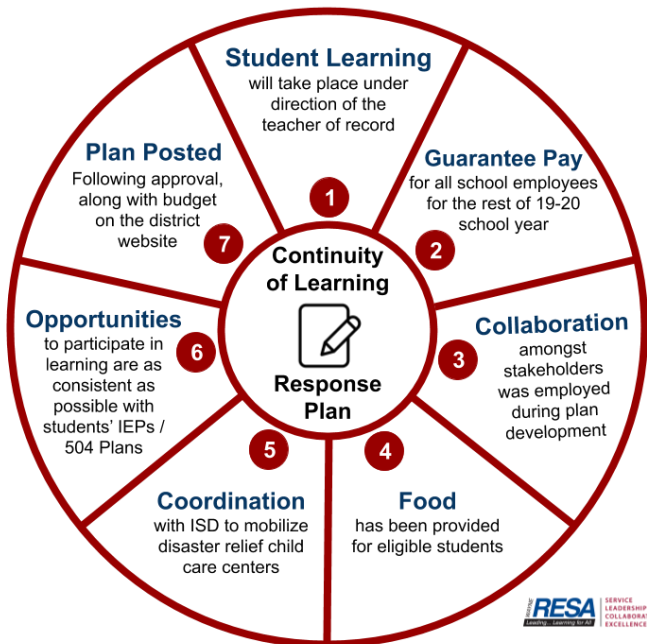


Continuity of Learning and COVID-19 Response Plan

Submission Date April 8 - April 28	April 15, 2020
District	Henry Ford Academy
District Address	20900 Oakwood Blvd, Dearborn, MI 48124
District Code Number	82926
Superintendent Name	Cora Christmas
Superintendent Email Address	cchristmas@hfa-dearborn.org
Intermediate School District	Wayne RESA
Authorizing Body (If Applicable)	Wayne RESA



Henry Ford Academy Plan

Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.

District / PSA Response

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 Google Classroom and Moodle as the central platforms for content delivery, as well as password-protected Google Hangouts for direct instruction. Teachers will post assignments and supporting materials and resources then offer [“office hours”](#) for one-on-one or small group instruction in addition to other forms of communication such as phone or email. Other technology is often embedded such as Kahoot!, KhanAcademy, Newsela, and Padlet. Additionally, some students have existing scheduled courses in Edgenuity and Educere, on-line course content providers. 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 **Paper Learning Packet** available for pick up or mailed to them, representing essential course work in scheduled core classes. The alternative modes of instruction highlighted here also apply to our special education population, and we are planning to meet the goals in their IEP's to the best extent possible.
- **Courses and Schedule:** For trimester 3, students are enrolled in five (5) periods and will receive learning opportunities and virtual

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instruction opportunities for each period. Each teacher has virtual “office hours” on a Mon-Fri schedule developed according to subject area ([Office Hours Schedule on HFA Website](#)), to create a structured time and space for virtual face-to-face communication (this document is translated in Arabic and Spanish). HFA has given parents several sample daily schedules for a healthy and balanced student day: [sample schedule](#).

- **Collaborative Approach:** Teachers will continue to work with their Horizontal (grade level), Vertical (Math, Sci, ELA, etc) Teams, Special Services (IEPs, 504s, ELs), and Curriculum Coordinator and Administration to set goals and develop content that is reflective of essential learnings or “Power Standards” within Michigan and National Standards. Teams will meet according to this [calendar of meetings](#). It has been communicated that teachers will not need to make students responsible for the entirety of a regular, face-to-face course, and that in addition to essential learnings, social-emotional check-ins and regular communication are an essential part of this unique learning process ([calendar of student check-ins](#)).
- **Personalization:** Teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students and their overall familiarity with the tools needed to actively engage in the learning.
- **Assessment and Monitoring of Instruction:** Student grades will be recorded in MiStar Gradebook, supported by Wayne RESA. Parents and Students have access to this gradebook to monitor participation and completion of work. HFA will continue to support parents in technical difficulties in accessing MiStar’s Parent and Student Portals and may call 313-982-6022 for help.

Access to Technology / Internet: All students require a.) access to the internet and b.) a connectable device (laptop, tablet, etc) to participate in on-line instruction. Henry Ford Academy has conducted three technology “pick-up” events on 3/15/20 and 3/20/20, 4/11/2020 following CDC social distancing guidelines and is continuing to gather information from families about access to the internet and devices and will schedule additional hand-outs.

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 staff continues to develop a master spreadsheet of contact with all students and families to determine if families have 1.) internet 2.) a device and 3.) sufficient internet capacity to ensure to the extent possible that all students have access to learning. This began with a mass email [survey](#), also notified to families by automated phone calls. For non-respondents, the following [script](#) is being used for individual phone calls to families.

- **Distribution:** Student devices were distributed based on need (as determined through several [surveys](#)), at Henry Ford Academy, Museum and Village Campuses, 20900 Oakwood, Dearborn, MI 48124 on 3/15/2020 and March 3/20/2020 and with future dates TBD.
 - This information was shared via email and through recorded phone calls and Remind texts to each family on 3/13/2020 and 3/14/2020 and individual responses leading up to stay at home order. A subsequent [survey](#) was given to parents with the same communication methods the week of March 30th.
 - This survey is provided on HFA's school website, www.hfa-dearborn.org.
 - Families may also call 313-982-6191 or email mflannery@hfa-dearborn.org to arrange a pick-up time that works with their schedule.
 - Please note that precautions were taken to ensure that CDC guidelines regarding social distancing were followed.
- **Low Cost/Free Internet:** Information regarding opportunities to obtain free or low cost Internet access was shared with families via MISTAR-Q mass email, intouch K-12 robo call, and mass text (Remind) on March 16 and is also available on the HFA website (www.hfa-dearborn.org).
 - Wayne RESA is maintaining <https://sites.resa.net/infotech/personal-internet-access/> for Internet access options.
- **Paper Learning Packet:** If a student does not have access to a device, Henry Ford Academy will schedule regular pick-up dates for technology devices at the school site; If the student does not have internet access, Henry Ford Academy will offer free internet for the remainder of the school year; In addition, families who report struggles with device procurement or internet access will have **paper packets of work (and writing utensils) representing essential activities in core content areas**. These materials are emailed to the Director of Curriculum, who will print the packets each Monday and make available for pick-up or delivery.
- **Students Not Penalized:** Although our district is making every effort possible to ensure that all students have access to high quality remote instruction, students will not be penalized if they are unable to complete the course work or participate in remote learning for any reason.

Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District /PSA Response

Henry Ford Academy remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), which is the CDC's framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued. To that end, we commit to the following:

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- **Plan for Individual Student Learning:** At HFA, Vertical Teams (Math, Sci, ELA, etc) and Horizontal Teams (grade level), along with whole staff and Special Services (IEPs, 504s, ELs) have been and will continue to meet according to the [calendar of HFA team meetings](#) and using both the [WRESA adapted Curriculum Planning Template](#) and [MTSS Grade Level Meeting Template](#) as to facilitate planning which will focus on individual strengths, interests, and needs and using this knowledge to positively affect learning.
- **Develop a Weekly Plan and Schedule:** Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being. HFA has developed a [sample schedule](#) for families as well as consistent schedule of ["office hours"](#) for meeting with teachers.. HFA communicated this sample schedule in the [March/April newsletter](#). The HFA Counseling and Special Services Team has provided students and families with the following resources: weekly check-ins with students and families via email, Zoom, and Google Hangouts. Students and families have been connected to community resources for mental health support, immediate response support, and ways to manage self-care during COVID-19.
- **Contact Families:** Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. We have considered the [guidance from COSN](#) when creating this plan. Henry Ford Academy will provide translations as necessary.

Henry Ford Academy teachers will serve as the first point of contact - at a minimum of once per week, communicating with students through Google Classroom, HFA email, virtual instruction, and phone calls (for students who lack access) and report non-responsive students to administration. Henry Ford Academy will continue on a schedule of outreach to families ([home contact calendar](#)), including personal phone calls to families by HFA teachers and staff, with a [script](#) that includes questions about “whole child” and family health. In addition to phone calls, Henry Ford Academy will continue to communicate about “Whole Child” and family wellness using methods for mass communication such as Remind mass texts, Mass email in MISTAR-Q supported by WRESA, Curriculum Newsletter, Principal’s Messages, and school website (www.hfa-dearborn.org)

Student Social Engagement. To support the social and emotional well-being of our students, and to help them feel more connected with staff and peers, HFA will seek to engage students in various **virtual activities and events**. For example, during the week of March 30, HFA Virtual Spirit Week was held, and the long-standing HFA tradition of grade-level Fish Award student recognition ceremonies were conducted. Going forward, additional virtual activities / events will be scheduled, such as virtual recognition of Honor Students, virtual Senior class activities, and ultimately, virtual Commencement.

Please describe the district’s plans to deliver content in multiple ways so that all pupils can access learning.

District /PSA Response

In addition to the various methods outlined in Question 1 and Question 2, 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, we commit to:

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- **Provide PD:** 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 Technology in-services on Tuesdays each week ([calendar](#)). HFA has also provided a [“How-To”](#) for parents to understand remote learning technology which has been posted on the HFA website and mass emailed since 3/16/2020.
- **Teach Content:** Teachers will continue to work in Vertical Teams (Science, ELA, Math, etc,) in setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum. Current academic performance data using the

Renaissance STAR assessment has been provided for teachers on each student the week of 3/30/2020. Vertical teams will meet bi-weekly to discuss “Power Standards” and essential learnings ([calendar](#)).

- **Focus on the “Whole Child”:** Teachers and staff will conduct Social Emotional check-ins along with content delivery, following a general [script](#) and checking-in based on social-emotional health and access to learning ([calendar](#)).
- **Deliver Flexible Instruction:** Henry Ford Academy instruction will utilize Google Classroom, Moodle and Google Websites as the central platform for content delivery, as well as password-protected Google Hangouts for synchronous, direct instruction. Teachers will post assignments and supporting materials and resources then offer “office hours” for one-on-one or small group instruction in addition to answering questions via other forms of asynchronous communication such as phone or email. Other technology is often embedded in the learning such as Kahoot!, KhanAcademy, Newsela, YouTube, and Padlet. Henry Ford Academy communicates with students and families using MISTAR-Q email supported by Wayne RESA. **Paper learning packets and writing utensils** will be provided for students who have expressed no access to technology or who have not responded to tech survey or phone call efforts ([survey](#) and [script](#)). Vertical (subject level) and Horizontal (grade level) teams meet bi-weekly to discuss best practices and student-specific information ([calendar](#)). HFA has provided the following sample students schedules for their daily routines: [Sample Schedules](#).
- **Flexible Assessments:** Henry Ford Academy will utilize a grading system focused on learning content and skills, not penalizing: Henry Ford Academy instructors will record scores in MISTAR Gradebook, but with grading guidelines that are focused on successful completion, including multiple opportunities to show understanding. Final grades in courses will be either Pass (P) or Incomplete (I), with an opportunity to complete “Incomplete” courses.
- **Endeavor to Engage Families:** Communicating 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.
 - Henry Ford Academy will continue on a schedule of 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 Newsletter, Principal’s Messages, and school website (www.hfa-dearborn.org)

Please describe the district's plans to manage and monitor learning by pupils.

District /PSA Response

At Henry Ford Academy, although children will not be penalized if they are unable to fully participate in the online learning opportunities, we still believe that monitoring student learning through a variety of assessments is essential. The assessments administered and the data collected will be used to determine next steps including:

- Planning necessary supplemental lessons and/or follow-up instruction.
- Determining the potential need for summer learning opportunities.

Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding 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:

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- **Vertical Team Planning:** Purposeful collaboration around providing feedback within HFA Vertical Teams (Math, Sci, ELA, etc) using the [HFA Common Planning Template](#) as adapted from the WRESA [common planning template](#) in accordance with the following calendar of meetings: [calendar](#).
- **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:** HFA Teachers will vary instruction within the platform to meet each student's needs. HFA has provided the following sample students schedules for their daily routines: [Sample Schedules](#).
- **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.
- **Feedback:** Student academic feedback may be provided in the form of phone / virtual / email conversations as needed. 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 teams will participate in bi-weekly 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, see [calendar](#).

- 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 according to the following [calendar](#).
- 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 weekly updates regarding their child's academic progress. 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.
 - Feedback for **Paper Learning Packets** will include: HFA staff will review the learning packet and provide feedback to the student via phone call, virtual meeting, written feedback, or email if access is available. Learning packets with written feedback will be returned to the student at the next "Pick-Up" date or via delivery. Feedback from the teacher may include differentiated work as needed, along with examples to support student learning. An example of differentiation may be providing an additional graphic organizer and several written examples for a student struggling with an essay. A phone call would also be used as a follow-up if needed.

Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District /PSA Response

Examples of grant dollars that can be used to support the Plan:

In order to ensure that our students have access to adequate technology, during these extraordinary circumstances, our district will utilize Title I funds in the following manner, as outlined within the [Memorandum regarding Flexible Title Funds for Technology](#) from Deputy Superintendent Venessa Keesler, dated March 27, 2020:

- To purchase hot spots and other internet access tools for students
- To purchase devices for student use to support student learning
- To purchase student devices <insert specific devices such as iPads or Chromebooks>

Henry Ford Academy will utilize Title II funds in the following way:

- To support student learning using technology by transferring these funds into the Title IV. (\$4586)

Henry Ford Academy will utilize Title IV funds in the following way:

- To support technology, which includes replacement/purchase of chromebooks for students and staff (100 chromebooks/licenses/laptops/carts) : \$20,326 + \$4586

Henry Ford Academy will utilize General funds in the following way:

- Mailing of 25 student study packets: \$50
- Additional Edgenuity stipends for teacher mentorship of students enrolled \$1,000:
- Mailing of 116 Cap/Gown/Cords/Awards to graduating seniors: \$1100
- Textbook replacement: Cost of 9th and 10th grade \$500-\$5,000
- Calculator replacement: \$500
- Reimbursement of internet/data usage to teaching staff: \$6500 (May fall into title IIA)
- - **The estimated additional expenditures associated with the plan reflected in the items above is \$39,062.00.**

We will utilize Title IIA Funds in the following ways:

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- To fund training and professional learning for our teachers to better prepare them to virtually deliver instruction and connect with students.
- To fund virtually delivered professional development opportunities to support goals identified within the district improvement plans.
- To purchase devices needed to support the training opportunities offered to our teachers.
- To support student learning using technology by transferring these funds into the Title IV.

We will utilize Title IV Funds in the following ways:

- To support technology, which includes devices, access, and materials for students and teachers.

In order to comply with reporting mandates, we will email our Regional Unit Manager with the Michigan Department of Education to inform him/her of the changes. We will note all changes and approvals for future audit purposes. Additionally, if further budget amendments are necessary, we will make changes to our local budget to reflect the actual expenditures.

Other costs could include:

Budget would include:

- Purchase of learning supplies such as paper, pencils, crayons, etc.
- Printing costs (paper and machine copy cost)
- Mailing costs (envelopes, postage)
- Personnel time for printing, preparing and delivering
- Fuel cost- mileage
- Cost of online instructional platform and any related software/websites if applicable
- Hot spots/connectivity
- Devices
- Maintenance of devices
- Increased WI-FI capacity

Sources:

- General funds
- Title I,IIA, IV
- 31a

- **The estimated additional expenditures associated with the plan reflected in the items above is \$39,062.00.**

Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response

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:

- Administration;
- Instructional and Support Staff (e.g., teachers, counselors, social worker, psychologist, technology staff);
- Wayne RESA
- Board of Directors (including representatives of The Henry Ford and Ford Motor Co.)
- School Improvement Team (including parent and student representatives)

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Within the “shelter-in-place” restrictions, 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).

Specific aspects of the collaborative effort include:

Administration. The HFA administrative team has been meeting remotely on a regular basis since mid-March regarding our COVID-19 response. This involved collaboration and decision making concerning our interim continuity of learning plan (initiated March 16), and now on the development of this Plan. 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.

Staff. Beginning February 28, at the request of Administration, staff began preliminary COVID-19 planning via e-mail brainstorming and idea sharing. This included academy-wide, grade level, and content area exchanges. Through this collaboration, as well as one last in-person staff meeting on March 12, approaches for interim continuity of learning were solidified. Instructional staff began delivering interim continuity of learning beginning March 16. In the following weeks staff shared, on a daily basis, information/ results

on various virtual tools/ techniques and how well they were working (or not working)--both amongst themselves and with Administration. In addition, weekly check-ins with instructional staff were conducted by Administration via Google Form survey. These learnings were incorporated into the development of this Plan.

Staff were introduced to the process for developing this Plan in an Academy-wide virtual staff meeting on April 3. During the week of April 6, staff reviewed draft(s) of the Plan prepared by Administration, and provided feedback electronically and in a virtual staff meeting conducted April 13 10:00 am.

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, 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. Over recent weeks, Administration has kept Board members apprised of key developments regarding COVID-19 response. In advance of the Board meeting on April 16, 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.

School Improvement Team (SIT). The SIT includes representation from staff, students, parents, Administration and WRESA. During the week of April 6, the SIT was provided draft(s) of the Plan for review and comment.

Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response

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.

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 Administration 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 the Continuity of Learning period, Administration will issue communications to update, inform, and instruct parents/ guardians and students, via the methods listed above.

All communications sent to parents/ guardians and students will also be shared with the HFA Board of Directors, to keep Board members aware of key developments during Plan implementation.

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Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.

District/ PSA Response

Coinciding with the Governor's initial order for school closures announced March 12, HFA began delivering key components of the Plan on March 16, 2020 on a preliminary basis. From that date through the Governor's April 2 announcement to close schools through the remainder of the school year, HFA initiated activities including:

- communication with students/parents through various channels;
- providing students access to school Chromebooks;
- launch of on-line instruction;
- student engagement activities (e.g. virtual School Spirit Week);
- ongoing idea exchange/ feedback between teachers and administration.

Learnings from this interim period regarding effectiveness of instruction, engagement, and other efforts are being incorporated into this Plan.

On April 6, HFA administration commenced development of the formal Plan under the Governor's Executive Order. Between April 6 and April 13, key constituents provided input to the plan (Section 6). Following HFA Board of Directors' approval on April 16, and contingent on WRESA approval, **implementation of the Plan will begin on April 16, 2020.**

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Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to MCL 388.1913, in completing the courses during the 2019-2020 school year.

District /PSA Response

State-Approved CTE Early/Middle College Dual Enrolled

Although some courses are held at our high schools, the majority of CTE dual enrolled or CTE Early/Middle College courses are held at community colleges. Our team is working to coordinate instruction between the school and the college. The colleges are responsible for providing:

- How will the postsecondary institution deliver instruction?
- How will grades and attendance be reported? Will report templates be compatible with the district needs to report into the Career Education Information System (CTEIS)?

In partnership with Henry Ford College (HFC), current Henry Ford Academy seniors are taking online college courses from January - May 2020. Via our contract with HFC, dual enrollment seniors 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. Seniors will also have access to a dual enrollment transcript via their HFC student account. Seniors 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 to complete the Winter 2020 semester. 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.

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State-Approved CTE

The academic/instructional portions of CTE courses will be moved to distance learning. The skills-based and work-based learning activities that require in-person practice or demonstration are on hold; work-based learning guidance can be found at [CTE Requirements During COVID -19 Closure](#). Teachers will utilize the [resources published by OCTE for online instruction](#). We are also providing teachers who may have questions about their specific program needs with the [2019-20 Career Cluster and CIP Codes by CTE Curriculum Consultants document](#) provided by OCTE.

For Henry Ford Academy student participating in Practicum Placements experiences that can be completed virtually will count towards hours in that program, but students will not be going to off site practicum placements due to the COVID-19 Closure. Field director Sandy Kesavan and Workshop teacher Edith Antilla will be implementing an non-face to face experience for students to complete these courses.

Our CTE staff, along with other designated staff, will communicate with each student and family in order to ensure they fully understand the plan for moving forward. Specifically, the following information will be shared with families and students:

- OCTE's Dr. Pyles has indicated that the department will be applying for a waiver to excuse students from fulfilling the credential requirement for this year.
- Our district will share the specific plan for how we will address credential attainment if the waiver is not approved.
- Further, our district has decided to consider limited CTE facility hours in July/August (assuming that the guidance around social distancing has been relaxed). Summer hours would allow students to complete the required practicum and/or experiential hours.

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 those courses. The students will be given the option to convert their grade to credit or no-credit.

For more information please see [MAISA - Quick Start Guidance](#).

Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District /PSA Response

Within Henry Ford Academy, 61 % 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 under the heading [Feeding Students During School Closure](#). 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
- Class-specific email lists/ contacts as required;
- Curriculum Newsletter and Principal Letters

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Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District /PSA Response

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Henry Ford Academy confirms that it will continue to pay school employees, while redeploying staff to provide meaningful work in the context of the Plan (including Student Monitors and Ancillary Staff conducting phone calls to student homes and delivery or copying/mailing of student Paper Learning Packets within CDC safety guidelines).

Please describe how the district will evaluate the participation of pupils in the Plan.

District /PSA Response

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 for Trimester 3 at Henry Ford Academy:

- **Monitoring Participation:** HFA Staff will use the SIS and virtual gradebook MISTAR to enter student scores, as well as instructional platforms (Google Classroom, Google Hangouts, etc) 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 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 313-982-6022 for help.
- **Grading Policy:** Per guidance, Henry Ford Academy will utilize a grading system focused on learning essential content and skills, not penalizing students who do not participate. Henry Ford Academy instructors will develop criteria for each assignment to earn a “P” (Pass) or an “I” (Incomplete) which will be recorded in MISTAR Gradebook. Link to [grading policy document](#).
- **Final Grades:** Final grades and awarding of credit in courses will be either a Pass (P) or Incomplete (I), with an opportunity to complete “Incomplete” courses. Late assignments will not be penalized. Students must complete 60% of work to earn a “P” within the determined timelines for the 19-20 school year. Incomplete grades on report cards for Trimester 3, 2020 can be made up by students before they graduate or withdraw from Henry Ford Academy.

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- **Communication Logs:** HFA Staff may log phone calls in a HFA Virtual Contact Logs (below) of home communication. Emails will be the record of communication in MiStar Communications log, general email records, InTouch K-12 logs, along with google hangout and other logs [09th Grade Teacher Contact Log](#), [10th Grade Teacher Contact Log](#), [11th Grade Teacher Contact Log](#), [12th Grade Teacher Contact Log](#).
- **Attendance in Virtual Sessions:** HFA Staff may take attendance at all virtual meetings using the HFA Virtual Contact Log (above). 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

Paper Learning Packets: Will be collected to the degree possible and returned with feedback to the extent possible. Student grading in MISTAR will include adding alternate scores and excusing other scores from on-line learning. These packets may need to be collected after travel and distancing orders develop.

Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

District /PSA Response

1 How will you regularly provide mental health supports for all students?

3 Based on information received from communicating with students, parents, and staff, the counseling and student support team will continue to reach out to students and parents to provide additional mental health resources and support. Henry Ford Academy will provide regular mental health supports through a variety of resources:

We are committed to providing ongoing mental health supports to pupils affected by our state of emergency or state of disaster prompted 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.

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.

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.

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

	<p>facilitator weekly).</p> <ul style="list-style-type: none"> • COVID-19 Resources for School Staff and Parents <p>Other examples of responses could be similar to what has been provided in the MAISA GELN guidance document:</p> <p>The district will survey all parents to determine their current mental health needs. Based on those results, the behavior specialist (31n, SSW, counselor, principal, etc.) will reach out to individual students and families to determine what they may need. The behavior specialist will help connect the family to outside agencies to help meet their needs. While teachers are making weekly phone calls, they will monitor and assess the needs of students and families. If a need is presented, the teacher will elevate that need to the principal or behavior specialist to ensure the necessary follow-up. The principal will hold weekly meetings with teachers to identify any additional students or families in need. Tele-health may be used to provide services when available for students that have technology.</p> <p>For more information please see MAISA - Quick Start Guidance.</p>	
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<p>1</p> <p>4</p>	<p><i>Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follows it.</i></p> <hr/> <p style="text-align: center;">District /PSA Response</p> <p>If needed, Henry Ford Academy will be expected to open a classroom (preferably one that has been licensed by LARA, and/or one where before and/or after school care is normally held) in one of your school buildings to support the child care for Essential Workers.</p> <p>Henry Ford Academy stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs.</p>
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Wayne Regional Educational Service Agency (Wayne RESA) is working in cooperation with our local school districts, PSAs, and Community Based Organizations to coordinate emergency childcare for children birth-12 years old for the Essential Workforce that is working daily to support our community throughout the public health crisis. The Early Childhood Support Network (ECSN), United Way, 2-1-1, and the Great Start Collaborative are all working in concert with us to ensure childcare sites are open, safe, and following all DHHS licensing regulations as they provide care to the children of the Essential Workforce.

These efforts are being coordinated per Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency.

Essential Workers contact Wayne RESA using one of the options listed below:

Email a Wayne RESA Emergency Childcare Coordinator

- Lena Montgomery montgol@resa.net
- Kaitlyn Carpen carpenk@resa.net

Members of the Essential Workforce may go to the Essential Worker Child Care Intake Form (<https://www.helpmegrow-mi.org/essential>) and enter their information, which routes to a Wayne RESA Emergency Childcare Coordinator. A robust list is compiled and updated daily to document centers that are open, closed, and those that may be willing to reopen. Ages of children, hours, and type of care the center provides is shared with Essential Workers when they reach out for childcare support. ECSN workers directly connect Essential Workers to open sites. Currently over 100 families have been linked to care.

An Essential Worker is defined as:

Health care workers, home health workers, direct care workers, emergency medical service providers, first responders, law enforcement personnel, sanitation workers, child care workers (including any employees acting as child care workers in essential workforce child care centers), personnel providing correctional services, postal workers, public health employees, key government employees, court personnel, and others providing critical infrastructure to Michiganders. Critical infrastructure includes utilities, manufacturing, mass transit, and groceries or other essential supplies, goods, or equipment. We stand committed to support the health and wellbeing of young children, their families and all who care for, educate, and work on their behalf.

Optional Question

Does the District plan to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District /PSA Response

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Guiding Questions:

- What are the benefits of adopting a balanced calendar?
- What are the benefits of starting school prior to Labor Day?

Students will resume testing requirements, etc. next school year; how prepared will they be after missing a quarter of the school year of in-person contact/instruction, without additional in-person instruction during the 2019-2020 school year (if schools are able to resume or if summer school is allowed), for the 2020-2021 school year?

Knowing that the accountability measures, both the State and Federal systems, will resume next school year, along with the Read By Grade Three Law, etc., how will your students perform at or above grade level and have continuous success without the additional instructional days that either extends the current school year with a balanced calendar and/or pilots a balanced calendar or considers an early start (before Labor Day) for the 2020-2021 school year?

- **We are not considering a balanced calendar for the remainder of the 2019-2020 school year.**
- **We are not considering a balanced calendar for the 2020-2021 school year.**
- **We are currently exploring all options for the 2020-2021 school year including starting before Labor Day and possibly piloting a Balanced Calendar for the year.**
- A collaborative team is researching the two options, which includes examining the various balanced calendar track plans below.

Balanced Calendar

A balanced calendar is an alternative way of structuring a school calendar, where shorter instructional breaks are scheduled more frequently throughout the year rather than concentrating the time off into a long summer break. Our district is considering this option carefully, given that the research shows that year-round schools are beneficial to lower-achieving, lower-income, and at-risk students ([Evans, 2007](#)). The following plans are examples of balanced calendars <that we are considering for the 2020-2021 school year>.

Example Balanced Calendar Track Plans

- **45-15 Single-Track Plan** - The year is divided into four nine-week sessions, separated by four three-week vacations. School is in session for nine weeks (45 days) followed by a three-week vacation (15 days). This sequence of sessions and vacations repeats four times each year, thus providing the usual 36 weeks or 180 days of school. Four additional weeks each year are allocated to winter holidays, spring vacation, and national, state, or local holidays.
- **45-15 Multi-Track Plan** - Under this type of calendar, pupils are divided into four groups. While groups A, B, and C are in school, D is on vacation. When D returns, A goes on vacation. The rotation continues every three weeks, thus providing for 33 percent additional space in the school. Each track has its own 45-15 schedule of nine weeks in school and three weeks on vacation.
- **60-20 Single or Multi-Track Plan** - Pupils attend school for 60 days (12 weeks) and vacation for 20 days (four weeks). Pupils rotate through the year until they have had three 60-day terms and three 20-day vacations. The 60-20 Plan can be varied to take into account winter holidays, spring vacation, and national, state, or local holidays. It can be conducted in either a single-track or a multiple-track format.
- **60-15 Single or Multi-Track Plan** - This plan borrows from both the 45-15 and 60-20 formats in that the instructional period is 60 days and the vacation period is 15 days. By rearranging the instructional days, a common summer vacation of three to four

weeks can be given to all pupils and faculty. It is usually implemented with five tracks available to pupils. Teachers keep their own classrooms and teach a 225-day contract. One-fifth of the pupils are always on vacation.

- **90-30 Single or Multi-Track Plan** - The two 90-day semesters are separated by a 30-day vacation period twice a year, and schools are closed during the traditional winter holiday period and spring vacation. This calendar can be conducted as either a single-track or a multi-track plan.

* Please forward completed forms to Wayne RESA Superintendent Dr. Randy Liepa by April 28, 2020.

