Social Emotional Support	<p>A county-wide Health and Wellness committee was established to develop recommendations and curate resources to share with staff. The responsibilities of this committee include:</p> <ul style="list-style-type: none"> • Work across the school, local public health agencies, and community partners to connect to resources. • Compile and regularly update comprehensive lists of wellness resources available to stakeholders and post these on our website. • Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. • Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 <p>The Wellness committee will continue to meet and share resources throughout the school year.</p> <p>We have identified a Wellness Liaison as the point person to centralize mental health resources, communications to families/students, and public-facing wellness materials. The Wellness Liaison will work closely with the Wellness committee.</p> <p>A member of the county-wide Return to School Wellness Committee will participate in AAESA's District Wellness Committee which will be responsible to share social emotional resources for AAESA staff. These resources will be shared out via email and as a standing</p>		

	<p>item on the district’s weekly staff newsletter.</p> <p>The district will participate with neighboring ISD/ESA’s to provide professional learning around various topics related to staff self-care and resiliency strategies. Sessions will be offered synchronously and recorded for asynchronous use. Please see Self Care for Educator Series for the listing of available sessions. Additionally, Allegan Area ESA participates with HelpNet, an employee assistance program.</p> <p>SI Department programs will utilize Restorative Practices to stimulate thinking and dialogue and help staff move to a healthy new normal collectively. RESTORE is a restorative lens through which we can engage stakeholders in dialogue around returning to school.</p>	
<p>Medically Vulnerable Staff</p>	<p>Remote work will be encouraged whenever possible.</p> <p>When onsite, use building specific Safe Workplace Practice Procedures.</p>	<p>Staff are to disclose to their immediate supervisors if there are barriers for returning to work in a building. The district will then begin the interactive process. Supervisors will contact HR to help support individual staff members. In conjunction with HR, the departments will assess the staffing needs with specific focus on student and staff wellness, technology support, and other COVID-19 related needs.</p> <p>Extended FMLA is available and staff will contact HR to address their individual needs; the district will engage in the interactive process to determine what, if any, accommodations can be made for staff.</p>
<p>Communication & Feedback Loop</p>	<p>There are a variety of outgoing communications to staff that are used based on the type of message being sent. The staff newsletter, “The Connection”, comes out on a weekly basis and is used to communicate information that would otherwise go out as an all staff email. This allows email to be used more directly and sent to specific schools, programs, or business units.</p> <p>During the ongoing coronavirus crisis virtual town hall meetings were held with staff (all staff and selected groups) to allow for two way communication and keep staff informed while buildings were closed. Allegan Area ESA maintains a website which includes staff specific links and COVID-19 specific information. Social media including Facebook and Twitter are also used to communicate with stakeholders, including staff.</p> <p>Each AAESA building (ESC, Hillside & ACATEC) will utilize a staff feedback form. Each program supervisor will share the form with their staff to gather feedback regularly throughout the year. SI Department Feedback Form, ESC Feedback Form, ACATEC Feedback Form</p> <ul style="list-style-type: none"> ● The Public Information Coordinator will regularly access the forms and share any time sensitive feedback with the appropriate Supervisor ● Feedback will be discussed at each Leadership Team meeting. ● Each Supervisor will have access to the form and designate a staff person to review the feedback on a weekly basis. ● Each Supervisor will close the feedback loop during each staff meeting by sharing the feedback and any planned next steps. 	

Support for Students and Families

Routine	Phase 1-3	Phase 4	Phase 5
Health and Wellness	<p>A county-wide Health and Wellness committee was established to develop recommendations and curate resources to share with staff. The responsibilities of this committee include:</p> <ul style="list-style-type: none"> • Work across the school, local public health agencies, and community partners to connect to resources. • Compile and regularly update comprehensive lists of wellness resources available to stakeholders. • Establish ongoing reporting protocols for school staff to evaluate physical and mental health status. • Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 <p>The Wellness committee will continue to meet and share resources throughout the school year.</p> <p>The county-wide Whole Child Advisory will plan professional development for staff to help districts build capacity of staff to provide social emotional support to students and families.</p> <p>Each program will develop and communicate practices and procedures regarding rapid referral and identification of at-risk students and families appropriate to the special populations they serve. Resources for plan development are available to program teams including Well-Being - Evaluating, Measuring and Assessing Needs, and Wellness.</p>		
Food Service	<p>The Public Information Coordinator will maintain an accurate list of meal service locations as well as relevant district practices and procedures on the AAESA website. These will be posted as needed to the district and program Facebook pages.</p>	<p>Please see program specific plans.</p>	
Communication & Feedback Loop	<p>The Allegan Area ESA uses a variety of communication methods to interact with families and students. Chief among these is the district web site. It provides extensive program information as well as current county educational news and updates. There is also a main district Facebook page that is used for timely announcements and to elicit feedback from families. Each school building and several programs also have separate Facebook pages. These tend to have higher parent/student engagement than the main AAESA page. The district also maintains a Twitter presence, as do several staff members, however the reach of this service is minimal.</p> <p>A School Messenger instant alert system is used for communicating information that is extremely timely, i.e. school weather closings. This system may also be used if closing due to COVID becomes necessary.</p> <p>The Director of Instructional Services, Director of Specialized Instruction, and the Public Information Coordinator will support program supervisors to implement communication systems needed to reach every family and student in their home language through multiple modes including, letters, videos, website, and social media. Resources to support effective communication and public information were developed by the Michigan Schools Public Relations Association can be found in three parts: Part 1 - Do first, Part 2 - Do Before Schools Open, Part 3 - to be released in August.</p>		

Recommended Communication Plan including sample communications addressing each of the following can be found in the [Technology Support Chart for Students, Families, and Staff](#)

- Expectations around the duration of the closure and reopening;
- Decisions about grade-level proficiencies
- modes of assessment and feedback
- daily instructional time
- and estimated workload.
- Supports and resources for families to use at home
- Training on accessing and using the school's digital systems and tools, and workshops for families to build digital literacy.
- Provide resources that demonstrate schools value parents as partners in their child's education. Offer family supports that provide families with:
 - Training about how to access and use the school's chosen digital systems and tools;
 - Opportunities to build their digital literacy; and
 - Strategies to support their child's learning at home.

A Return to School website will be maintained and a [question submission form](#) will be accessible to all families of students enrolled in an AAESA program. As questions are submitted, they will be added to the FAQ section of each program webpage.

Safe Start Related Professional Learning Plan

Routine	Phase 1-3	Phase 4	Phase 5
For Admin	<p>Administrators will participate in the Leadership Blueprint training through the Flippen Group. Although planned prior to the pandemic, the training is timely and relevant given our new context. Administrators will develop a TrACTion plan and engage in regular conversations with their accountability partner.</p> <p>All Administrators will be supported to create, implement and utilize structures for meaningful, responsive and sensitive professional learning to occur with staff. Administrators will be supported to intentionally plan around both academic and social emotional curricular and supports.</p> <p>A wealth of information and resources is widely available. One resource, from the Association for Supervision and Curriculum Development that is intended to support the design & implementation of blended and remote learning experiences can be found here. Additional resources will be shared regularly at Leadership Team, Curriculum Directors and SI Directors meetings.</p>		
For Staff	<p>Each program will develop a scope and sequence of professional development in order to ensure all staff will have access to timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support. IS and SI Consultants will develop and curate professional learning and utilize coaching practices to encourage transfer to the instructional setting and reflection on progress. Professional Development will address staff needs as it relates to health and safety measures, best practices in remote learning, social emotional learning, self-care and resiliency strategies, and technology.</p> <p>All instructional staff will participate in structures, such as professional learning communities, to collaborate on prototypes for a week's worth of instruction to establish consistency and an appropriate workload when providing instruction remotely.</p> <p><i>Health and Safety Measures</i> All staff will be provided with training necessary to support fidelity of implementation of district and program health and safety measures including but not limited to staff screening for symptoms of COVID-19, PPE, hygiene practices, classroom set up.</p> <p><i>Promoting Social Emotional Development</i> Resources for SEL training are available through Michigan Cares, SI Consultant PD Offerings. Please see the support for students and families section for additional resources.</p> <p><i>Remote Learning</i> Training and support for staff to implement effective remote instruction is available through Professional Learning Opportunities around Remote Learning and our participation with REMC7. Additionally, Michigan Virtual offers a personalized professional development playlist generator.</p> <p><i>Self-Care and Resiliency</i> Staff will be encouraged to participate in professional learning around self-care and resiliency strategies. Sessions will be offered</p>		

	<p>synchronously and recorded for asynchronous use. Please see Self Care for Educator Series for the listing of available sessions.</p> <p><i>Technology</i></p> <p>Technology related training will be offered in synchronously and resources for asynchronous training will be made available as well. Please see supporting students during remote learning, student and parent tutorials.</p>
<p>For Families</p>	<p>The Instructional Services and Specialized Services department staff will assist program staff as needed to provide support to families and parents around the use and effectiveness of a program’s chosen digital tools and resources that support remote and blended learning, including but not limited to:</p> <ul style="list-style-type: none"> ● Opportunities to build digital literacy ● Utilizing technology tools, programs, and platforms to support learning ● Strategies to support learning at home ● Curriculum implementation ● Resources around Google for parents <p>Families will be notified of and encouraged to participate in training opportunities tailored specifically to their unique needs. For example, Michigan Alliance for Families (MAF) offers virtual support chats for parents of children and youth with disabilities called Sharing our Strengths and Struggles. Additionally, MAF is partnering with Mi MTSS to offer a series of webinars on PBIS in the home called Strategies to Support your Child’s Learning. Upcoming events can be found here.</p>

Resources and References

[Michigan Safe Start Plan](#)

MI Safe Schools - [Return to School Roadmap](#)

MAISA [Continuity of Learning Essentials](#)

[MAISA](#) - Sample Narrative Plan

Opportunity Labs - [Return to School Roadmap](#)

National Institute for Excellence in Teaching (NIET) - [Scenarios and Considerations for 2020-21](#), [Guiding Questions for Special Education](#)

Centers for Disease Control and Prevention: [Coronavirus \(Covid-19\) Homepage](#)

Michigan Department of Education: [Covid-19 Information & Resources](#)

Allegan County Health Department - [School Guidance on Returning to School](#)

Allegan County Health Department - [COVID-19 Return to School ToolKit](#)