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

Name of District: Henry Ford Academy
Address of District: 20900 Oakwood Blvd. Dearborn, MI 48124
District Code Number: 82926
Web Address of the District: www.hfa-dearborn.org
Name of Intermediate School District: Wayne RESA
Name of Authorizing Body (if applicable): Wayne RESA
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.

Henry Ford Academy Reopening Planning Team

Cora Christmas, Principal/Superintendent
Mike Flannery, Assistant Principal
Dan Graves, Curriculum Director John
Mari Kisch, Director of Finance and Operations
Cherice Redwine-Ferguson, Counselor (11-12)
Shatangela Gibbs, Counselor (9-10)
Pamela Clemons, Special Education Coordinator
Jennifer Kuhowski, Technology Coordinator
Tim Kumbier, Grants Coordinator
Matt Pazur, Teacher
Ray Lebert, Teacher
Jeff Koslowski, Teacher
Brittany Osborne, Teacher
Tammy Goodman, Teacher
Robert Hannah- Facilities Director The Henry Ford
Alec Jerome- Building and Construction The Henry Ford
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.

HENRY FORD ACADEMY - PHASE 1-3 PLAN - HFA VIRTUAL ACADEMY

INSTRUCTIONAL MODE OF DELIVERY

NOTE: THE FOLLOWING APPLIES TO THE PHASE 4 MODE OF DELIVERY AS IT IS ALSO ROOTED IN VIRTUAL INSTRUCTION

Henry Ford Academy will utilize the following alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- **Alternative Modes of Instruction:** Instruction will utilize password-protected Moodle as the Learning Management System (LMS) for content delivery, as well as password-protected Google Meets for synchronous (virtual) instruction. Teachers will customize HFA curriculum resources, novels, and projects to the on-line environment, utilizing the highly regarded Florida Virtual School (FLVS) resources. HFA will have a virtual "Bell Schedule" with required, attendance-monitored course meetings and direct instruction. Additionally, teachers will schedule Academic Coaching hours for one-on-one or small group instruction in addition to other regularly scheduled, required forms of communication such as phone or email. These two-way communications will be recorded in Mentor Logs by teachers and school staff. Other technology is often embedded in courses such as Kahoot!, Khan Academy, Newsela, and Flipgrid for formative assessment and best virtual practices. Additionally, some students have
existing scheduled courses in Edgenuity, an on-line course content provider. Edgenuity will be used for credit recovery in addition to online coursework. Some students are engaged in on-line learning through Henry Ford College or Eastern Michigan University (dual enrollment). Henry Ford Academy communicates with students and families using MISTAR-Q email supported by Wayne RESA, Intouch K-12, and Remind. Families who report lack of access to technology or internet and cannot procure a device or internet, will have a device or internet options offered to them. All students will receive a full schedule of 5 courses and complete an EDP for the year. The alternative modes of instruction highlighted here also apply to our special education population, and all IEPs will be implemented.

- **Courses and Schedule:** Students are enrolled in five (5) periods for Trimester 1 and will receive learning opportunities and virtual instruction opportunities for each period according to a defined **Virtual Bell Schedule**. HFA continues to develop its optimal schedule of required courses for face-to-face, direct, virtual instruction and balance that with structured, individualized, and guided help and age appropriate independent or asynchronous course work. HFA is also considering a Flex day within the week to provide further time for asynchronous learning, group work and collaboration, teacher intervention and Academic Coaching, and Staff planning and collaboration. All of these components will be clearly communicated to parents through various communication modes and in their home language to the extent possible.

- **Collaborative Approach:** Teachers will continue to work with their Horizontal MTSS (grade level), Vertical PLC (Math, Sci, ELA, etc) Teams, Special Education Services (IEPs, 504s, ELs), and Curriculum Coordinator and Administration to set goals and develop content that is reflective of essential learnings, grade level proficiencies, or “Power Standards" within Michigan and National Standards. Teachers will use FLVS core courses as well as Michigan Virtual High School MVHS course content as a base for courses and customize content. Teams will meet according to a calendar of Horizontal, Vertical, and All-Staff meetings. Teachers will deliver rigorous courses, with high expectations, rooted in best instructional practices in Virtual Learning as compiled by the HFA Curriculum Coordinator. Teams of teachers will select Power Standards so that they are prioritizing essential learning, skills, and content. Expectations will be communicated to staff for minimum two-way communication expectations and logging procedures. Teams of teachers will look at student performance data to make decisions about instruction and individualized learning. Teams of teachers will review IEPs, 504s and other personalized learning plans.

- **Personalization:** Teachers will utilize both open and compulsory office hours or Academic Coaching for individuals and groups of students and work with them to clarify understanding, model lessons and reteach, and engage in conversation targeted at academic achievement and student well-being. Individual Education Plans will also be implemented and carried out to ensure academic success of students with special needs. HFA will closely monitor and support the most struggling learners in the fully virtual environment. HFA will identify students who struggled most in on-line learning in the Spring of 0 and create opportunities for support, likely through our ASAP support program. HFA will evaluate the possibility of conducting its after-school Homework Lab in a virtual environment, allowing teachers and students time for
individualized help. HFA will use data to identify students to take academic support courses such as Pre-Algebra, High School Readiness (an ELA support course), and Strategies in Math and ELA. Students will also be identified for CRP or Credit Recovery, who need help with concepts and course work to pass a failed course. The MCAN College Counselor will support students in the application and transition process from secondary to post-secondary.

- **Assessment and Monitoring of Instruction:** Student grades will be recorded in MiStar Gradebook, supported by Wayne RESA. Additionally, Moodle, also supported by WRESA, passes back grades from Moodle to MiStar. HFA will follow guidance from The State of Michigan and WRESA regarding assessment and student evaluation. HFA will continue to utilize MiStar Illuminate for summative and Pre/Post Assessments to demonstrate growth, and will utilize various technologies such as Kahoot!, Quizlet, and Flipgrid for formative assessment. Parents and Students have access to the MiStar gradebook to monitor participation and completion of work. HFA is developing a consistent landing page on its LMS that directs students and parents to MiStar (SIS) for grade information. HFA will continue to support parents in technical difficulties in accessing Moodle and MiStar’s Parent and Student Portals and may call 313-982-2925 or email techhelp@hfa-dearborn.org for help desk assistance with technical problems.

**ACCESS TO TECHNOLOGY**

**Access to Technology / Internet:** All students require a.) access to the internet and b.) a connectable device (laptop, tablet, etc) to participate in virtual instruction. Henry Ford Academy will distribute devices to students who are in need based on surveys conducted with the HFA families and an application process, holding them accountable for returning the device. HFA will verify that all students have access to technology at home or are distributed a chromebook. If students lack access to the internet, HFA will offer a supported hotspot and provide support on set up and use.

The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.

- **Internet/Technology Access:** Henry Ford Academy will administer a technology survey and develop a master spreadsheet of contact with all students and families to determine if families have a.) internet with sufficient capacity and b.) a connectable device (laptop, tablet, etc) to ensure that all students have access to learning. For non-respondents, the following script is being used for individual phone calls to families.

- **Distribution:** Student devices will be distributed at Henry Ford Academy, Museum and Village Campuses, 20900 Oakwood, Dearborn, MI 48124.
  - information regarding device pick up is shared via email and through recorded phone calls and Remind texts to each family.
This survey is provided on HFA’s school website, [www.hfa-dearborn.org](http://www.hfa-dearborn.org).

Families may also call 313-982-6200 x2022 or email jkuhowski@hfa-dearborn.org to arrange a pick-up time that works with their schedule.

Please note that in Stage 3, as was done in March-June, precautions are taken to ensure that CDC guidelines regarding social distancing were followed during technology distribution.

- **Low Cost/Free Internet**: Information regarding opportunities to obtain free or low cost Internet access is shared with families via MISTAR-Q mass email, intouch K-12 robocall, and mass text (Remind) and is also available on the HFA website ([www.hfa-dearborn.org](http://www.hfa-dearborn.org)).

  - Wayne RESA is maintaining [https://sites.resa.net/infotech/personal-internet-access/](https://sites.resa.net/infotech/personal-internet-access/) for Internet access options.

### DIFFERENTIATED INSTRUCTION

In addition to the various methods outlined in previous sections, Henry Ford Academy is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. In order to make this happen, HFA endeavors to:

- **Provide PD for Parents and Teachers**: Leverage the instructional technology team at Wayne RESA and Henry Ford Academy to provide professional development so that teachers are ready and able to deliver content in multiple ways; HFA will offer an intensive 6-day inservice to all staff on Virtual Learning Best Practices, Moodle courses and course building, protocols for reporting student non-participation and mental health, and communication protocols with parents and students, along with other topics including anti-racism curriculum, SIOP instruction (ELs), special education modifications, staff mental health and self-care, and social-emotional supports. Additionally, new staff will receive training a week in advance, with additional time to learn about virtual instruction, Moodle course prep and best practices. HFA will provide “How To” documents and videos for parents and students to understand remote learning technology including Moodle. These tutorials will be communicated and posted on the HFA website. HFA will also provide virtual training sessions for parents to understand how to use Moodle and other technologies, as well as the policies and procedures involved in the virtual learning plan, including schedules, student and parent expectations, and expectations for successful on-line participation.

- **Teach Content**: Teachers will continue to work in Vertical PLC Teams (Science, ELA, Math, etc) in setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum. HFA students will complete the Renaissance STAR test remotely to get a baseline score of student competencies and this data will be used for future growth measures. Vertical PLC teams will meet periodically to discuss “Power Standards” and essential learnings and share best practices in personalizing learning.

- **Focus on the “Whole Child”**: HFA staff will conduct Social Emotional check-ins along with content delivery, following a general [script](http://example.com) and checking-in based on social-emotional health and access to learning. The Special Services and Counseling
Departments have developed Mental Health protocols as well described below.

- **Deliver Flexible Instruction**: Henry Ford Academy’s virtual instruction will utilize Moodle as the central platform for content delivery (LMS) for synchronous and asynchronous instruction. Teachers will post assignments and supporting materials and resources in addition to scheduled, mandatory class sessions. Attendance will be taken in these sessions. These will involve direct instruction, modeling, simulations, discussions, and student presentations. Teachers may also facilitate small group or break-out group study sessions, group tasks, or other small group activities and then ask them to report back with the teacher or whole class. Teachers will offer “individualized help” for one-on-one or small group instruction in addition to answering questions via other forms of asynchronous communication such as phone or email. HFA is developing a schedule with time built in for both direct instruction and guided individual or small group help. Vertical (subject level) and Horizontal (grade level) teams meet periodically to discuss best practices and student-specific information.

- **Endeavor to Engage Families**: HFA will communicate with families about engagement strategies to support students as they access the learning.
  - Knowing that families are critical partners, we will provide translations as necessary from our State and Federal Programs Coordinator.
  - Henry Ford Academy will continue outreach to families, including personal phone calls to families by HFA teachers and staff, with a script that includes questions about student engagement in learning.
  - In addition to phone calls, Henry Ford Academy will continue to communicate about engagement using methods for mass communication such as Remind mass texts, InTouch K-12 calls, Mass email in MISTAR-Q supported by WRESA, Curriculum Newsletters, Principal’s Messages, and school website (www.hfa-dearborn.org)

**MONITORING OF LEARNING**

Henry Ford Academy staff will hold students accountable to high expectations for learning, including completing assignments, projects, and activities and attending required course virtual sessions and Academic Coaching. Academic achievement will be monitored through student learning utilizing a variety of formative and summative assessments. The assessments administered and the data collected will be used to determine:

- Student mastery of course content and skills and assigning grades.
- Planning necessary supplemental lessons and/or follow-up instruction.
- Determining the potential need for supplemental learning opportunities.

Teachers will monitor student learning, check for understanding, and administer summative assessments and projects throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- **Vertical Team Planning**: Purposeful collaboration around providing feedback within HFA Vertical PLC Teams (Math, Sci, ELA, etc) in accordance with the defined calendar of meetings.
Horizontal Team Planning: Purposeful collaboration around providing feedback within HFA Horizontal Teams using the HFA MTSS Team Meeting form, reporting students who are not participating to administration so follow-up phone calls can be made.

Meeting Student Needs & Mentor Logs: HFA Teachers will vary instruction within the platform to meet each student's needs and utilize Academic Coaching to support and provide interventions and practice. HFA will follow the Individual Educational Plans for students with special needs and ensure that support services are being provided. HFA will support struggling learners with organizational and motivational support through its ASAP Program.

Administrative Monitoring: HFA Administrators will continue to monitor instruction weekly by meeting with teachers, students, and parents via email and other formal and informal forms of communication, including Google Form surveys and monitoring of MISTAR Gradebook. Administrators and Curriculum Coordinator will conduct regular virtual course observation and coaching in the virtual classroom.

Feedback: Student academic feedback may be provided in the form of phone / virtual / email conversations as needed, but also includes comments and feedback in the LMS or Google Classroom. Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.

- HFA Horizontal and Vertical PLC teams will participate in periodic planning and debrief sessions where successes and opportunities for growth are discussed and instructional plans are created and revised to better meet the needs of students.
- HFA Special Education, 504 and/or EL teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students, the Special Services team will meet periodically.
- Special Education and/or EL teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.

Communication: HFA Staff will provide families with updates regarding their child’s academic progress according to a defined schedule of Progress Reports and Student-Teacher-Parent Conferences. This may include:

- Summaries of content covered, current level of student understanding, and suggestions for extending the learning using evidence of learning.
- Communication of any pertinent assessment data along with an explanation of next steps (if necessary).
- Utilizing online gradebook reports, as provided by MISTAR-Q, to communicate assignments and/or progress.
- Teachers will keep Mentor Logs of two-way communication and require a minimum of weekly two-way communication and staff wellness checks for each student bi-weekly.

Collaborative Development of Plan & Communication

HFA values the opinions and ideas of all of our stakeholders. Accordingly, the development of this Plan was a collaboration between the following HFA constituents:
In Return to School Planning, input and feedback to the Plan were solicited using a broad range of communications tools, including: e-mail exchanges; telephone exchanges; face-to-face remote meetings through Google Meet; surveys (Google Forms); collaborative writing/ sharing (Google Docs).

The earlier implementation of our Continuity of Learning Plan, which involved delivery of remote/ online learning during the third trimester of 2019-20, provided a valuable learning laboratory to inform the delivery of online education in the 2020-21 school year. Throughout that time period, valuable data were gathered and shared among staff, regarding what was working, needs for improvement, etc. These learnings provided a launch pad for further discussion and collaboration that occurred during May, June, and July in preparation for returning to school in the Fall.

Specific aspects of the collaborative effort include:

**Administration.** The HFA administrative team has been meeting remotely on a regular basis during May, June and July regarding our COVID-19 return to school response and plan. This involved collaboration and decision making built on experience gained during our interim continuity of learning plan (initiated March 16) and our Continuity of Learning Plan (initiated April 16), as well as multiple brainstorming sessions with staff. Since mid-March, Administration has been in close, proactive communication with all staff, parents/ students, Wayne RESA, and the Board of Directors regarding key aspects of the COVID-19 response. Administration conducted two surveys that gathered input to support 2020-21 planning--one surveyed teachers, parents, and students to capture feedback on the online experience this past Spring; the other surveyed parents on their preferences for returning to school in the Fall.

**Staff.** Throughout the Spring and Summer, staff have been instrumental in providing input into planning for the 2020-21 school year. Building on their experience gained in delivering online education in the Spring, staff have participated in large-group brainstorming sessions, as well as on targeted task-forces examining different return-to-school scenarios. As part of this process, staff have also looked externally to study other schools’ approaches and best practices. In addition, staff have been actively involved in the drafting and review of this Plan.

**Wayne RESA.** On behalf of its students and families, HFA is able to leverage critical
WRESA resources in response to COVID-19, for example with the meals program, Emergency Childcare, and English Learner support. In addition, as a key partner of HFA, WRESA is providing expertise and guidance regarding interpretation of/ and response to State directives, including guidance on the development, and ultimate approval, of this Plan. HFA will continue to coordinate with our PSA Liaison at WRESA.

**Board of Directors.** Throughout the Spring and Summer, Administration has kept Board members apprised of key developments regarding COVID-19 response. In advance of the Board meeting on August 5, Board members received the final draft of the Plan for review and comment. The Plan was discussed, and feedback provided, at the meeting prior to Board approval.

**Parents and Students.** HFA parents and students participated in surveys conducted by the Administration to gather input for the Plan. In addition, parents and students have been providing informal feedback to Staff and Administration since the introduction of online learning in March. Parents and students also provided valuable perspectives during brainstorming sessions with Administration and Staff.

To ensure stakeholders are aware of the Plan, and that the Plan is executed well, we will develop and deliver clear, consistent, concise, and accessible communications.

Parents/ guardians have been notified (7/15/2020) that the COVID-19 Preparedness and Response Plan is in process, per Governor Whitmer’s Executive Order 2020-142. Upon completion and approval of the Plan, Administration will notify parents/ guardians and students of the Plan. This notification will occur through a variety of channels, including but not limited to:

- Mass email via the MISTAR-Q email function;
- Mass text via Remind;
- Robo calls through Intouch K-12 notification system;
- HFA website posting;
- Class-specific email lists/ contacts as required;
- Selective direct telephone calls

Key communications from the Principal regarding the Plan will be translated into Spanish and Arabic, the primary non-English languages spoken by our families.

Subsequent to the initial notification of the Plan, and at key junctures during Plan implementation, Administration will issue communications to update, inform, and instruct parents/ guardians and students, via the methods listed above.

**DUAL ENROLLMENT**

Via our contract with Henry Ford College, dual enrollment students are expected to login, attend online learning sessions, and complete online courses as instructed by the HFC professor and scheduled by Henry Ford Academy. Dual enrollment students have access to all of the services provided at HFC including the professors office hours and tutoring should
they need assistance.

Dual enrollment grades will be reported at the end of HFC semester via a final transcript. Grades from the HFC final transcript will be transferred to the Henry Ford Academy official transcript. A final official transcript from Henry Ford Academy and a copy of the HFC transcript will be given to seniors upon graduation. Students will also have access to a dual enrollment transcript via their HFC student account. Students can also request an official HFC transcript from the college.

Henry Ford Academy’s Dual Enrollment Coordinator will continue to work closely with key HFC staff to answer any questions students might have as well as communicate any next steps. Dual enrollment students are expected to check their HFC email regularly about any campus and course related updates.

Henry Ford Academy’s Dual Enrollment Coordinator will communicate with dual enrollment students via email and/or by phone to ensure that students have all of the necessary materials needed to complete the course(s).

Dual enrollment students will be given the option to elect a credit/no credit per request.

**FOOD DISTRIBUTION**

Within Henry Ford Academy, 61% (19-20 SY) of students qualify for free or reduced lunch as of the state of Emergency. During the public health crisis, all students have been eligible for food distribution at their local school district distribution sites.

We will continue to update families regarding availability of food distribution at the following sites which is available on the Henry Ford Academy Website [www.hfa-dearborn.org](http://www.hfa-dearborn.org) under the heading [Feeding Students During School Closure](http://www.hfa-dearborn.org). HFA uses and will continue to use the following methods to communicate community options for food distribution:

- Mass email via the MISTAR-Q email function;
- Mass text via Remind;
- Robo calls through Intouch K-12 notification system;
- HFA website posting [www.hfa-dearborn.org](http://www.hfa-dearborn.org)
- Class-specific email lists/ contacts as required;
- Curriculum Newsletter and Principal Letters

**SOCIAL-EMOTIONAL / MENTAL HEALTH SUPPORTS**

We are committed to providing ongoing mental health support to pupils affected by COVID-19. We will provide several modes of support to all students. Staff and Parents will be provided a variety of resources that can be used with students to help explain our current reality, while easing fear and anxiety where possible. HFA trained staff will conduct mental health screening to all students to the extent possible, but based on teacher, staff, parent referrals also. There will be alcear protocol for mental health referrals established. Mental Health and Trauma-Informed Training will be conducted with staff members in the 6-day staff institute in August and led by trained staff members. Additionally, staff will learn about their own mental health and self care best practices.
Other means of supporting students will include, but will not be limited to, the following:

**Tier 1- Henry Ford Academy Counseling, Student Support, and Administration Staff**  
School Counselors, Social Worker, School Psychologist, Principal, and Assistant Principal will provide social and emotional/wellness support to students via phone, email, school website, Google Meets (used for tele-health), and social media platforms. Students have access to all of Henry Ford Academy staff email addresses and all incoming office phone calls will convert to an email. Mental Health staff will communicate with parents regarding COVID-19 destigmatization, best practices for mental health, and community resources.

**Tier 2 - Mental Health Service Providers In The Community**  
Henry Ford Academy staff will provide and refer students and parents with local mental health service providers when in need of additional resources.

**Tier 3 - Resources For Immediate Response Services**  
Henry Ford Academy staff will provide and refer students and parents to immediate response services in the event of a crisis and assemble a crisis response and management team in the case of a crisis such as a suicide, death, etc..

**Tier 4 - Self Care: Mental Health Support On The Web**  
The Henry Ford Academy community has access to various mental health information that will support self care during COVID - 19

*Please see the attached Resources for Mental Health Support and RESA COVID - 19 for School Staff and Parents.*

**RESA COVID - 19 Resources for School Staff and Parents**

**Resources for Mental Health Support**

Regular check-ins with students (telephone calls/virtual conferences by teachers, social workers, counselors, administrators, etc.)

Host groups with students (virtual circles to allow opportunities for students to have voice with a trained professional and/or facilitator weekly).

- [COVID-19 Resources for School Staff and Parents](#)

**MONITORING OF STUDENT PARTICIPATION AND EVALUATION OF LEARNING**

**Evaluation of Participation of Pupils in the Plan:** In order to evaluate the participation of the students, teachers will engage in the following activities as appropriate at Henry Ford Academy:

- **Monitoring of Participation:** HFA Staff will use the SIS and virtual gradebook MISTAR and Moodle to enter student scores, as well as instructional platforms (Google Meets, Moodle) to monitor student wellness, engagement, and completion of assignments. Inconsistent completion of student work and/or inconsistent communication with a parent or student will be raised to the administration or
counselor level to develop a plan to connect with the student and family. HFA will continue to support parents in technical difficulties in accessing MiStar’s Parent and Student Portals and may call 313-982-2925 for help or email techhelp@hfa-dearborn.org.

- **Grading Policy:** Henry Ford Academy will utilize its traditional grading system focused on student mastery and learning essential content and skills. Henry Ford Academy instructors will utilize the grading scale and grading practices as outlined in its Student Handbook and Code of Conduct. This includes letter grades (A,B,C,D,F) as well as late work policies outlined in the Student Handbook. Teacher feedback and formative assessment are essential in the evaluation process and grades should reflect the learning process as opposed to summative assessments only.

- **Attendance in Virtual Sessions:** HFA Staff will take attendance at all virtual meetings and as scheduled within the virtual bell schedule. HFA will require a permission slip for virtual learning from all students. HFA will also gain permission to record all class meetings for sharing and posting. Sharing of virtual sessions will only be behind the password protected LMS. HFA is developing a document for students and parents/guardians outlining expectations for Virtual Learning in terms of participation, etiquette, and expectations for success. HFA Staff will contact students and families who are not participating. During this follow-up, staff will focus first on the basic needs of the child and the family in order to determine additional opportunities for the school to support the whole child, using the HFA developed script to:
  - Identify and remove roadblocks.
  - Ensure that the family understands the importance of the learning experience and that their child was missed.
  - Refer to school services as needed.

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**HENRY FORD ACADEMY - PHASE 4 PLAN - HFA VIRTUAL PLUS (VIRTUAL INSTRUCTION WITH IN_PERSON OPPORTUNITIES)**

**INSTRUCTIONAL MODE OF DELIVERY**

In Phase 4, HFA will continue with the HFA Virtual Academy, but with a “Plus”. This denotes one-of-a-kind opportunities for HFA to utilize its unique, interactive campus (The Henry Ford Museum and Greenfield Village) for in-person, face-to-face learning opportunities and cross-curricular projects, all with the proper safety precautions and procedures as described in the phase four sections that follow this section. These opportunities would be in conjunction with the rigorous virtual learning and delivery structure described in the preceding Phase 3 section. Moodle will continue to serve as the common Learning Management System (LMS) for all subjects in Phase 4 and students and teachers will follow HFA curriculum with the resources provided from the Florida Virtual School (FLVS) online curriculum and enhanced by in-person instruction, discussions, and projects. HFA will also develop the Virtual Bell Schedule described in the previous section, with a full schedule of five (5) courses.

**IN-PERSON LEARNING OPPORTUNITIES**
The distinguishing feature of the HFA Virtual Plus experience, will be cross-curricular, small group projects developed at the grade level by teams of teachers and providing opportunity for in-person learning, one-of-a-kind experiences, paired with collaborative, authentic projects rooted in deeper learning and mastery of standards. In-person opportunities will allow HFA to schedule unique learning experiences with small groups. At Henry Ford Academy, these experiences may include: targeted visits to attractions, exhibits, sites, curators or speakers, or resources within The Henry Ford (Henry Ford Museum and Greenfield Village). These experiences will be planned in conjunction with The Henry Ford and following the requirements and Highly Recommended procedures of the Return to School Roadmap. HFA is also exploring opportunities for in-person small-group coaching and academic support, access to technology, and mental health care.

PROFESSIONAL DEVELOPMENT
HFA will continue to leverage the instructional technology team at Wayne RESA to adapt to the new Moodle LMS; In Phase 4, staff PD will involve planning for virtual instruction and best practices. HFA will conduct an intensive 6 day inservice to all staff on Virtual Learning Best Practices, Moodle courses and course building, and Communication (Mentor Logs) protocols with parents and students, along with other topics including anti-racism curriculum, SIOP instruction (ELs), special education modifications, and social-emotional supports. HFA will also use this time to plan and schedule face-to-face opportunities and develop systems to ensure proper spacing of students, parent sign-up, and pick-up/drop-off procedures. Staff will use this time to plan cross-curricular projects and corresponding in-person experiences. Additionally, new staff will receive training a week in advance, with additional time to learn about virtual instruction, Moodle course prep, and best practices. HFA will provide “How To” documents and videos for parents and students to understand remote learning technology including Moodle. These tutorials will be communicated and posted on the HFA website. HFA will also provide virtual training sessions for parents to understand how to use Moodle and other technologies, as well as the policies and procedures involved in the virtual learning plan. Vertical PLC and Horizontal MTSS Teams meet periodically according to a fixed schedule to analyze student data, discuss student-specific strategies and interventions, and share best instructional practices.

DIFFERENTIATED INSTRUCTION
In the Phase 4 HFA Virtual Plus Model, HFA will differentiate instruction as described in the Phase 3 section above, HFA will develop designated time in the virtual schedule for Academic Coaching and intervention. HFA Staff will embrace the “flipped classroom” model, where lectures, silent reading, essay word processing, videos, and worksheets are better suited for asynchronous learning, while virtual sessions are reserved for interactive, individualized, and personalized learning. Teachers will utilize available classroom data to understand the strengths and weaknesses of learners, as well as focusing in-class time on formative assessment and meaningful feedback. In-person opportunities at The Henry Ford and cross-curricular projects will provide opportunities for engagement and personalized experiences.

TECHNOLOGY DISTRIBUTION
Distribution of technology as outlined in the Phase 1-3 plan will apply in Phase 4 as well, ensuring that all students have access to technology and internet for virtual/on-line components of the curriculum.

SOCIAL-EMOTIONAL / MENTAL HEALTH SUPPORTS
Social-Emotional and Mental Health support as outlined in the Phase 1-3 plan will apply in Phase 4 as well. Mental Health and student well-being will remain a priority for teachers, and check-ins will be a part of their day despite limited classroom time per week.

**MONITORING OF STUDENT PARTICIPATION AND EVALUATION OF LEARNING**
Monitoring of participation and evaluation of instruction and learning will continue as outlined in the Phase 1-3 plan. In-person opportunities will enhance curriculum and not be required if students and families do not feel comfortable attending in-person, however HFA will consider how all students will still play a role in cross-curricular projects.

**DUAL ENROLLMENT**
Dual enrollment will continue on-line as described above as long as HFC remains in an all-online environment. HFA will evaluate its policies if HFC moves away from an on-line delivery mode. This is described in the phases 1-3 section above.

**COLLABORATIVE DEVELOPMENT OF PLAN & COMMUNICATION**
HFA has garnered broad input from a variety of stakeholders in the process of developing this Phase 4 plan. This is described in detail in the Phases 1-3 sections above in regards to both communication and collaborative development.

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

1. **Face coverings** (p. 22)
   a. Please describe how the district will implement **requirements** for facial coverings that at a minimum require the wearing of face coverings, except during meals and unless face coverings cannot be medically tolerated, for:
      i)   All staff and all students in grades preK-12 when on a school bus.
      ii)  All staff and all students in grades preK-12 when in indoor hallways and common areas.
      iii) All staff when in classrooms.
      iv)  All students in grades 6 and up when in classrooms.

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**Phase 4 - Face Coverings**

1. **Facial coverings** must always be worn by **staff** except for meals. Facial coverings may be homemade or disposable level-one (basic) grade surgical masks. Any staff member who cannot medically tolerate a facial covering must not wear one. Any staff member that is incapacitated or unable to remove the facial covering without assistance, must not wear a facial covering.
   a. Special education, speech, councilors resource teachers should consider wearing clear masks.
   b. Homemade facial coverings must be washed daily.
   c. Disposable facial coverings must be disposed of at the end of each day.

2. Facial coverings must be worn by students, staff, and bus drivers during school **transportation**. Any staff or student that is unable to medically tolerate a facial covering must not wear one. Any staff or student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. Facial coverings
may be homemade or disposable level-one (basic) grade surgical masks.

3. Facial coverings must always be worn in Museums, **hallways** and common areas by **students** in the building except for during meals. Any student that is unable to medically tolerate a facial covering must not wear one. Any student that is incapacitated or unable to remove the facial covering without assistance, must not wear one. **Facial coverings may** be homemade or disposable level-one (basic) grade surgical masks.
   a. Homemade facial coverings must be washed daily.
   b. Disposable facing coverings must be disposed of at the end of each day.
   c. Note: Staff serving students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

4. Facial coverings must be worn in classrooms by **all students**. Any student who cannot medically tolerate a facial covering must not wear one. Any student who is incapacitated, or unable to remove the facial covering without assistance, must not wear one.

**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 the custodial and transportation staff. (Delivery taken by Aug. 23)
- Fabric and clear face coverings will be provided to special education teachers with the requirement to wear the clear mask during instruction. Any other teacher at any grade level may also request a clear face covering if they so choose. (Delivery taken by Aug. 23)
- Face coverings will be taken home at the end of the day to be washed at home. (Daily, beginning on the first day of staff reporting)
- Individuals (staff or students) who claim medical exemption will need to meet with the district Health Safety Team/Principal to provide rationale and documentation. (Begins Aug. 23 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, administrator, school safety staff, etc.) and asked to put the face covering on. The instance will be documented as a log entry in the MiStar Behavior module.
- 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. Continued 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.
- Staff, Students and visitors will complete an online health screening questionnaire to gain entry to campus. Staff, Students and Visitors will be able to complete screening at security checkpoints if they do not have a device to complete the screening questionnaire.

2. **Hygiene**

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

### Phase 4 - Hygiene

**Requirements from the Michigan Return to School Roadmap**

1. **Adequate supplies** of soap, hand sanitizer with at least 60% alcohol, paper towels, tissues, and signs reinforcing proper handwashing techniques will be provided to support healthy hygiene behaviors
2. **Staff will 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.

**Strongly Recommended from the Michigan Return to School Roadmap**

3. Staff and students will **cough and sneeze into their elbows or cover with a tissue.** Used tissues should be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
4. Soap and hand sanitizers will be systematically and frequently checked and refilled.
5. Students and teachers will have **scheduled handwashing** with soap and water every 2-3 hours.
6. Students and staff will limit sharing of personal items and supplies such as writing utensils.
7. Students’ personal items will be kept separate and in individually labeled cubbies, containers, or lockers.
8. Staff will limit use of classroom materials to small groups and disinfect between use, or
provide adequate supplies to assign for individual student use.

9. Plumbing will be added to allow for additional handwashing stations. If needed in areas of campus that handwashing areas can not be added, portable handwashing and/or hand sanitizing stations will be procured and set up throughout school buildings where needed.

**District and Building Implementation Plan:**

- Every building and many classrooms 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 and hand washing areas.
- Teachers will contact the office immediately if supplies run low 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 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 staff will:
  - Procure adequate soap, hand sanitizer, paper towels, tissues by August 20, 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 the building leader by August 20.
- 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.

**Spacing, Movement and Access**

1. In classrooms large tables are utilized and students will be spaced as far apart as feasible.
2. As feasible, all desks will be arranged facing the same direction toward the front of the classroom.
3. Teachers should maintain six feet of spacing between themselves and students as much as possible.
4. Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
5. Signage will be posted to indicate proper social distancing.
6. Floor tape, disc’s stanchions and or other markers will be used at six foot intervals where line formation is anticipated.
7. Social distancing floor/seating markings will be placed in waiting and reception areas.
8. Signs will be placed on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
9. Adult guests entering the building will be screened for symptoms using online questionnaire or written form, wear a facial covering, and wash/sanitize hands prior to entering. Strict records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.

**District And Building Implementation Plan:**
- Building/facility leaders and custodial staff will walk through each building by July 1 to assess the number of desks, tables, the capacity to physically distance with existing student enrollment and furniture.
- Building/facility leaders will determine what furniture or supplies can be removed from the building or what alternate furniture can be used to create greater physical distance. The current physical distance between students and staff in district buildings ranges from 3 to 5.5 feet after those accommodations. Large tables rather than individual desks are used in grades 4 and 5.
- Hallways, cafeteria, entry, and sidewalks will be marked in 6-foot increments by August 20.
- Signage will be posted throughout the building and on restroom doors reminding students, staff, and guests of the physical distance requirement.
- Restroom sinks will be disabled and marked out of order if they are closer than 3 feet.
- Visitors to the building will check in through the office. (Plexiglass barriers will be installed at the check-in kiosk.)
- Driver's License/State ID scanners will be purchased and installed to track all adult visitors entering the building. Only essential visitors (ISD Consultants, State Agency Workers, College Representatives, etc.) will be permitted limited access to interact with students, and only after reviewing and signing off on all safety expectations. Visitors will be required to sign out through the office to document time, purpose, and locations visited in the building.

**Screening Students and Staff**

*Requirements from the Michigan Return to School Roadmap*
1. HFA will cooperate with the local public health department regarding implementing protocols for screening students and staff. Wayne RESA will be the conduit for HFA and other PSA’s to communicate with Local and State Health Departments.

*Strongly Recommended from the Michigan Return to School Roadmap*
2. A quarantine area is designated in each campus office and office managers and campus administrator will care for students who become ill at school.
3. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

4. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

5. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

District and Building Implementation Plan:

- A copy of the District’s 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 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 or 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 the The Henry Ford online Health Screening form that they are safe to work. This will include taking their temperature and reporting this daily on the Website.
- Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the Website form and call staff sick to call out representative. The school health official or Human Resources will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and report those results back to the school as soon as available.
3. **Cleaning**

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

**Phase 4 - Cleaning**

*Requirements from the Michigan Return to School Roadmap*

1. **Frequently touched surfaces** including light switches, doors, benches, bathrooms, must undergo cleaning at least every four hours with either an **EPA-approved disinfectant** or diluted bleach solution.

2. Computer labs, labs, arts, and other hands-on classrooms must undergo cleaning after every class period with either an **EPA-approved disinfectant** or diluted bleach solution.

3. Student desks must be wiped down with either an **EPA-approved disinfectant** or diluted bleach solution after every class period.

4. Outdoor eating areas and benches will undergo normal routine cleaning.

5. Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.

6. Staff must wear gloves, surgical masks, and face shield when performing all cleaning activities.

7. Atomizers will be used for deep cleaning of classroom areas using EPA-approved sanitizer.

**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 sections of the MI Safe Schools: Michigan’s 2020-21 Return to School Roadmap.

- 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.

- Cleaning stations will be identified around the building that hold materials for use in different wings (e.g., curriculum closet in third grade hallway, gym storage room, custodial closet in 5th grade hallway).

- All classrooms will be provided spray bottles or canisters with CBCIDE, EPA-approved disinfectant or diluted bleach solution, paper towels, face shield and gloves in order to address new cleaning protocols. Staff must wear gloves, a mask and face shield when cleaning, and students will not be allowed access to the cleaning solutions.
Each building custodial team and administrator will tour their building and identify areas of frequent use 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 staff will walk the building wiping all high frequency usage areas at 9:00 a.m., 12:00 a.m., 2:00 p.m., 5:00 p.m. on days of evening activities in the building. Staff will note the time and date and initials on a chart that is kept daily. Regular night cleaning will be conducted after 5:00 pm.

Classroom teachers will facilitate the wipe down the students’ desks every time students exit the room after every period with EPA-approved disinfectant or diluted bleach solution. 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 or diluted bleach solution in their rooms.

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).

Phase 4 - Athletics

Requirements from the Michigan Return to School Roadmap

1. The district plan will Comply with all guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

2. 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.

3. All equipment must be disinfected before and after use.

4. Inter-school competitions may be held provided that facial coverings are worn if school transportation is provided. Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.

5. Spectators are allowed provided that facial coverings are used by observers and six feet of social distancing can be maintained at all times. Attention must be given to entry and exit points to prevent crowding.

6. Each participant must use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

7. Handshakes, fist bumps, and other unnecessary contact must not occur.

8. Indoor weight rooms and physical conditioning activities that require shared equipment are suspended. Outdoor physical conditioning activities are allowed while maintaining social distancing.
9. Large scale indoor spectator events are suspended. Large scale outdoor spectator or stadium events are limited to 100 people, and people not part of the same household must maintain six feet of distance from one another.

**District and Building Implementation Plan:**
- **Note:** District plan should describe athletic policies and procedures that are consistent with all requirements of Governor Whitmer’s executive order in place and should align with, as is practicable, with guidance published by Michigan High School Athletic Association (MHSAA) and the National Federation of State High School Associations (NFHS).

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

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### Phase 4 - Screening

**Screening Students and Staff**

**Requirements from the Michigan Return to School Roadmap**

6. HFA will cooperate with the local public health department regarding implementing protocols for screening students and staff. Wayne RESA will be the conduit for HFA and other PSA’s to communicate with Local and State Health Departments.

**Strongly Recommended from the Michigan Return to School Roadmap**

7. A quarantine area is designated in each campus office and office managers and campus administrator will care for students who become ill at school.

8. Students who become ill with symptoms of COVID-19 should be placed in an identified quarantine area with a surgical mask in place until they can be picked up. Identified school staff caring for these children should wear a surgical mask, with the exception of students with special needs requiring aerosolized procedures in which an N95 mask is required.

9. Symptomatic students sent home from school should be kept home until they have tested negative or have completely recovered according to CDC guidelines.

10. Staff should conduct daily self-examinations, including a temperature check, prior to coming to work. If they exhibit any respiratory or gastrointestinal symptoms, or have a temperature of 100.4 or greater, they should stay home.

**District and Building Implementation Plan:**

- A copy of the District’s 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 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 the The Henry Ford online Health Screening form that they are safe to work. This will include taking their temperature and reporting this daily on the Website.

● Staff who are unable to work due to displaying COVID-19 symptoms will be required to report this to the school through the THF Website form and follow staffing procedures for staff subbing/sick call out. The school health official or Human Resources will monitor this form daily and follow up with any symptomatic person to direct where, when, and how to get tested and 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).

Phase 4 - Testing
Testing Protocols for Students and Staff and Responding to Positive Cases

Requirements from the Michigan Return to School Roadmap
1. Schools must cooperate with the local public health department regarding implementing protocols for screening students and staff. (TBD by Local or State Health Department)

Strongly Recommended from the Michigan Return to School Roadmap
2. Students who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported by their parent or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
3. Staff who develop a fever or become ill with COVID-19 symptoms at school should wear a mask and be transported for off-site testing.
4. Symptomatic students and staff sent home from school should be kept home until they have tested negative for COVID-19, or have been released from isolation according to CDC guidelines.
5. Families should be notified of the presence of any laboratory positive or clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
6. In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes less than six feet in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff should be closely monitored for any symptoms of COVID-19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.

District and Building Implementation Plan:

Responding to Positive Tests Among Staff and Students

Requirements from the Michigan Return to School Roadmap
1. All schools must cooperate with the local public health department if a confirmed case of COVID-19 is identified, and in particular, must 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 at the school.

Strongly Recommended from the Michigan Return to School Roadmap
2. Notify Public Health - Wayne County, RESA, 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.
3. Public Health - Wayne County 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.

a. Public Health - Wayne County, depending on the situation, may identify other contacts who require quarantine. Schools can help the Public Health - Muskegon County by collecting data and contact information of those exposed.

b. Staff will adhere to 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).

4. Employees with a confirmed case of COVID-19 should only return to the workplace after they are no longer infectious. Public Health - Wayne County will provide instruction about return to work, using the most current guidelines from the CDC for this determination.

5. **Cleaning staff should wear** a surgical mask, gloves, and a face shield when performing cleaning of these areas.

6. If possible, smaller areas such as individual classrooms should be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

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).

   **Phase 4 - Transportation**

   Henry Ford Academy does not provide transportation. Students will not be allowed to ride the cars of other students or families not listed on the students emergency card. In cases of non-covid emergencies and need for students to be transported the following procedures will be utilized.

   1. Transportation vehicles will be cleaned and disinfected before and after every transit route. Children must not be present when a vehicle is being cleaned.
   2. Frequently touched surfaces in the vehicle will be cleaned and disinfected (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.
   3. Equipment including items such as wheelchairs, walkers, and adaptive equipment being transported to schools will be cleaned, sanitized, and disinfected daily.
   4. Create a plan for getting students home safely if they are not allowed to board the vehicle.
   5. If a student becomes sick during the day, they will not use group transportation to return home and must follow protocols outlined above. If a driver becomes sick during the day, they must follow protocols for sick staff outlined above and must not return to drive students.
6. Weather permitting, doors and windows will be kept open when cleaning the vehicle and between trips to let the vehicles thoroughly air out.
7. Weather permitting, keeping windows open while the vehicle is in motion will be considered to help reduce spread of the virus by increasing air circulation, if appropriate and safe.

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.

**HENRY FORD ACADEMY - PHASE 5 PLAN - FULLY IN-PERSON ATTENDANCE WITH FULL PRECAUTIONS**

In Phase 5, HFA would evaluate the progress in terms of curriculum and student engagement in the HFA Virtual Plus plan, as well as parent perspectives, and determine the best re-entry plan within the scheduled trimester. If it is determined necessary, HFA would continue its HFA Virtual Plus instruction through the duration of the trimester. It may also be determined to return to in-person learning fully. **In the right conditions in phase 5, HFA would resume 5 days per week of required, in-person attendance.** HFA would continue all precautions as described in Phase 4 above in a Phase 5 return to in-person learning, except those outlined in the following sections. In Phase 5, HFA would return to its normal school functions, but with the majority of the safety and preventative measures in place as described above. This includes face coverings, hygiene routines, planned student movement/access, student, staff, and visitor screening, periodic cleaning, and protocols for testing as described above for Phase 4. HFA would follow the guidance of MHSAA and the State of Michigan regarding athletics. All students would be asked to return to school, but HFA would evaluate options and possibilities for students and families who wish to remain in virtual instruction.

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.

In Phase 5, HFA would follow all Highly Recommended protocols from the *Return to School Roadmap* as described in the Phase 4 section above,

**Personal Protective Equipment**

- 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 preK-12 students in the building except for during meals.
- Any student that is unable to medically tolerate a facial covering should not wear one.
- Any student that is incapacitated or unable to remove the facial covering without assistance, should not wear one.
- Facial coverings may be homemade or disposable level-one (basic) grade surgical masks.
- If social distancing and cohorting is practiced and enforced, facial coverings for students in grades preK-5 are encouraged but not required.
- Homemade facial coverings should be washed daily.
- Disposable facing coverings should be disposed of at the end of each day.

Hygiene

- 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.

Screening Students, Staff, Guests

- 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.

Testing Protocols

- Students who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and be transported by their parent/guardian, emergency contact, or ambulance, if clinically unstable, for off-site testing.
- Staff who develop fever or become ill with symptoms of COVID-19 at school should wear a mask and should be transported for off-site testing.
- Parents and guardians should be notified of the presence of any laboratory positive or
clinically diagnosed cases in the classroom and/or school to encourage closer observation for any symptoms at home.

- Symptomatic students and staff sent home from school should be kept home until they have tested negative or have been released from isolation according to CDC guidelines.
- In the event of a lab or clinically diagnosed case of COVID-19, immediate efforts should be made to contact any close contacts (those who spent more than 15 minutes within six feet to the student or staff member) so that they can be quarantined at home.
- Classmates should be closely monitored for any symptoms. At this time, empiric testing of all students in the class is not recommended. Only those that develop symptoms require testing.

Responding to Positive Tests

- 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.

Food Service

- Serving and cafeteria staff should use barrier protection including gloves, face shields, and surgical masks.
- Students, teachers, and cafeteria staff wash hands before and after every meal.
- All gatherings, including those that occur outdoors (e.g., graduations) should comply with current and future executive orders that set caps on congregations of people.
- If field trips occur, they should comply with transportation guidelines within this document, including mandatory facial covering.

Athletics:

- Indoor spectator events are limited to 50 people. Large scale outdoor spectator or stadium events are limited to 250 people. Spectators not part of the same household must always maintain six feet of distance from one another.
- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. Every participant should confirm that
they are healthy and without any symptoms prior to any event.

- All equipment must be disinfected before and after use.
- Buses must be cleaned and disinfected before and after every use, as detailed in the subsequent “Busing and Student Transportation” section.
- Each participant should use a clearly marked water bottle for individual use. There should be no sharing of this equipment.

Cleaning:

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

Transportation:

- 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.

Medically Vulnerable 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.

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.

In Phase 5, HFA would follow all Highly Recommended protocols from the Return to School Roadmap as described in the preceding Phase 4 and 5 sections, but would re-evaluate school cleaning and classroom cleaning frequency based conditions.

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.

In Phase 4, HFA would follow all Highly Recommended protocols from the Return to School Roadmap as described in the Phase 4 section above.

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:

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

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

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

Name of District/PSA/Nonpublic Leader Submitting Plan: Cora Christmas

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

Date Submitted to State Superintendent and State Treasurer: