COVID-19 Preparedness and Response Plan
(Executive Order 2020-142 District Preparedness Plan Template)

Name of District: Outlook Academy
Address of District: 2879 116th Ave Allegan, MI 49010
District Code Number: 03902
Web Address of the District: https://www.alleganaesa.org/outlook
Name of Intermediate School District: Allegan AESA
Name of Authorizing Body (if applicable): Allegan AESA
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


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.

District and Building Implementation Plan:

The district plans to use a hybrid model of instruction using online learning platforms as the primary mode of instruction (Google Classroom, Zoom, STAR Math/Reading, and Edmentum). For those students that do not have a device, the district will provide devices in grades 6-12. Students without devices or internet access will have access to instructional materials through a weekly instructional packet. Instructional materials (i.e. paper, pencils, etc.) will be made available to families that do not have them. All students will have access to grade-level/course textbooks/resources as needed to complete their work. Students will not be penalized for inability to fully participate provided families stay engaged with school personnel in developing personalized and realistic education plans for their child. The district will do everything it can to meet student/family needs and allow for full participation.

Teachers/Staff will be expected to make weekly contact with students and have two-way communication. This may be done through the use of technology (i.e. virtual meeting, email, Remind) or through weekly phone calls. For students with technology access teachers will also communicate multiple times each week through the instructional platform (i.e. Google Classroom, Edmentum), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will provide instructional packets that focus on essential content, building relationships, and maintaining connections. We will encourage relationships between students through technology (virtual meetings, email), by phone or text, or by having students write letters to classmates.

For students with technology access, content will be delivered through the online platform (Google Classroom, Zoom, Edmentum, etc.). Teachers will be accessible for synchronous instruction (virtual meetings/office hours) at least once per week and asynchronous instruction through pre-made videos/lessons multiple times per week. For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be provided during meal distribution. Packets will be mailed or delivered to the student if they do not participate in meal distribution.

For students with technology access, teachers will monitor student access and assignment completion on a regular basis within the instructional platform (i.e. Google Classroom, Edmentum, Zoom). Teachers will provide feedback to students on assignments through the
instructional platform as they are completed. Teachers will differentiate instruction within the platform to meet each student's needs. For students without technology access, instructional packets will be collected each week during meal distribution. Teachers will review the instructional packet and provide feedback to the student during their weekly communication (phone call, virtual meeting, or email). Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed. If the student is not doing meal distribution or pick-up, packets may be mailed in to be returned (envelopes and postage would be provided by the district).

The plan will be communicated through our School Messenger communication platform, according to the preferences our parents/guardians have chosen in that system. Parents will receive an email with the plan attached, and/or a voice message and/or text message directing them to our district website where they can access. The plan will be posted in a prominent location on our district website, and a link will also be posted on our district and building Facebook pages.

For our students in dual enrollment courses we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete these courses. The students will be given credit or no-credit. For students enrolled in CTE programs we will work with the CTC Principal/Director to ensure our students have the ability to complete these courses. When needed, the district will ensure the student has the necessary resources.

If a student has access to technology, teachers will use the instructional platform to monitor student wellness, engagement, and completion of assignments. They will also keep a log of communication with students and families. If a student does not have access to technology, teachers will keep track of which students are completing the weekly instructional packets. They will also need to keep a log of all communication with students and families. Inconsistent completion and/or communication with a parent or student will be raised to the principal or counselor level to develop a plan to connect with the student and family. Additional support agencies may be sought to make these connections (31N Coordinator, DHHS, ISD supports etc.)

The district will survey all parents to determine current mental health needs and provide an online form for parents/students to request support. Based on the survey results or form requests, counselors (school counselor, 31N Coordinator, ISD supports) will reach out to individual students and families to determine what they may need. The counselors will help connect the family to outside agencies, if needed, to help meet their needs. Teachers will monitor and assess the needs of students and families through their weekly communications. If a need is identified, the teacher will elevate that need to the principal or counselor to make the necessary follow-up. The principal will hold weekly virtual meetings with teachers and other key staff to identify any additional students or families in need.

Link to Continuity of Learning Plan
Link to Return to School Guidance and Resources - Specialized Instruction

B.

During Phase 4 learning will be a hybrid model. Students will be grouped by grade levels. Half of our students will attend school on Monday and Thursday and learn from home on Tuesday, Wednesday, and Friday. The other half will attend on Tuesday and Friday and learn from
home on Monday, Wednesday, and Thursday. Students will be assigned a Chromebook for the school year. The teachers will use Google Classroom throughout the year as the learning platform. Students who do not have Internet, will be loaned a Hotspot. Assignments for the school groupings will be mailed out the week August 13, 2020. Any student who is not comfortable with attending school in person, may choose to attend school virtually. Parents must contact the principal for more information about the virtual option. Please call Tina Maxwell at (269) 512-7880 if your student would like more information about the virtual option.

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.

**District and Building Implementation Plan:**

- The expectations for the wearing of face coverings and how to obtain clean face coverings will be included in all district to parent communications, all handbooks, all student orientations, and all staff orientations. (Aug. 1 - Aug. 30)
- Students and parents will be required to watch a safety video on the wearing of and expectations for maintenance of face coverings. Students and parents will sign-off on their awareness of these policies before the students are permitted to enter the classroom on the first day of school. (Aug. 1 - Aug. 30)
- Building, grounds, and transportation signage will be prominent throughout all school facilities and clearly identify who is required to wear face coverings in each designated area of the building, grounds, or bus. (Completed by Aug. 15)
- Fabric face coverings will be ordered and provided to every student and staff member on a daily basis. These will be placed on busses and in the classrooms every evening by staff. (Delivery taken by Aug. 15)
- Face coverings will be turned in at the end of the day (in some cases these will need to be collected by bus drivers as students exit the bus.) (Daily beginning on the 1st day of school)
- Face coverings will be washed daily by staff and stored appropriately for distribution. (Daily beginning on the first day of staff reporting)
- Individuals (staff or students) who claim medical exemption will need to meet with the Principal to provide rationale and documentation. (Begins Aug. 15 and continues throughout the school year)
- Exempted individuals will be recorded in a master database and issued a sticker to display on their student or staff ID indicating this exemption.
- Students who are capable of wearing a face covering and refuse to do so in an area where a face covering is required will be issued a face covering by a school official (teacher, paraprofessional, administrator, school safety staff, playground aid, etc.) and asked to put the face covering on. The instance will be documented as a log entry in
PowerSchool.

- Students showing patterns of non-compliance will be removed from the school building and placed into remote instruction until the student agrees to comply with this safety protocol. Parents will be notified of each instance of non-compliance by the administration or school safety officer. Continue removals from the school building will result in permanent placement into remote instruction with the student being banned from coming to the school site.
- 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.
- 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. Instances of non-compliance will result in the guest being escorted from the building by the school safety officer or building administrator.
- In instances of uncertainty about individuals not wearing face coverings, these matters will be relayed to the building administration for review and decisive action.

2. **Hygiene**

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

**District and Building Implementation Plan:**

- Every classroom will be supplied with a fixed or portable handwashing station.
- Supplies (paper towels, soap, hand sanitizer, tissues, trash receptacles) will be checked daily and restocked in the classroom.
- Teachers will contact the office immediately if supplies run out during the school day.
- Each classroom will have a hygiene protocol with timelines that are posted and communicated via newsletters, web pages, bulletin boards, and the like. It will include:
  - Hand-washing schedule
  - Room and materials cleaning schedule
- Teacher will teach students the following to students on the first day of school and reinforce weekly or more often as needed (this may be done via video)
  - proper handwashing on the first day of school and reinforce weekly or more often if needed
  - how to cough and sneeze into their elbows, or to cover with a tissue and dispose of it in the trash
- Proper mitigation strategies including hand washing and sneezing will be communicated to families via newsletters, web pages, bulletin boards, and the like. Parents and caregivers will be asked to review and reinforce with their students.
- Custodial or office staff will
  - Procure adequate soap, hand sanitizer, paper towels, tissues by August 1, November 20, February 20, and May 20
  - Post signage related to cleaning and hygiene strategies in each room, restroom, throughout the hallways by August 20
  - Monitor hygiene supplies and refill as needed three times daily
  - Procure hand sanitizing stations as deemed necessary during walk-through with building leader by August 1
- Sharing school supplies will be limited, and each student will have their own supply box for materials.
- A list of these supplies will be generated as appropriate for each grade level and or
specific middle school or high school course and posted to the school website.

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

**District and Building Implementation Plan:**

- 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 the MI Safe Schools: Michigan's 2020-21 Return to School Roadmap.
- An inventory related to all cleaning supplies that are in compliance with the EPA-approved related to COVID will be taken and orders will be made to address increased cleaning protocols.
- Cleaning stations will be identified around the building that hold materials for usage in different wings. I.e. Curriculum closet in third grade hallway, gym storage room, custodial closed in 5th grade hallway.
- All classrooms will be provided spray bottles with EPA-approved disinfectant, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning.
- Each building custodial team and administrator will tour their building and identify areas of frequent usage throughout the building. A map will be created and kept secure in the head custodian room and office to ensure compliance when custodial substitutes are in the building.
- Custodial or Outlook staff will walk the building wiping all high frequency usage areas between classes and following any activities in the building at the end of the day. Staff will note the time and date and initials on a chart that is kept daily.
- The teacher of record for the area will wipe down all frequently used materials after each class has exited with EPA-approved disinfectant. This will occur prior to the entrance of the next class.
- Classroom teachers will wipe down the students desks everytime students exit the room every period at the secondary level with EPA-approved disinfectant. Locked storage units with ventilation for cleaning materials will be available for all staff as needed. All classrooms will have the appropriate EPA-approved disinfectant in their rooms.
- Playground equipment will be cleaned twice a week.
- A training on cleaning materials and protocols will be provided to the staff through a virtual meeting the first week of school. This training will show the use of PPE when cleaning, protocols for the classroom and storage of cleaning materials.

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

**District and Building Implementation Plan:**
All athletic programming will be suspended until the region has maintained Phase V status for at least 28 consecutive days. At that point, consideration for resuming athletics for the next available sports season (fall, winter, spring) will be made. (Budgetary priorities for core instruction and safety as well as inability to adequately train, clean/disinfect equipment, safely transport students, and monitor spectator and competitor compliance contributed to this decision.)

5. **Screening**

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

**District and Building Implementation Plan:**

- A copy of our screening and exposure plan will be submitted to the County Health Department. This plan will be reviewed monthly with the District Pandemic Response Team and the Health Department along with the status of any referrals from the prior month.
- Each school building will identify a remote and secluded room, no smaller than 100 square feet to serve as an isolation area. This room will be outfitted with appropriate PPE including gowns, face shields, N95 Masks, gloves, sanitizing wipes, portable two-way radios, an internet-connected computer, log sheets, and video surveillance.
- Each building will have an identified and trained staff person to serve as the "quarantine officer". These duties will take precedence over any other responsibilities and therefore this individual must have the flexibility to leave their regular assignment at a moment’s notice.
- From the time of identification of potential infection, the student will not be left unattended by the quarantine officer and a log sheet of activity will be maintained at 5-minute intervals until the student or staff member is safely removed from the building.
- Parent communication will be made immediately with clear and concise directions on where and how to pick up the student and where to report for testing.
- A designated person (office staff) will contact the student/family each day after removal until test results are provided and verified before the student can return to school.
- During the time of quarantine, the student will be asked to self identify the location and individuals they came into contact with for the past 48 hours to the best of their recollection. Priority will be placed on those individuals that they were in contact with for a sustained 15 minutes of more.
- The health department will be contacted after parents have been contacted to assist in contact tracing and notification of vulnerable individuals.
- All school staff will be 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. This will include taking their temperature and reporting this daily on the Google form.
- Staff who are unable to work due to displaying COVID-19 systems will be required to report this to the school through the Google form as well as through calling the office. The school office staff will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and to report those results back to the school as soon as available.
- Positive tests for staff members will result in a required quarantine away from school for 14 days. Days of quarantine for COVID-19 positive results will NOT count against employee sick time allocations.
6. **Testing**
   Please describe how you will implement the **requirements** for testing protocols from the *Return to School Roadmap* (p. 25).

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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).

**District and Building Implementation Plan:**

- Contact will be made to all transportation companies that support the district to ensure that they have received a copy of the criteria in the MI Safe Schools: Michigan’s 2020 Return to School RoadMap.
- A weekly meeting will be held with district transportation supervisors or contracted transportation departments to review the criteria required for level IV and discuss concerns or issues arising.
- A breakdown of the aforementioned items will be presented in all RFP’s to the contracting companies to ensure that they can comply with the items required.
- Contracts are being to be altered to address the cleaning, sanitizing and professional development that is needed for the fleet.
- Signage will be added to each bus to address the use of face masking of all students and drivers, use of hand sanitizers and cleaning protocols.
- Districts relying on their own transportation will assess the number of buses that may be on the road and re-evaluate weekly based on student participation rates.
- Begin the ordering of hand sanitizer and supplies in which to brace/mount the hand sanitizer at the entrance of each bus.
- An ordering plan and schedule to obtain cleaning supplies in compliance with the CDC that can be utilized in the cleaning of the bus between routes and the wiping down of frequent areas of contact has been developed.
- Busses will be properly cleaned after the departure of the last child from each run once the bus has returned to the transportation garage. Logs and video will be maintained for a period of 90 days.
- Plexiglass shields may be installed to protect the driver.
- Face masks will be available at the entrance of the bus in the event that a student does not come to the bus equipped with the necessary item.
- Communication will be sent out weekly to families related to the mandatory nature of wearing a face mask on the bus and that all staff and students, if medically feasible, must wear it in order to be transported, unless “It is determined on a case by case basis that it is not safe for the bus driver to wear a facial covering.”
- Communication documents will be developed to enable the drivers of the buses to know what the safety plans are for any specific students and who for medical reasons will not be wearing a face mask.
- Professional development will be required for all bus drivers related to the changes including the appropriate usage of face masks and policies regarding the requirement of their usage on the bus, hand sanitizing, and cleaning protocols to address the cleaning and disinfecting of the bus before and after every route. A check sheet with time and date of each cleaning will be provided to staff to complete each time the bus is cleaned.
- Bus drivers, weather permitting, will keep windows open on the bus both in route and when stopped.
• On those buses with specialized transportation and equipment needs, bus aides or drivers will wipe down the equipment upon entrance to the bus. This will be noted in the cleaning log.

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.

- Facial coverings should 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.
  • Homemade facial coverings should be washed daily.
  • Disposable facial coverings should be disposed of at the end of each day.

- Facial coverings should always be worn in hallways and common areas by 6-12 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 facial 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; teachers 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 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.
  - 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 situation, may identify other contacts who require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
  - 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.

- 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.

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.
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 each 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.

Strongly encourage the use of 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, should 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.
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 should not use group transportation to return home and should follow protocols outlined above.
If a driver becomes sick during the day, they should follow protocols for sick staff outlined above and should not return to drive students.

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:
- 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?
- Assess whether any bus contractors have been impacted by COVID-19 (i.e., closed or opt-out from current routes).
- 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.

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.

None.

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.

No.

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 11, 2020

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

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

https://www.alleganaesa.org/outlook

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: Tina Maxwell, Administrator

Date Received by the ISD/Authorizing Body/Chief or designated School Administrator: 8/11/2020

Date Submitted to State Superintendent and State Treasurer: To be completed by ISD Superintendent
We are the Village

Our Focus

“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

## Part B Guidance and Resources

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*Please note, the guidance contained here is intended to be a supplement, not supplant, the MI Safe Start Return to School Roadmap. Recommendations in the Roadmap have been contextualized to address the needs of Specialized Instruction.*
Planning to Return

How can we develop Preparedness Plans in a way that supports staff to support students with disabilities?

General Recommendations & Considerations

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.

Make contact with families of students with disabilities (IEPs and 504s) inquiring regarding their intent to return. If 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.

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.

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. The vast majority of IEPs will require amendment.

Consider the unique safety related needs of Special Education Staff (Teachers, Ancillary Providers, and Support Staff) and purchase Personal Protective Equipment (PPE) and other safety equipment that matches those needs.

Plan to include students with disabilities in any district universal academic and mental health screening or assessment. Modify or use alternate assessment tools and methods as appropriate to accurately describe each student’s skills. The data gathered may be used in conjunction with 2019-20 reports of progress towards IEP goals and will be helpful as we consider whether a student needs additional services.

Ensure that staff who serve students in your buildings but are not employed by the district, are informed of plans for return including instructional schedule, staff screening and other relevant procedures.

Ensure all staff and families have a working understanding of the contents of the district’s preparedness plan for each phase (1-3, 4 & 5) to ensure they can be informed IEP team members.

Personal Protective Equipment (PPE)

Clear face masks are required for all staff working with students who are Deaf and Hard of Hearing.

Develop strategies to ensure clear masks are available for peers of students who are Deaf and Hard of Hearing to allow for equitable socialization opportunities.

Recommended PPE for all Special Education Staff includes clear face masks. The Allegan County Health
Department has approved the use of the Humanity Shield in lieu of a clear face mask, for staff when working with students with hearing impairments and/or significant disabilities (see ACHD FAQ dated 7.22.2020).

There will be times when special education staff must work in close proximity to students without a mask (evaluation, articulation therapy, etc). During those times, plexiglas dividers, gloves, and cleaning supplies (wipes, hand sanitizer) and eye protection are recommended.

Staff providing personal care or who may be involved in restraint or seclusion as an emergency procedure, will also need additional PPE. During those times, gloves, and cleaning supplies (wipes, hand sanitizer) and eye protection are recommended. Consider how to cover staff clothing (e.g. vinyl apron or disposable gown) as well, depending on the type of personal care provided. For staff performing aerosolized personal care procedures (nebulizer, suctioning) an N95 mask is strongly recommended. Please see Personal Care or Restraint and Seclusion sections of this document.

Develop strategies to make the use of PPE and safety protocols understandable to all student and parent populations. Thoughtfully implement strategies that will prepare students with disabilities for the use of PPE and other safety protocols in the school (social story, visits to buildings, etc).
## MI Safe Start: Phase 4
### Hybrid or Face to Face - Strict Protocols

How can we best meet the needs of students with disabilities during face-to-face instruction while following strict safety guidance?

### Recommendations and Related Guidance

| **Mask Exemption Requests & Child Find** | It is recommended that districts require medical documentation for parents requesting a mask exemption for their student. Please see [guidance](#) for a sample form.  
 However, the receipt of medical documentation in the context of the request for an exemption may trigger a Child Find obligation under Section 504 of the Americans with Disabilities Act or Part B of the Individuals with Disabilities Education Act.  
 Upon receipt of medical documentation, districts are recommended to meet with the parents and engage collaboratively in an interactive process to determine whether a Child Find obligation exists and an evaluation (504 or Sped) is warranted. As part of that interactive process, the school may request medical documentation that is narrowly tailored and absolutely necessary to a) verify the individual meets the ADA definition of disability; or, b) describe the needed modification; or c) show the relationship between the individual’s disability and the need for the requested modification (see [Attorney Responses to SEILN questions 7.28.20](#)). |
| **For Students with Existing IEPs** | Review all existing IEPs given the context of the district or programs Preparedness Plan. The [Return to School IEP Considerations](#) document is intended to guide the team in determining whether a new IEP or IEP Amendment is needed. IEP Amendments will be necessary for most existing IEPs.  
 Plan to address any overdue IEPs in a manner consistent with new guidance. Please see [Guidance](#). Required deadline is Fall Count - October 7, 2020.  
 Amend IEPs as needed in a manner consistent with new guidance and in order for IEP teams to pivot based on each of the district’s Preparedness Plans. Please see [Guidance](#). Required deadline is Fall Count - October 7, 2020. |
| **For Students with 504 Plans** | Review all existing 504s given the context of the district or programs Preparedness Plan. The [Return to School 504 Considerations form](#) document is intended to guide the team in determining whether a new 504 needs to be developed.  
 Revise 504s as needed. Recommended deadline is Fall Count - October 7, 2020. |
| **For Students with Existing Positive Behavior Support Plans** | Consider the need to revise any existing Positive Behavior Support Plan given the context of the district or programs Preparedness Plan. Document consideration and any planned next steps as an Event in PSSP.  
 Revise PBSP as needed. Recommended deadline is prior to Winter Break. |
| **Screening, Assessment & Evaluation (Including Eligibility and Functional Behavior)** | Please see PPE recommendations above.  
 Review space assigned or made available to Related Service providers when working directly with students. When Related Service providers are working with students, consider making available alternate locations that allow for social distancing. |
| Assessments | Properly sanitize assessment and evaluation materials following each use. It is likely districts have pending Child Find obligations due to the mandated school closure. Develop and execute a plan to address this obligation by completing the process (REED, eligibility determination, FBA, etc). |
| Initial and Annual IEP Development | Any IEP developed or amended must include programs, services and supplementary aids for each relevant phase (1-3, 4, 5) as appropriate given the context of their district’s preparedness plan. Please see Guidance. We encourage the use of virtual IEP meetings whenever this format allows for meaningful participation of all IEP team members, specifically the parents. Resources are available to support successful implementation of virtual meetings. When a virtual IEP meeting is not possible, ensure district practices re: screening, PPE and social distancing is followed. Modify district visitor procedures to reference that visitors who are members of IEP teams will be allowed access to the building. |
| Specialized Instruction | Please see PPE recommendations above. Ensure district practices re: screening, PPE and social distancing is followed in the Special Education classroom and therapeutic settings. When considering operating a hybrid model, consider schedules that provide increased access to in person instruction for students with disabilities, particularly those receiving Level II and Level III programming. When working remotely, plan for both synchronous and asynchronous learning communication modes. FAPE first. The IEP should always reflect the District’s offer of FAPE. An IEP that offers less than FAPE—even at parent request—is not a defensible IEP. (see Attorney Responses to SEILN questions 7.28.20). Some parents may elect a remote option if the district is making one available. IEPs should be developed reflecting the district’s Preparedness Plan, with notice capturing the parents decision. Please see Guidance. Some students may also qualify for homebound services as defined by MARSE rules. Please see Guidance. Students with disabilities should be allowed to access virtual and other options on the same basis as their nondisabled peers. Through the IEP process, districts should determine whether, with special education and related and supplemental services, the virtual program can be accommodated to meet the individual student’s needs. If so, the IEP should reflect those supports. If not, seek conflict resolution remedies. |
| Delivery of Related Services | Please see PPE recommendations above. Related Service Providers should disinfect space and therapy tools after each student use. The CDC recommends working with the same group of students on a regular basis to reduce the risk of contracting COVID-19. Related Service providers often work with |
different students throughout the week and may travel to multiple schools to provide services. For these reasons, they may be at greater risk than other school staff. We recommend districts work closely with related service providers to identify strategies that might mitigate some of this increased risk.

TeleTherapy is an option for the provision of related services in any phase. Consent is required. Please see Resources and FAQ sections of this document for specific information.

| **Personal Care** | Specialized Instruction staff and other district staff may be involved in personal care activities (toileting, aerosolized procedures, etc.) Additional PPE and hygiene procedures are recommended for staff performing personal care procedures. In addition to wearing facial coverings, staff are encouraged to wash their hands before contact with a student, wear gloves during the contact, wash their hands after contact, and disinfect the area (e.g. changing station) following the contact. Staff should wash their hands, neck, and anywhere touched by a student’s secretions during the contact. In addition, staff should be encouraged to wear a covering over their clothing (vinyl apron, disposable gown, etc). Finally, gloves should be changed between contact. Any PPE or clothing that comes in contact with a child’s secretions also should be changed. (see Attorney Responses to SEILN questions 7.28.20). |

| **Progress Monitoring** | Please see Guidance. |

| **Positive Behavior Intervention & Supports** | 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. 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>| <strong>Discipline Protections and Processes</strong> | For students with disabilities (IEP &amp; 504), discipline protections and processes are applicable in remote environments in the same way they are during in person instruction. This applies to students who are removed for refusing or failing to comply with rules related to mask wearing. If a student’s noncompliance interferes with the student’s learning or the learning of others, the IEP team must consider individualized interventions and supports, including a possible behavior plan. As part of that process, IEP teams should consider whether there is a disability-related reason for the student’s noncompliance and, if so, attempt to accommodate it (see Attorney Responses to SEILN questions 7.28.20). |</p>
<table>
<thead>
<tr>
<th>Restraint &amp; Seclusion</th>
<th>As always, restraint should not occur unless it is absolutely necessary to prevent a student from injuring him/herself or others. We recognize that Physical contact is necessary to apply restraint in emergent situations with students and know there will be occasions when restraint is unavoidable. In these situations and after physical contact, staff and, if possible, the student should engage in personal hygiene routines and change PPE. (see Attorney Responses to SEILN questions 7.28.20).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
<td>We must make attempts to ensure learning and enrichment activities remain as accessible as possible to all learners. Accessibility considerations include alternative access to print text such as audio or leveled content, closed captioning for videos, image descriptions (alt+text), and alternatives for physical access and response should thoughtfully considered and intentionally planned. Any two way communication platform or Learning Management Systems must be FERPA and HIPAA compliant. Please see guidance.</td>
</tr>
<tr>
<td><strong>MI Safe Start: Phase 5</strong></td>
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<tr>
<td>---------------------------</td>
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<tr>
<td>Face to Face with Recommended Safety Protocols</td>
<td></td>
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</tbody>
</table>

**How can we best meet the needs of students with disabilities and their families with recommended safety protocols**

**Recommendations and Related Guidance**

There are no significant differences from a recommendation and guidance perspective for Phase 5. Please see [Phase 4](#).
**MI Safe Start: Phase 1-3**  
**Schools are Closed for In Person Instruction**

How can we best meet the needs of students with disabilities and their families remotely?

<table>
<thead>
<tr>
<th>Recommendations and Related Guidance</th>
</tr>
</thead>
</table>
| **Screening, Assessment & Evaluation**  
( Including Eligibility and Functional Behavior Assessments) |
| Screening, assessment and evaluation will be very different in a remote environment. For initial evaluations or those requiring significant observation, at the time of the REED meeting, district teams may, in collaboration with parents, determine that an extension to ensure a comprehensive, valid and reliable evaluation can be performed in a remote environment.  
Dists are encouraged to support Ancillary staff engagement and participation in county-wide Communities of Practice which will provide an opportunity for staff to learn from one another.  
Dists may need to consider the purchase of additional assessment materials which can be used in a virtual or remote environment. |
| **Specialized Instruction** |
| Build a student schedule to include a minimum of two non-consecutive, two way communication (synchronous) opportunities is required each week. For example, a check in phone call with a parent or student (when appropriate) and a zoom meeting with all students in the class.  
Plan for both synchronous and asynchronous learning communication modes.  
Document all two way communication and instruction provided. Please see documentation resources for templates to use. |
| **Delivery of Related Services** |
| SI Directors are recommended to work closely with related service providers to consider and problem solve around both caseload and workload in a remote environment.  
Dists should consider the use of a primary provider model when determining who will make contact with families and support a collaborative approach to the delivery of related services (SLP joins a Zoom class meeting). |
| **Progress Monitoring** |
| Progress reports are required just as during in person instruction; each time Gen Ed issues grades.  
Creative approaches to progress monitoring will be required in a remote environment. Please see Guidance. |
| **Positive Behavior Intervention & Supports** |
| 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. |
## Systems of Support for Stakeholders

**How can we create systems of support for all staff, students and families?**

### Professional Learning, Structures and Shared Resources

<table>
<thead>
<tr>
<th>All Staff</th>
<th>Please see Professional Learning for all SI Department resources. Monthly professional learning opportunities around the topic of self-care, resiliency and secondary trauma are available to all staff through the ISD Mental Health Collaborative - Self Care for Educator Series. Consider utilizing 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. Explore resources curated by Allegan Area ESA staff in the Allegan Area ESA Learning Resources site. This site is a living resource and includes new resources as “featured” ones. SI Department Consultants have created and curated a variety of professional learning modules using a “Flipped Classroom” format. Please see the Professional Development Menu for available options.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>Encourage and support Level II and ECSE teachers to participate in their county-wide Community of Practice which will be established (Level II) and continue (ECSE) for the 2020-21 school year. Please see the calendar. When operating remotely or under a hybrid model, utilize resources contained in the document developed by Alt-Shift - Supporting Students with Significant Disabilities during Remote Instruction.</td>
</tr>
<tr>
<td>Ancillary Staff</td>
<td>Encourage and support ancillary staff participation in county-wide, discipline specific Community of Practice which will be established by the SI Department for the 2020-21 school year. Please see the calendar.</td>
</tr>
<tr>
<td>Support Staff</td>
<td>When schedules allow, consider engaging Support Staff in professional development. Please see the Professional Development Menu for available options.</td>
</tr>
<tr>
<td>Students</td>
<td>Develop strategies to ensure nervous students are provided opportunities to increase feelings of safety. Utilize social stories to make PPE and other safety protocols understandable to students. Share social stories with families to use at home. Pre K - 5 Social Stories Includes a variety of social stories around PPE, social distancing, returning to school, etc. Consider utilizing 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.</td>
</tr>
<tr>
<td><strong>Parents</strong></td>
<td>Develop strategies to ensure nervous parents are provided opportunities to increase feelings of safety. Utilize resources to support each parent with IEP related activities given our new context and as appropriate. Please see <a href="#">Tip Sheets</a>. Michigan Alliance for Families (MAF) offers virtual support chats for parents of children and youth with disabilities called <a href="#">Sharing our Strengths and Struggles</a>. Additionally, MAF is partnering with Mi MTSS to offer a series of webinars on PBIS in the home called <a href="#">Strategies to Support your Child’s Learning</a>. Upcoming events can be found <a href="#">here</a>.</td>
</tr>
</tbody>
</table>
## Frequently Asked Questions

### What common questions exist in the field?

#### District Level

**Q:** What is a Preparedness Plan?

**A:** According to executive Order 2020-142, Districts must create a plan for each of the phases of the Mi SAfe Start Plan (1-3, 4 & 5) in accordance with the guidance contained within the Return to School Roadmap. The plans must be approved by the School Board prior to resuming in person instruction. This is referred to as a Preparedness Plan.

#### Virtual and Remote Instruction

**Q:** What do we do if a parent requests remote learning for health or non health related reasons?

**A:** If the district is providing this option, it must be available to all students. Follow district procedures for enrollment. Amend the IEP to reflect face to face instruction consistent with IEP guidance and capture in notice the parents decision to elect the remote option. Please see Guidance.

**Q:** What do we do if a parent attempts to enroll a student with a disability in a 100% virtual option?

**A:** Students with disabilities should be allowed to access virtual and other options on the same basis as their nondisabled peers. Districts must, through the IEP process, determine whether, with special education and related and supplemental services, the virtual program can be accommodated to meet the individual student’s needs and develop an IEP including those supports. If the district does not believe that FAPE can be provided in a virtual setting, the IEP team should pursue other options. An IEP should always reflect the District’s offer of FAPE. An IEP that offers less than FAPE—even at parent request—is not defensible.

#### Teletherapy

**Q:** What is the difference between a virtual instruction and teletherapy/telehealth?

**A:** Virtual instruction is designed to deliver educational guidance or materials to students and is typically performed by an individual with a teaching certificate or substitute credentials. Teletherapy or telehealth is delivered by related service providers such as social workers, speech therapists and occupational therapists.

Any person who is licensed or registered under Article 15 of the Public Health Code must obtain direct or indirect consent to treatment before providing a telehealth service. Relevant to the school setting, the following positions generally require licensure or registration under Article 15: audiology, nursing, speech-language pathology, physical therapy, athletic training, counseling (other than a guidance or school counselor), psychology, occupational therapy, and social work.

The Public Health Code does not regulate the work of general or special education teachers, reading specialists, guidance counselors, school administrators, or paraprofessionals. For most other service providers, we recommend obtaining direct or indirect consent before providing telehealth services.

**Q:** Is consent required for virtual instruction or teletherapy?

**A:** Consent IS NOT required for virtual instruction. Consent IS required for teletherapy or telehealth. Forms to obtain consent are available [here](#).
The Michigan Public Health Code requires health professionals to obtain direct or indirect consent for treatment before providing telehealth services and that the consent be properly documented in the patient’s (student’s) record. Thrun recommends that before any telehealth session, schools provide a parent with a written disclaimer stating that by participating in the session, the parent is consenting to the use of telehealth for the provision of related services.

Q: How do I handle confidentiality during teletherapy sessions (phone or virtual)?

A: AAESA will be updating our teletherapy consent form to provide language about confidentiality. That said, attorneys recommend that service providers have candid conversations with parents about “privacy.” If a session is intended to be private (e.g., a social work session), the provider should ask the parents to provide a private space for the student to work. If service providers take steps to preserve privacy (e.g., using the notice/consent language, asking that the session be private) and a parent surreptitiously listens in or records, there is likely no consequence to either the provider or the district/ESA.

Notice

Q: When should a district provide notice to a parent or guardian?

A: Use notice for any formal (written) parent or guardian request; particularly if it is something the district is in part or in whole denying.
## Resources and References

### United States Department of Education
- **USDOE’s COVID-19 Landing Page**

### Michigan Department of Education (MDE)
- **MDE’s COVID-19 Landing Page**
- **Instructional Resources Landing Page**
- **Educators Guide to Supporting the Social Emotional Needs of Students**
- **Family Matters Fact Sheet - Navigating Extended Time Away from School**
- **Michigan Safe Start Plan**
- **Alt Shift - Supporting Students with Significant Disabilities during Remote Instruction**
- **Guidance to Address Forgone Learning - Recovery Services**

### Public Health Resources
- **Allegan County Health Department - School Guidance on Returning to School**
- **Centers for Disease Control and Prevention: Coronavirus (Covid-19) Homepage**

### Allegan Area ESA Resources

#### Professional Learning & Development
- **Allegan Area ESA Learning Resources** - A living resource for AAEESA Educators
- **Self Care for Educator Series** - ISD Collaborative
- **SI Department Offerings - Professional Development Menu**
- **Communities of Practice - One Pager, Schedule**

#### Guidance
- **Mask Exemption Request Form** - Student Version
- **FERPA & Electronic Submission of Records**
- **Return to School IEP/504 Review - IEP Considerations, 504 Considerations**
- **IEP Guidance - Stay Tuned!**
- **Writing Related Services in the IEP**
- **Homebound Guidance - Stay Tuned!**
- **Progress Report Guidance** - Needs to be Updated.

#### TeleTherapy Consent
- **Sample Email Request**
- Google **TeleTherapy Consent Form** - please make a copy of the form for your own use.
- Google **TeleTherapy Consent Document** - Please make a copy of the doc for your own use.

#### Documentation
- **Remote Learning Log LEA Form, Hillside Form**
- **PSSP documentation help docs Capturing Service, Contact Log, Event**

#### Virtual Meeting Resources
- **Leading Effective Virtual Meetings** - Suggestions & Reminders
- **Virtual IEP and IFSP Meeting Agenda Presentation Template**

#### Parent Tip Sheets
- **Parent Tips for Virtual IEP and IFSP Meetings**
- Parent Tips for Virtual IEP and IFSP Meetings - Spanish
- What to expect during my child’s evaluation - Tip Sheet - Stay Tuned!

### Professional Organizations

- Council for Exceptional Children - [CEC](https://www.cep.org)
- National Association for School Psychologists - [NASP](https://www.nasponline.org)
- National Association of School Nurses - [NASN](https://www.nasn.org)
- American Speech-Language-Hearing Association - [ASHA](https://www.asha.org)
- International Society for Technology in Education - [ISTE](https://www.iste.org)
- American School Counselor Association - [ASCA](https://www.ascacounselors.org)

### References

- Opportunity Labs - [Return to School Roadmap](https://www.opportunitylabs.org)
- National Institute for Excellence in Teaching (NIET) - [Scenarios and Considerations for 2020-21, Guiding Questions for Special Education](https://www.niet.org)
- American Speech and Hearing Association (ASHA) - [Return to School Guidelines](https://www.asha.org)
- Van Buren ISD - [Phase 4 Guidance for SE Administrators](https://www.vanburenisd.org)
- [Return to School FAQ for Special Education Practitioners](https://www.maisa.org) - MAISA & SEILN
Student Learning Plan for Phases 1-3 in 2020-21 School Year

With the Executive Order from Governor Whitmer that closes school buildings for phases 1-3, Outlook Academy created this Continuity of Learning Plan. This was submitted to the Outlook Academy BOE and then to the Allegan AESA Superintendent for approval. It was approved and submitted to the State of Michigan. This is also posted on our website.

Dear Parents and Students,

We are committed to the students at Outlook and will do what we can to provide a quality educational experience during this time. We also believe it’s extremely important to continue building on the relationships we’ve already established with the students. We know this time could be challenging. We are here for you. If you need us, please reach out. There are email addresses included in the plans. We also encourage you to call the main office at (269) 512-7880 or call Mrs. Maxwell at (269) 512-7885. We are not in the office, but receive calls to our email accounts and/or cell phones.

If you have any questions or concerns over this plan, please reach out to us. While we believe we have things planned, we know things could come up that we haven’t prepared for. We will work hard to work through any kinks that may come up.

Thank you for sharing your children with us.

Sincerely,

Mrs. Maxwell, Administrator

Plan for Communicating with Families

- Letter mailed home.
- Plan and letter posted on website.
- Plan and letter posted on social media.
- Letter delivered home with food delivery.
- Phone calls home.
- Communicated in person at scheduled intake interview/admission process.
- Communicated through Remind App.

Socio-Emotional Needs of Students
Whole Child - WSCC Model

- Keep Students at the Center
- Intentional outreach to continue building relationships and maintain connections.
  - Teachers set office hours and weekly Zoom meetings.
- Encourage ongoing two-way communication among all stakeholders (Logs of all contact will be kept.)
- Teachers should continue to do stress level and level of control check-ins with students on phone calls and in Zoom meetings.
- Acknowledge students' current situation and context
- Provide students with appropriate supports to process events (Check-ins w/teachers, social worker, principal, and tele-counseling available)
- Utilize school and community resources to provide mental health supports and trauma informed practices
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority.
- School LC will contact families and offer tele-counseling
- School social worker will contact students for check-ins weekly
- Outlook will contract for Music Therapy tele-services during this time for students who would like to continue services
- Physical activities will be posted on Outlook Academy social media pages for students to participate in healthy physical outlets

Food Distribution Plan for Outlook

- Parents contacted and offered home food delivery during this time off.
- Google Doc created for Outlook Staff to sign-up to deliver food (there are 5 routes).
- One staff member picks up food for all students at Allegan High School Kitchen on Monday and Wednesday at 9:50-10:00.
- That staff member transports all food to Outlook.
- Volunteers (staff) meet at Outlook between 10:10-10:30, get appropriate bags of food, deliver to students on route.

Plan for Delivering Instruction

Equity/Culturally Responsive Sustaining Practice

- Learning is dependent upon resources available in the students’ environment, and educators should honor contributions students can bring to the conversation.
- Engage families as a critical partner through high levels of communication and a recognition that parents and guardians are the student’s first teachers.
- Teaching and learning doesn’t have to look the same for every student or classroom, it’s about flexible instruction that utilizes the resources available and accessible to students.
- Check for learning through formative assessment practices and encourage students to monitor their own learning.

Specialized Instruction (Students with IEPs and 504 Plans)
While there is no substitute for education with highly qualified educators in the school environment, the District or Public School Academy will, in good faith, provide students with disabilities (IFSPs, IEPs, Section 504 Plans) the opportunity to participate in learning consistent with their existing plans. An Individual Contingency Learning Plan (ICLP) must be considered for all students with a disability as identified by a Section 504 Plan, Individualized Program (IEP) or an Individualized Family Support Plan (IFSP). The ICLP is a temporary plan intended to support a student with a disability in our emergency remote learning environment. The plan will be aligned to the individual’s existing plan but may also reflect needs presented due to our emergency remote learning environment. Individual circumstances determine the need for an ICLP.

- If the student’s 504 Plan, IEP or IFSP can be implemented as currently written in our emergency remote learning environment. There is no need for an ICLP.
- If the student has a 504 Plan that is only warranted during a regular school environment. There is no need for an ICLP.
- If the parent/guardian has provided notice (verbal or written) that they will not participate with the district’s continuity of learning plan, there is no need for an ICLP. This will be revisited upon parent request.
- If the student’s existing 504 Plan, IEP or IFSP can not be implemented as written, there is a need for an ICLP.
- If the district had a child-find obligation prior to the mandated school closure. There is a need for an ICLP.

[Link to Return to School Guidance and Resources - Specialized Instruction]

### Zoom Meeting Schedules

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outlook</strong></td>
<td>ELA Elective 12:30-1 MS ELA 1-1:30 ELA 9 1:30-2 ELA 10 2-2:30 ELA 11 2:30-3</td>
<td>MS SS 12:30-1 WH 1-1:30 US H 1:30-2 Gov 2-2:30 SS Elective 2:30-3</td>
<td>Mrs. Maxwell as needed Frank as needed Miss Chris as needed Miss TL as needed</td>
<td>Math Elective 12:30-1 MS Math 1-1:30 Alg I 1:30-2 Geom 2-2:30 Alg II 2:30-3</td>
<td>MS Sci 12:30-1 Bio 1-1:30 Chem 1:30-2 Phys Sci 2-2:30 Sci Elective 2:30-3</td>
</tr>
<tr>
<td><strong>Det/CTC</strong></td>
<td>SS Det 9-10:30 SS CTC 10:30-12</td>
<td>ELA Det 9-10:30 ELA CTC 10:30-12</td>
<td>Jill as needed Lonna as needed</td>
<td>SCI Det 9-10:30 SCI CTC 10:30-12</td>
<td>MATH Det 9-10:30 MATH CTC 10:30-12</td>
</tr>
</tbody>
</table>

### Outlook Grade Level Considerations

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Recommended Length of Sustained Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Outlook Academy Continuity of Learning Plan 2020-21

<table>
<thead>
<tr>
<th>Grade 6-8</th>
<th>Class: 30 min/day</th>
<th>Total: 90 min/day</th>
<th>Class: 60 minutes/day</th>
<th>Total: 180 minutes/day</th>
<th>1 subject area or class</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>Class: 40 min/day</td>
<td>Total: 120 min/day</td>
<td>Class: 80 minutes/day</td>
<td>Total: 240 minutes/day</td>
<td>1 subject area or class</td>
</tr>
</tbody>
</table>

**Grades 6-8 (sample schedule)**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-60 min Math</td>
<td>30-60 min SS</td>
<td>Catch Up Day</td>
<td>30-60 min Math</td>
<td>30-60 min SS</td>
</tr>
<tr>
<td>30-60 min ELA</td>
<td>30-60 min Science</td>
<td></td>
<td>30-60 min ELA</td>
<td>30-60 min Science</td>
</tr>
<tr>
<td>30-60 min Elective</td>
<td>30-60 min Elective</td>
<td></td>
<td>30-60 min Elective</td>
<td>30-60 min Elective</td>
</tr>
</tbody>
</table>

**Grades 9-12 (sample schedule)**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-80 min Math</td>
<td>40-80 min SS</td>
<td>Catch Up Day</td>
<td>40-80 min Math</td>
<td>40-80 min SS</td>
</tr>
<tr>
<td>40-80 min ELA</td>
<td>40-80 min Science</td>
<td></td>
<td>40-80 min ELA</td>
<td>40-80 min Science</td>
</tr>
<tr>
<td>40-80 min Elective</td>
<td>40-80 min Elective</td>
<td></td>
<td>40-80 min Elective</td>
<td>40-80 min Elective</td>
</tr>
</tbody>
</table>

**Example of a Typical Day for Student**

<table>
<thead>
<tr>
<th>10:00-10:40</th>
<th>10:40-11:00</th>
<th>11-11:40</th>
<th>11:40-12</th>
<th>12-12:30</th>
<th>12:30-1:10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work on ELA or SS Class</td>
<td>Social Worker Check-in Call</td>
<td>Work on Math or Sci Class</td>
<td>Eat Lunch</td>
<td>Zoom Call with Teacher</td>
<td>Work on Elective Class</td>
</tr>
</tbody>
</table>

**Details on Instruction**

<table>
<thead>
<tr>
<th>Topics of Instruction</th>
<th>Mixed Media Options for Instruction</th>
<th>Internet Based Media Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will students learn?</td>
<td>Combination of media for students. Hard Copy Media and Internet-based Media</td>
<td>Google Platform Zoom App</td>
</tr>
<tr>
<td>What will it look like?</td>
<td>Staff will print materials for students as needed. Drop off and pick up of materials will happen at the student home during food delivery.</td>
<td>Students will continue working in their assigned classes with a teacher in Google Classroom ELA, Math, Sci, SS, and Elective classes in PLATO. Each teacher will hold a 30 min weekly Zoom meeting for each class.</td>
</tr>
</tbody>
</table>
### Outlook Academy Continuity of Learning Plan 2020-21

<table>
<thead>
<tr>
<th><strong>What does participation look like?</strong></th>
<th><strong>What are the engagement expectations?</strong></th>
<th><strong>What attendance guidelines are there?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will also establish two-way communication logs each week with every student.</td>
<td>Student participation will be available to staff by viewing Google Classroom, Zoom meetings, and completing two-way communication logs.</td>
<td>Students are required to work on each assigned class two times per week (M-F) for the minimum amount of time. Staff can view how long each student works on a class in the Google Classroom platform. Teachers hold one 30 minute Zoom meeting per class each week. Teachers reach out weekly and log two-way communication between them and the student. Teachers use a variety of methods to communicate with students (Google Classroom, Zoom, email, phone calls, texts, etc.)</td>
</tr>
<tr>
<td>Students will be working on practice materials. Staff will be able to know a student is participating when they receive a packet back. Additional materials will be distributed upon request. Evaluation of pupil participation examples will include: (in addition to hard copy and mixed media) phone call in, text, mailing.</td>
<td>Engagement expectations for both staff and students: Teachers will host one synchronous learning opportunity per week for each class they teach through Zoom. Students will work in each of their 5 assigned classes weekly as scheduled. Teachers will communicate with students weekly keeping two-way communication logs. Teachers will have posted office hours available for students and families besides the Zoom session. Teachers will reach out for two-way communication and keep a log of the communication each week.</td>
<td>Students are expected to work on the packets for the minimum amount of time as indicated above in the guidelines. Students can participate in the Zoom meetings teachers hold if they have the ability to do so. Students are expected to have two-way communication with each teacher each week. This can be done through Zoom, a phone call, email, or other designated forum that is mutually agreed upon.</td>
</tr>
</tbody>
</table>

**REF #7**
Other Things to Consider

The primary goal during this timeframe is to help students, families and staff transition to new ways of learning with familiar concepts and platforms.

Work to involve, as appropriate, all staff on planning/resource teams which could include opportunities for interventionists, paraprofessionals, specials teachers, and literacy coaches to support all students and families.

Teachers work in grade level or content area teams to identify priority standards/new content necessary for students to learn prior to the end of the year. This would also include planning supports for students/families as they manage work and new responsibilities at home. PLATO classes are designed by teachers based on these priorities the teacher deems necessary to receive credit in the class.

Consider when planning synchronous interactions (phone calls, two-way video calls), that scheduling does not conflict across classes (for example, Science and Social Studies both occur at 2 PM on Tuesday because teachers were not planning together. Perhaps use shared Google Calendars).

Pacing might need to be adjusted due to constraints of packets and/or online instruction: students may be working asynchronously and may need additional support from the teacher. Students remain dependent on their family and available technology resources for support within their family context.

Monitoring, Feedback, and Grading

Grading during this period of school closure will allow Outlook to consider a student's grade at time of closure and through the working at home time. All students will receive a grade in each of the classes they are assigned. All 6-12 graders will receive A-F.

Staff will document every attempt made to engage the student; it is very possible the student is experiencing circumstances out of their control, however grades will still be reflective of work completed and standards that are shown to be understood.

Communicating Plan with Stakeholders

<table>
<thead>
<tr>
<th>Stakeholder Name</th>
<th>Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>Plan will be emailed out to staff and contracted employees. Zoom meetings will be held to review together.</td>
</tr>
<tr>
<td>Families</td>
<td>Plan will be mailed home. Plan will be posted on the website. Plan will be posted to social media. Plan will be delivered home with food delivery. Honeywell will call home to alert parents to letters coming home. Principal will hold weekly Zoom meetings to provide</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Outlook Academy Continuity of Learning Plan 2020-21</strong></td>
<td>two-way communication with families. Plans will be communicated during intake interviews prior to enrolling in the 2020-21 school year.</td>
</tr>
<tr>
<td><strong>BOE</strong></td>
<td>Plan was emailed out to the BOE. Two way communication regarding the plan happened through email. BOE approved plan during August meeting.</td>
</tr>
</tbody>
</table>