

COVID-19 Preparedness and Response Plan 2020-2021

Clara B. Ford Academy

INSTRUCTIONS:

Please follow the step-by-step instructions below to complete the Preparedness and Response Plan.

1. Download and save the COVID-19 Preparedness and Response Plan to your computer prior to filling it out.
2. Complete the report and make sure to save it to your computer.
3. Submit the entire completed report in Epicenter. **Deadline: August 14, 2020**

Clara B. Ford Academy

COVID-19 Preparedness and Response Plan

Address of School District: 20651 West Warren, Dearborn Heights, MI 48127

District Code Number: 82996

Building Code Number(s): 82996

District Contact Person: Dr. Ticheal Jones

District Contact Person Email Address: tjones@charterschoolpartners.com

Local Public Health Department: Wayne County Health Department

Local Public Health Department Contact Person Email Address: sescamil@waynecounty.com

Name of Intermediate School District: Wayne County Resa ISD

Name of Authorizing Body: Ferris State University

Date of Adoption by Board of Directors: August 3, 2020

Assurances

- The Academy will cooperate with local public health authorities if a confirmed case of COVID-19 is identified and, in particular, will collect the contact information for any close contacts of the affected individual from two days before he or she shows symptoms to the time when he or she was the last present at the Academy.
- The Academy acknowledges that it is subject to the rules governing workplace safety established in section 1 of Executive Order 2020-114 or any successor order, and has adopted a Workplace Preparedness Plan. A copy of this plan is attached.
- The Academy will be or is closed to in-person instruction when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy's sponsored inter-school, after school activities and athletics will be suspended when the region in which it is located in is in Michigan Safe Start Plan Phases 1-3.
- The Academy will 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 Academy 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 if applicable.
- The Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.

Jeanne Martens

President of the Board of Directors

August 3, 2020

Date

Introduction and Overview

Clara B Ford Academy (CBF) is a strict discipline academy that provides an innovative learning environment integrating treatment and academic goals for students in grades 5 – 12 who are placed at Vista Maria in Dearborn Heights, Michigan.

CBF strives to treat, heal, and educate its students. To be most effective in this endeavor, a school discipline system must be intertwined with the student's treatment goals and strategies. Its emphasis is on preventing discipline issues through integrating an effective Social-Emotional Learning component teaching students self-regulation skills and social skills that can help them control their emotions, make more responsible choices, and get along with others. It recognizes that we do not have the ability to change our student's daily challenges that they experience outside our walls. The ultimate goal of discipline is to shape the student's behavior, allowing them to develop self-control and make appropriate decisions that ultimately will enhance success in the community.

Clara B. Ford (CBF) Academy is located on the campus of Vista Maria (VM). All our students live in this residential treatment facility in seven distinct Unit Buildings. Remotely educating these students brings additional challenges because the unit buildings are not in alignment with grade levels in CBF; thus, an 8th grader could live in several of the Unit Buildings on campus. Since the COVID-19 closure, the students do not intermingle with those in other Unit Buildings.

CBF continues to be committed to meeting the needs of our students, especially through these challenging times. As trauma-informed agencies (both CBF and VM), we are very focused on the whole child— students' mental health as well as academic needs. Their social emotional well-being is vital and as such we will continue our SEL (Social Emotional Learning) program. Routine and structure add a feeling of safety and normalcy—so needed in these uncertain times.

Each student resides in one of the seven Unit Buildings and has limited access to “the outside world”; e.g. no individual email address, phone restraints, etc. These collectively make direct connection with students extremely challenging and nearly impossible. Thus, CBF staff will continue to work with their VM staff who serve as liaisons with school personnel. Some efforts to keep in collective contact with students, help them feel valued and help them feel safe have been made (CBF staff have sent cards and letters to each Unit Building, and an all-staff video available to all.

Guiding Principles

Decisions about reopening are all guided by the latest recommendations provided by the Centers for Disease Control (CDC) orders from state and local governments, as well as consultation with healthcare professionals. The day-to-day status of COVID-19 cases will likely fluctuate in the coming months and continue to vary from region to region. This means that while we cannot predict with certainty what the COVID-19 cases in our region will look like in the months ahead, we can rely on a series of guiding principles to help us make decisions, evaluate those decisions, and adjust as necessary.

The following guiding principles will be considered as we make decisions about reopening. When faced with a strategic decision and challenge, we will consider our strategic plan. Our priorities remain:

- **Social Emotional:** Integrate social emotional learning and trauma informed practices into the daily lessons and practices.
- **Student Achievement:** Increase student achievement of all students by implementing innovative, individualized and equitable teaching practices.

- **Resources & Processes:** Engage in proactive planning and visioning to respond to the changing educational needs of the academy and to maximize our resources.

These past several months have served as a great reminder of the role that schools play in ensuring an equitable education for all students. Schools create conditions that support students with their social/emotional needs, developing skills for the real world, explore their passions, and channel their energy into productive pursuits and activities. Reopening our school in a manner that is safe, yet responsive to the needs of our students and community will involve novel challenges with many undetermined factors. Clara B Ford Academy is prepared for any scenario that may arise.

As we prepared for the new school year, the Clara B Ford Academy leadership team led the effort by researching best practices, reflecting upon lessons learned from the continuity learning plan and the summer school program, and they elicited feedback from various stakeholders. The rich feedback came from academy developed quantitative and qualitative surveys in order to make informed decisions that would be beneficial to the whole child and academic environment. Our partnership with our management company (CS Partners), teachers, support staff, Vista Maria, the students, local health department, and our Board of Directors aided in the collaboration to create this guide in an effort to organize a set of directions and protocols aligned to the guidance of the Centers for Disease Control (CDC) and Governor Gretchen Whitmer's Return to School Roadmap.

After implementing the continuity of learning plan earlier in the year, the leadership wanted to ensure the students had additional opportunities before the fall return. In an effort to ensure student learning continued, Clara B Ford Academy offered a robust remote summer school program for all students. The foci during the four week summer school were Mathematics and English Language Arts. The girls were able to check-out library books as part of their lessons, and also interact 'live' remotely with their teacher. As of this writing we are concluding summer school and analyzing the survey results, achievement data, and reflecting on lessons learned.

Plan for Operating during Phases 1, 2 or 3 of the Michigan Safe Start Plan

In PHASE 1-3 of the Michigan Safe Start Plan, schools are closed to in-person instruction, this also includes the suspension of all athletics, based on the Governor's executive order and learning is conducted through Clara B Ford Academy's continuous learning plan. Students and most school-based staff will continue to engage in virtual learning through CBF's continuous learning plan. School buildings will be open in a limited fashion, with essential workers, for critical operations such as: district employees (including teachers) or contractors necessary to conduct minimum basic school operations, including remote instruction, as determined by the school leader. Visitors will not be permitted at school sites during this phase, with the exception of food and device deployments.

Phase 1, 2, or 3 Safety Protocols

Presence of School Employees

School employees and contractors will be physically present in the school building at scheduled times for the purposes of conducting basic school operations, which may include remote live instruction, and front office

duties. Employees or contractors conducting minimum basic school operations will be required to follow the CDC guidelines for mask-wearing and physical distancing of six feet or more while present in the building.

Personal Protective Equipment

CBF is closed to in-person instruction.

Personal Protective Equipment

- Facial coverings must always be worn by staff and students except for meals.
- Facial coverings must always be worn in hallways, classrooms and common areas by all 5-12 students.
 - Facial coverings may be homemade.
 - Any staff member or student who cannot medically tolerate a facial covering must provide a medical doctors note and a face shield can be worn instead.
 - Any staff member or student that, is incapacitated or unable to remove the facial covering without assistance, must provide a medical doctors note and a face shield can be worn instead.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
- Special education teachers will consider wearing clear masks.
 - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

Hygiene

CBF is closed to in-person instruction.

- 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 hand washing techniques).
- Teach and reinforce hand washing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
- Educate staff and students on how to cough and sneeze into their elbows, or to cover with a tissue. Used tissues will be thrown in the trash and hands washed immediately using proper hand hygiene techniques.
- Systematically and frequently check and refill soap and hand sanitizers.
- Students and teachers must have scheduled hand washing with soap and water every 2-3 hours.
- Limit the sharing of personal items and supplies such as writing utensils.
- Keep students' personal items separate and in individually labeled cubbies or containers.
- Limit the use of classroom materials to small groups and disinfect between use, or provide adequate supplies to assign for individual student use.
- Procure hand sanitizing areas in every classroom.

Spacing, Movement, and Access

CBF is closed to in-person instruction. However, employees or contractors conducting minimum basic school operations will be required to follow the CDC guidelines for social/physical distancing of six feet or more while present in the building.

Screening Students & Staff

CBF is closed to in-person instruction.

Required & Strongly Recommended Protocols:

- CBF will cooperate with the local public health department and Wayne RESA regarding implementing protocols for screening students and staff.
- CBF does not need to identify a quarantine area, because the students at CBF are residential and can be immediately removed from the school.
- Students who become ill with symptoms of COVID-19 will be immediately sent back to their units by a Vista Maria staff.
- Symptomatic students sent back to the units from school will remain out of school until they have tested negative or have completely recovered according to CDC guidelines.
- Staff will 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 will stay home.

Recommended Protocols:

- An electronic monitoring form for screening employees has been developed.
- Vista Maria will check their student's temperature in the units every morning using oral, tympanic, or temporal scanners; students with a temperature of 100.4 or greater will stay in the units and consider coronavirus testing if symptoms of COVID-19 are present.
- Vista Maria will be encouraged to monitor the students for symptoms of COVID-19. The presence of any symptoms, including cough or shortness of breath, will prompt the agency to keep the student in the unit from school and to follow up with a primary care provider / nurse on campus.

Responding to Positive Tests Among Staff and Students

CBF is closed to in-person instruction.

Required & Strongly Recommended Protocols: CBF will 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.

- Notify local health officials, staff, and students immediately of any possible case of COVID19 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 the situation, may identify other contacts that require quarantine. Schools can help the local health department by collecting data and contact information of those exposed.
 - Note: CBF will provide staff with guidance on confidentiality laws and statutes that protects 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 will only return to the workplace after they are no longer infectious. Local health officials will provide instruction about a return to work, using the most current guidelines from the CDC for this determination.
- Cleaning staff will wear a surgical mask, gloves, and a face shield when performing cleaning of these areas.
 - Smaller areas such as individual classrooms will be closed for 24 hours before cleaning to minimize the risk of any airborne particles.

Food Service, Gathering and Extracurricular Activities

CBF is closed to in-person instruction.

Required Protocols:

Clara B Ford Academy will adhere to the following required protocols as outlined in the MI Safe Start Road Map.

- Clara B Ford Academy students are residents of Vista Maria. CBF will not distribute food during the closure however; Vista Maria will continue to provide meals for the residential students.
- All inters-school activities are discontinued.
- After-school activities are-suspended.

Cleaning

While the school is closed for in-person instruction, cleaning protocols will be adjusted to ensure the school building remains functional. Though there will be a minimum number of staff members in the building, the designated cleaning staff will be required to clean common areas with special attention to doorknobs, light switches, hallways, restrooms, and the main office.

Licensed Child Care Provider

Unfortunately, Clara B Ford Academy is not able to provide child care for frontline workers.

Busing and Student Transportation

Clara B Ford Academy does not currently provide busing operations for students.

Phase 1, 2, or 3 Mental & Social-Emotional Health

Since 2012, Clara B Ford (CBF) staff has been involved in a research project focusing on impact of trauma on student learning. CBF staff worked with professionals from Wayne State University to develop pre/post surveys and focus groups with staff and students to gather data for our study. Trauma informed practices are embedded into the work of CBF every day and that will continue in the fall.

Strongly Recommended Protocols:

Clara B Ford Academy will adhere to the following strongly recommended protocols as outlined in the MI Safe Start Road Map.

- Schools should implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening

instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.

- Every student has a therapist, and Vista Maria has a psychiatrist on campus.
- Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams

CBF has a School Social Worker, a Trauma Service Coordinator, and a Monarch Team to support students who are having difficulties in various aspects of school. The Monarch Team at CBF also works with students to create *Student Success Plans* for additional support for students. Copies of the *Student Success Plan Referral* form can be found in the hanging basket on the black cabinet in the printing area of the office. An electronic copy should be shared via email, so the staff has an electronic copy of the form if remote learning is taking place. Some of the indicators that staff can look for remotely that may indicate that students are experiencing effects of trauma are:

- lack of engagement/participation in lessons
- lack of completion of assignments
- students leaving/logging out class often
- change in the quality of work or grades
- poor attendance
- frequent complaints of illness
- comments of hopelessness or loss, either written or verbal

Additional indicators that CBF staff should be aware of in uncertain times like Covid-19:

- comments that things will never return to normal
- comments about the fear of getting sick
- obsessive washing or distancing
- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - CBF has been learning about, training, and developing Trauma-informed best practices for the last ten years. Staff participates in two weeks of Professional Development in August, much of August PD is dedicated to trauma-informed best practices. Trauma and its effects on students remain central to our philosophy every year. Weekly PD's often center on trauma-informed best practices or are directly linked to trauma. Recently hired staff with less than one year of experience at CBF participates in an additional weekly staff meeting, many of which focus on Trauma.
 - Goal Two in the *Progress Towards Treatment Goals* is Development and Integration of Social Emotional Learning (SEL) and Soft Skills. There continues to be constant improvements in designing, implementing, teaching, and refining the SEL curriculum.
 - Self-care has been a focus at CBF for the past few years. Working with a population of students with histories of trauma can be very stressful to staff and lead to "burnout." To support staff CBF

leadership has put self-care as a priority in CBF by dedicating multiple PD's to learning about self-care techniques, including different types of yoga, mindfulness, creating a self-care buddy system for all staff, Dedicating one professional development date every six weeks to a staff lead self-care activity. CBF is currently exploring options to keep self-care and resilience at the forefront of people's minds by offering frequent reminders and offering resources to all staff. The Trauma Service Coordinator will have a collection of resources to support staff's self-care and mental wellness needs. Professional Development time should continue to be dedicated to the staff's well-being.

- Establish a comprehensive crisis management plan that leverages available internal and external/community-based resources, which can be activated efficiently as needed (e.g., loss of a student, loss of a school staff member).
 - CBF currently has Emergency Plan Folders with safety and crisis protocols in every room.
 - CBF has a School Social Worker, and there are multiple Therapists on campus supporting students.
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
 - Partner Solutions Human Resource Department will be sharing and updating lists of wellness resources.
 - CBF is a trauma-informed school and has collected many wellness resources over the years. Additional resources will continue to be collected and shared.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
 - Our educational service provider Partner Solutions Human Resource Department has established these reporting protocols for our academy.
- Provide resources for staff self-care, including resiliency strategies.
 - Numerous resources have been collected and shared in the past about self-care, well-being, mindfulness, and resiliency over the years. Resources will continue to be collected and shared.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
 - The School Social Worker will be the Designated mental health liaison for Clara B. Ford Academy
- Leverage MDE resources for student and staff mental health and wellness support.
 - MDE resources have been collected and will be used to support mental health and wellness.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
 - Clara B. Ford Academy is on the campus of Vista Maria. Communication channels are in place and information goes out when applicable. Channels include emails, phone calls, Power School entries, and face-to-face communications between CBF and Vista Maria staff.
- Communicate with parents and guardians, via a variety of channels, return to school transition information:

- Vista Maria is a Residential Facility, and Student Advocates serve the role of parents and guardians. Communication between CBF Leadership, Vista Maria Leadership, and Student Advocates will take place through the established communication systems.
 - CBF staff frequently participates in discussions, training, and reviews resources of best practices to respond to trauma and crisis.
 - CBF has followed trauma-informed best practices for years and will continue to use those practices when school resumes.
- CBF has been learning about, training, and developing Trauma-informed best practices for the last ten years. Staff participates in two weeks of Professional Development in August, much of August PD is dedicated to trauma-informed best practices. Trauma and its effects on students remain central to our philosophy every year. Weekly PD's often center on trauma-informed best practices or are directly linked to trauma. Recently hired staff with less than one year of experience at CBF participate in an additional weekly staff meeting, many of which, focus on Trauma.

Phase 1, 2, or 3 Instruction

Clara B. Ford (CBF) Academy is a Strict Discipline Academy located on the campus of Vista Maria (VM). All our students live on this residential treatment facility in seven distinct Unit Buildings. During phases 1-3 the academy is closed for in-person learning. Remotely educating the students at CBF bring additional challenges:

- (a) These buildings are not in alignment with grade levels in CBF; thus, an 8th grader could live in several of the Unit Buildings on campus. Especially with COVID-19, the students do not intermingle with those in other Unit Buildings.
- (b) Due to the nature of this residential facility, students have restrictions regarding access to computers (safety concerns).
- (c) Depending on the VM staffing and required ratio of adult-to-resident, students may be more restrictive for safety concerns.
- (d) All students have a history of trauma, and living in close quarters with little outlet can create for a variety of expressions of feelings.

Remote Instruction

The Reopening Schools Plan for Phases 1-3, the academy will be closed for in-person instruction. Keeping the challenges in mind, we are going to use a blended approach. Students will engage in synchronous learning via certified teachers in the subject matter. Implementation of grade level curriculum aligned to Michigan 5-12 standards.

Plan A- Students will utilize Google Meet and Google Classroom learning platforms.

Plan B- Students will utilize recorded instructional videos and Google Classroom.

Plan C- Students will utilize CBF webpage for daily lessons. Social Emotional Learning (SEL) will be integrated within the lessons daily.

- Attendance will be tracked via Google Meet, Google Classroom and PowerSchool.
- Communication with Vista Maria, Student Advocates via School Messenger, CBF webpage, email, and phone.

- We will also request a Vista Maria Liaison and a building lead from each building to assist with student needs and support.
- Weekly CBF/Vista Community Meeting with CBF Administration and Vista Maria liaison and building leads.

For the online model, all students will have access to devices provided by Clara B Ford to successfully engage in and complete school work. Given the challenge of an SDA whose students reside on the campus of a treatment facility, we will have at least weekly contact with VM staff to problem solve glitches and design an efficient and effective remote learning opportunity.

Governance

Clara B Ford Academy formed a Return to Instruction and Learning workgroup which included a diverse group of stakeholders and led by the Principal, Assistant Principal, Trauma Service Coordinator, and Director of School Leadership. Using remote surveys, emails, virtual meetings, and personal accounts, the task force gathered feedback from teachers, students, Vista Maria staff and leadership to reflect on the spring Continuity of Learning plan for the purpose of improving its effectiveness for reopening in fall 2020.

Challenges, Lessons Learned, and Success of Implementing the Continuity of Learning Plan:

The on the ground lessons learned from staff members implementing the continuity of learning plan surround the themes technology, communication, and the social/emotional well-being of the staff.

Staff Lessons Learned

- Collaborate/Communicate - weekly team meetings are important, ask for help- use your resources
- Creating team norms- accountability, tasks given, organization & having an agenda responding to emails and meeting invitation in a timely manner is a must.
- Designate a place at home for work; Self- care.
- Have a backup plan for audio lessons. Encourage team to double check your lessons before posting
- Be mindful (and realistic) of time allotted for students to complete lesson.
- Must have detailed instructions/directions for the Vista Maria staff- add graphics when you can (pencil clip art was a great school-wide graphic).
- Create a timeline & task schedule for accountability and communication purposes.
- Be patient, talk to your team, lean on your team- know that you will make mistakes, it's ok, have a growth mindset.
- In Google Slides, establish that only the identified person will hit the resolver button to make sure all corrections were implemented before finalizing the lesson.
- Be careful not to overwork. Remote learning can cause you to work late nights. Find time to stop!
- Develop a team rule of responding to emails- after 5 p.m. a rule was established to not expect a response and to focus on self-care. If it was an emergency situation we would call/text the person.
- Don't assume everyone has common IT knowledge.
- Write down every IT problem or issue that comes up when it's happening
- Zoom will need headphones.
- Most administrative forms will not work remotely- Need to be revised.

Challenges of Remote Learning

- Sense of detachment from the girls/No contact with girls

- Webpage is not user friendly for uploading lessons
- Video couldn't be posted/viewed easily
- Difficult to meet the needs of struggling learners- appealing to all learners (verbal, visual, auditory & kinesthetic)
- Not being able to get physical content to them- books, handouts, worksheets, etc.
- Student feedback inefficient- week delay, need quicker
- Could not count on students to have supplies available
- Unfamiliar w/ computer software
- All students group together for assignments - lack of differentiation based on skill level
- Not being able to access the CBF shared drive remotely

Positives of Remote Learning

- A/B days- took a lot of stress off w/lesson planning and a new way of teaching
- Creativity & autonomy w/lesson planning- cross curricular lessons
- Using new technology- Google slides, Audacity
- Collaborating with each other- sense of community
- Providing/receiving feedback from team- developed stronger relationships
- New format engaged students that would typically not turn in assignments
- Lesson length and rigor was appropriate given circumstances
- Learning ins and outs of different subjects
- Establishing tasks and due dates
- Flexibility of being able to work at your own pace- in reason of the due dates
- Group support and positivity
- Gain confidence with technology
- Google slides comment box for lesson collaboration

Remote Learning Student Feedback

Clara B Ford Academy also gleaned valuable feedback from the students. The highlights from the open ended questions include:

- What students liked about remote learning:
 - Board game project, interactive and hands-on activities (PBL)
 - Topics that were relevant (corona virus) and gender specific (female)
 - Being able to work at their own pace.
 - Lessons were “easy and encouraged independence.”
- What students didn't like about remote learning:
 - Not challenging enough
 - No communication with teachers/no live teacher
 - Videos often didn't work
 - Ran out of time for some lessons
 - Math was difficult
 - Difficult to focus, pay attention, stay encouraged
- What students want if remote learning continues next year:
 - More communication with teachers.
 - More challenging work.
 - Working videos.

- o More hands-on activities (PBL)

Remote Learning Lessons Learned From Student Feedback

- Logistics:
 - o The majority of students reported that they had an easy time with the logistics of remote learning (logging onto webpage, finding and turning in assignments, etc.),
- Timing:
 - o Data pulled from HS students indicates that their lessons were too long. Lessons were to take approximately 20 minutes, and HS students reported their average window of completion was 28-42 minutes.
 - o Data pulled from MS students indicates that these lessons were more on target time wise, as only one out of 10 students needed more than 30 minutes to complete their lesson.

Exceptional Students

Before school starts, students' IEPs, 504 plans, and our English language learners' needs will be revised in coordination with the general and special education teachers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

- Developing a continuation of services plan for students needing either occupational, physical, and/or speech and language therapy, including evaluations by school psychologists and social workers.

General and special education teachers will collaborate through Google Meet meetings, email, and phone communication on a bi-weekly basis to discuss students' individual needs and adjust students' plans and services accordingly based on their current needs. Assessments and instruction will be provided based on what the school district has available to the student body.

Students with IEP's and 504 plans services will continue virtually while following the CDC guidelines. Service providers will utilize Google Meet or Zoom and Google Classroom to meet 1:1 with students and/or in small groups.

Communication & Family Supports

Communication will be vital during this process and have therefore identified multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with staff, students, and the guardian/agency of the youth. We used and will continue to use multiple modes including our district website, School Messenger, email, and phone calls. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with staff, and the agency regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum, and expectations for grade-level proficiencies.
- Ensure all communications are in both English and the home language of our students.

Professional Learning

Clara B Ford Academy has created a professional development calendar for the school year to support the implementation of the learning plan. Careful and intentional supports have been put in place to ensure ample

planning time for staff to acclimate themselves to new training, curricula resources, and time to plan for implementation. Professional learning will include:

- Well-Being: Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Equity: Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education.
- Remote/Hybrid Teaching and Learning:
 - Use and effectiveness of digital tools and resources that support remote learning
 - Design and development of blended and remote learning experiences that are equitable and engaging and are aligned to our deep learning strategic plan priorities
- Safety protocols: PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students.

Monitoring

Attendance will be tracked via Google Meet, Google Classroom and PowerSchool. The classroom teacher will record the attendance and submit to the student accounting office. Communication with Vista Maria and student advocates will occur via School Messenger, CBF webpage, email, and phone.

Quality of student work and teacher feedback will be provided to students and Vista Maria on a regular basis through written communication via Google Classroom. We will also request a Vista Maria Liaison and a building lead from each building to assist with student needs and support. CBF/Vista Maria community meetings will occur with CBF Administration and Vista Maria liaison and building leads. The CBF regular grading scale will be implemented. A letter based grading scale is in place for grades 5-12.

Phase 1, 2, or 3 Operations

Strongly Recommended Protocols:

Clara B Ford Academy will adhere to the following strongly recommended protocols as outlined in the MI Safe Start Road Map.

Facilities

CBF is closed to in-person instruction.

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Continue to maintain schools in good working order to prepare for the subsequent return of students.
- Execute school cleaning and disinfection protocols according to the CDC School Decision Tree.
- Custodial staff will wear surgical masks when performing cleaning duties especially when near other employees.
- Participate and advocate for Wayne RESA to coordinate with the Local Emergency Management Programs (LEMP) for support with the procurement of cleaning and disinfection supplies.

Strong Recommended Protocols Not Implemented

- Given the unique nature of the residential facility that houses our school, If requested by Wayne RESA, Clara B Ford will not create a contingency plan to coordinate the use of the building for essential actions including elections, food distribution.

Technology

CBF is closed to in-person instruction.

Strongly Recommended Before Schools Reopen:

- Continue to communicate and work with the Vista Maria staff to collect information about the numbers, types, and conditions of devices used in the units to support remote learning.
- Designate the Assessment Coordinator as a single point of contact to plan and communicate with the Clara B Ford technology team.
- Designate the Technology Coordinator as the device and/or general technology support lead for the school.
- Develop a technology plan that includes training and support for educators, students, and parents to adapt remote learning for the classroom.
- The technology process leader will be the Assessment Coordinator, leading to key efforts and her contact information will be listed on the district website.
- Where practical given demands on guardians/liaisons, we have a technology director that can support communication regarding the use of technology and serve as a “help desk.”
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures will include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories as needed; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Identify a vendor to assist with processing, returning, and maintaining devices if needed.
- Develop on-site triage of staff that includes the Technology vendor to monitor devices to minimize the time that staff or students may be without a device.
- Utilize the Technology Coordinator and Technology Vendor to prepare the Infrastructure Evaluation process. Every Wi-Fi access point and the wired network device will be tested.
- Develop a technology support plan for students.

Digital Device Access

All enrolled students at Clara B Ford Academy will have access to ChromeBooks or other digital devices. A needs analysis was completed and analyzed. New ChromeBooks have been purchased for each student to have access to a device.

Staff Redeployment

Staff will be redeployed to meet the needs of the students.

Plan for Operating during Phase 4 of the Michigan Safe Start Plan

Phase 4 Safety Protocols

Clara B Ford Academy will adhere to the following required & strongly recommended protocols as outlined in the MI Safe Start Road Map.

Personal Protective Equipment

- Facial coverings must always be worn by staff and students except for meals.
- Facial coverings must always be worn in classrooms, hallways and common areas by all students.
 - Facial coverings may be homemade.
 - Any staff member or student who cannot medically tolerate a facial covering must provide a doctor's note and wear a shield.
 - Any staff member or student that, is incapacitated or unable to remove the facial covering without assistance, must provide a doctor's note and wear a shield.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
- Special education teachers will consider wearing clear masks.
 - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

Hygiene

Required Protocols:

- 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 hand washing techniques).
- Teach and reinforce hand washing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.

Strongly Recommended Protocols:

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

Spacing, Movement, and Access Strongly Recommended:

- Class sizes will be kept to the level afforded by necessary spacing requirements. In order to maintain physical-distancing, desks will be spaced 3-6 feet apart as feasible according to the considerations indicated by the [American Academy of Pediatrics](#).
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
- Teachers will maintain six-feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Post signage to indicate proper social distancing.
- Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.

- Adult guests entering the building will be screened for symptoms, 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

Screening Students and Staff Required Protocols:

- CBF will cooperate with the local public health department and Wayne RESA regarding implementing protocols for screening students and staff.

Strongly Recommended Protocols:

- Students who become ill with symptoms of COVID-19 will be sent directly back to their units in an identified quarantine area by Vista Maria with a surgical mask in place. Identified Vista Maria staff caring for these children will 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 back to their unit will be kept there until they have tested negative or have completely recovered according to CDC guidelines.
- Staff will 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 will stay home.

Strong Recommended Protocols Not Implemented

- Given that the students at CBF reside on the campus, we will not identify and designate a quarantine area and a staff person to care for students who become ill at school. Students will immediately be sent to back to their units by a Vista Maria staff.

Phase 4 Mental & Social-Emotional Health (Strongly Recommended)

Since 2012, Clara B Ford (CBF) staff has been involved in a research project focusing on impact of trauma on student learning. CBF staff worked with professionals from Wayne State University to develop pre/post surveys and focus groups with staff and students to gather data for our study. Trauma informed practices are embedded into the work of CBF every day and that will continue in the fall.

Strongly Recommended Protocols:

Clara B Ford Academy will adhere to the following strongly recommended protocols as outlined in the MI Safe Start Road Map.

- Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
 - Every student has a therapist, and Vista Maria has a psychiatrist on campus.
- Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.

- CBF has a School Social Worker, a Trauma Service Coordinator, and a Monarch Team to support students who are having difficulties in various aspects of school. The Monarch Team at CBF also works with students to create *Student Success Plans* for additional support for students. Copies of the *Student Success Plan Referral* form can be found in the hanging basket on the black cabinet in the printing area of the office. An electronic copy should be shared via email, so the staff has an electronic copy of the form if remote learning is taking place.

Some of the indicators that staff already looks for that may indicate that students are experiencing effects of trauma are:

- difficulties regulating emotions and remaining inside of their window of tolerance
- repeated incidences of hypo or hyper arousal
- lack of engagement in lessons
- lack of completion of assignments
- students leaving class often
- requesting the MR often for several days
- requesting to return to their unit building
- change in the quality of work or grades
- poor attendance
- frequent complaints of illness
- comments of hopelessness or loss, either written or verbal

Additional indicators that CBF staff should be aware of in uncertain times like Covid-19.

- comments that things will never return to normal
- comments about the fear of getting sick
- obsessive washing or distancing

- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including social-emotional learning, trauma-informed best practices, identification of students at risk and proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
 - CBF has been learning about, training, and developing Trauma-informed best practices for the last ten years. Staff participates in two weeks of Professional Development in August, much of August PD is dedicated to trauma-informed best practices. Trauma and its effects on students remain center of our philosophy every year. Weekly PD's often center on trauma-informed best practices or are directly linked to trauma. Recently hired staff with less than one year of experience at CBF participates in an additional weekly staff meeting, many of which focus on Trauma.
 - Goal Two in the *Progress Towards Treatment Goals* is Development and Integration of Social Emotional Learning (SEL) and Soft Skills. There continues to be constant improvements in designing, implementing, teaching, and refining the SEL curriculum.
 - Self-Care has been a focus at CBF for the past few years. Working with a population of students with histories of trauma can be very stressful to staff and lead to "burnout." To support staff CBF leadership has put self-care as a priority in CBF by dedicating multiple PD's to learning about self-care techniques, including different types of yoga, mindfulness, creating a self-care buddy system for all staff, Dedicating one professional development date every six weeks to a staff lead self-care activity. CBF is currently exploring options to keep self-care and resilience at the forefront of people's minds by offering frequent reminders and offering resources to all staff. The Trauma Service Coordinator will have a collection of resources to support staff's self-care and mental wellness needs. Professional Development time should continue to be dedicated to the staff's well-being.

- Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
 - CBF School Social Worker will serve as the point person

- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of a student, loss of a school staff member).

- CBF currently has Emergency Plan Folders with safety and crisis protocols in every room.
- CBF has a School Social Worker, and there are multiple Therapists on campus.
- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
 - Our educational service provider Partner Solutions Human Resource Department will be sharing and updating lists of wellness resources on an on-going basis.
 - CBF is a trauma-informed school and has collected many wellness resources over the years. Additional resources will continue to be collected and shared.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
 - Our educational service provider Partner Solutions Human Resource Department has established these reporting protocols for CBF.
- Provide resources for staff self-care, including resiliency strategies.
 - Numerous resources have been collected and shared in the past about self-care, well-being, mindfulness, and resiliency over the years. Resources will continue to be collected and shared.
 - Each staff has a “self-care buddy” to check in and support each other.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
 - The School Social Worker will be the Designated mental health liaison for Clara B. Ford Academy.
- Leverage MDE resources for student and staff mental health and wellness support.
 - MDE resources have been collected and will be used to support mental health and wellness.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
 - Clara B. Ford Academy is on the campus of Vista Maria. Communication channels are in place and information goes out when applicable. Channels include emails, phone calls, Power School entries, and face-to-face communications between CBF and Vista Maria staff.
- Communicate with parents and guardians, via a variety of channels, return to school transition information:
 - Vista Maria is a Residential Facility, and Student Advocates serve the role of parents and guardians. Communication between CBF Leadership, Vista Maria Leadership, and Student Advocates will take place through the established communication systems.

- CBF staff frequently participates in discussions, training, and reviews resources of best practices to respond to trauma and crisis.
- CBF has followed trauma-informed best practices for years and will continue to use those practices when school resumes.

Phase 4 Instruction

Governance

Clara B Ford Academy formed a Return to Instruction and Learning workgroup which included a diverse group of stakeholders and led by the Principal, Assistant Principal, Trauma Service Coordinator and Director of School Leadership. Using remote surveys, emails, virtual meetings, and personal accounts, the task force gathered feedback from teachers, students, Vista Maria staff and leadership to reflect on the spring Continuity of Learning plan for the purpose of improving its effectiveness for reopening in fall 2020. This feedback provided insight for developing our Phase 3 and 4 online instructional learning options. The Phase 4 plan incorporates feedback and input from stakeholders. The Phase 4 plan will be shared with all stakeholders along with the remote learning plan for Phases 1-3 in case of a return to remote learning via School Messenger, public virtual meeting, and on the Academy's website.

Blended Instruction

During Phase 4 instruction occurs in a blended learning format. Students will report to school 3-4 full days a week for face-to-face learning. Students will engage in virtual/remote learning 1-2 days a week. Teachers will report to the building/campus on remote/virtual learning days. Implementation of grade level curriculum will be aligned to Michigan 5-12 standards. Students will engage in SEL classes during face-to-face learning and during virtual-remote learning days.

For the online model, all students will have access to devices provided by Clara B Ford to successfully engage in and complete school work. Given the challenge of an SDA whose students reside on the campus of a treatment facility, we will have at least weekly contact with VM staff to problem solve glitches and design an efficient and effective remote learning opportunity.

SEL will be integrated within the lessons. Special Education teachers and Title support staff will hold small group sessions throughout the day with students who have IEP's and/or need additional supports. Attendance will be tracked via Google Meet, Google Classroom and PowerSchool. Communication with Vista Maria, Student Advocates will occur via School Messenger, CBF webpage, email, and phone. We will also request a Vista Maria Liaison and a building lead from each building to assist with student needs and support. CBF/Vista Maria community meetings will occur with CBF Administration and Vista Maria liaison and building leads.

Expectations for the Phase 4 options will be presented to teachers via virtual staff meetings, virtual grade level meetings, and followed up through email. Instructional expectations include best practices for options, confirmation of grade-level proficiencies, implementation of various modes of student assessment and feedback, continuation of differentiation, and the inclusion of social-emotional learning.

The school uses standards-aligned curriculum through Curriculum Crafters, and Edgenuity for the online program and high-quality instructional materials.

Curriculum Crafter is a comprehensive, fully articulated K-12 curriculum that is embedded in a powerful and easy to use, web based format. Curriculum Crafter provides vetted content, lessons, resources and accommodations, and assessments. Curriculum Crafter is aligned with Michigan Content Expectations and the Common Core State Standards with units based on 21st Century Skills.

The Edgenuity online learning program will be utilized for students seeking credit recovery. Edgenuity provides curriculum delivering Michigan standards-aligned curricula including CCSS and NGSS. Edgenuity online will be delivered by CBF's highly qualified, state-certified instructors. Both options promote student engagement, consistency, and differentiation. Exceptional learners will continue to receive services based on IEPs and 504s under the direction of the Special Education Coordinator.

Communications and Family Supports

Communication will be vital during this process and have therefore identified multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with staff, students, and the guardian/agency of the youth. We used and will continue to use multiple modes including our district website, School Messenger, email, and phone calls. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with staff, and the agency regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum, and expectations for grade-level proficiencies.
- Ensure all communications are in both English and the home language of our students.

Professional Learning

Clara B Ford Academy has created a professional development calendar for the school year to support the implementation of the learning plan. Careful and intentional supports have been put in place to ensure ample planning time for staff to acclimate themselves to new training, curricula resources & pacing, and time to plan for implementation. Professional learning will include:

- Well-Being: Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Equity: Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education.
- Remote/Hybrid Teaching and Learning:
 - Use and effectiveness of digital tools and resources that support remote learning
 - Design and development of blended and remote learning experiences that are equitable and engaging and are aligned to our deep learning strategic plan priorities
- Safety protocols: PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students.

Phase 4 Operations

Strongly Recommended Protocols

Clara B Ford Academy will adhere to the following strongly recommended protocols as outlined in the MI Safe Start Road Map.

Facilities Strongly Recommended Before Schools Reopen:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Participate and advocate for Wayne RESA to coordinate with the Local Emergency Management Programs (LEMP) for support with the procurement of cleaning and disinfection supplies.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.
- Alert custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of the community spread across local geographies.
- CBF will work with the Vista Maria custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Ensure custodial staff has advanced training.
- Ensure deep cleaning continues over the summer.
- Audit all school buildings with a focus on:
 - How many classrooms are available;
 - The size of each classroom;
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- Maintain facilities for in-person school operations.
 - Check HVAC systems at each building to ensure that they are running efficiently.
 - Air filters will be changed regularly

- Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
- Signage about frequent hand washing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
- Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- School security staff will follow CDC protocols if interacting with the general public
- Procure level-1 facial coverings, including those with a transparent front, for all students, teachers, low- income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.

Strongly Recommended if Schools are Instructed to Close for In-Person Instruction:

- Activate school cleaning and disinfection protocols according to the [CDC School Decision Tree](#).
- Maintain facilities for the resumption of school operations

Strongly Recommend Protocols Not Implemented:

- Audit any additional facilities that the district may have access to that could be used for learning.
 - CBF does not have any additional facilities.

Budget, Food Service, Enrollment, and Staffing

Strongly Recommended Before Schools Reopen:

- Assess student arrival protocols.
- Conduct staff and student outreach to understand who is coming back.
 - For staff, this will include a breakdown of the staff - administrators, educators, and support staff.
 - Develop a staffing plan to account for teachers and staff who are not returning or are at risk.
- For students, this will include those with preexisting conditions who may need a remote learning environment.
- The administration will modify staff positions that may enable high-risk staff to provide remote services as well as redeploying underutilized staff to serve core needs.
 - Assess the need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.

- In the event that the Academy is in need of new or additional staff, the Administration will assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- CBF will plan to recruit, interview, and hire new staff remotely as needed to fill core needs.
- Consideration will be given to redeploying underutilized staff to serve in core needs.
- Where possible, identify and modify staff positions that would enable high-risk staff to provide remote services.
- The academy will consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19.
- The academy will build and provide communication to all relevant stakeholders that include updates across all policies and procedures in the student handbook. The Academy's handbook is accessible through the school's website and a paper copy is available upon request.
- Seek and provide guidance on the use of CARES-Act funding for key purchases.
- School leaders will coordinate with service providers to address new student and adult needs.
- CBF will inventory how many substitute teachers are available.
- School leadership will build and send back to school communications to all relevant stakeholders and include updates across all policies and procedures.
- Verify that student and staff handbooks are available on the school website and printed if requested. The leadership will create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, and lunch schedules for staff and students.
- The leadership team will collaborate with food service and Vista Maria to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

Strongly Recommended Before Schools Reopen:

- Continue to communicate and work with the Vista Maria staff to collect information about the numbers, types, and conditions of devices used in the units to support remote learning.
- Designate the Assessment Coordinator as a single point of contact to plan and communicate with the Clara B Ford technology team.
- Designate the Technology Coordinator as the device and/or general technology support lead for the school.
- Develop a technology plan that includes training and support for educators, students, and parents to adapt remote learning for the classroom.

- The technology process leader will be the Assessment Coordinator, leading to key efforts and her contact information will be listed on the district website.
- Where practical given demands on guardians/liaisons, we have a technology director that can support communication regarding the use of technology and serve as a “help desk.”
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures will include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories as needed; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Identify a vendor to assist with processing, returning, and maintaining devices if needed.
- Develop on-site triage of staff that includes the Technology vendor to monitor devices to minimize the time that staff or students may be without a device.
- Utilize the Technology Coordinator and Technology Vendor to prepare the Infrastructure Evaluation process. Every Wi-Fi access point and the wired network device will be tested.
- Develop a technology support plan for students.

Strongly Recommended if Schools are Instructed to Close for In-Person Instruction:

- Deploy digital learning devices and move to virtual learning.

Strongly Recommended when Schools Reopen

- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the district’s updated remote learning plan.
- Review issue tracking and inventory the results frequently as a way of understanding the quality and progress of technology processes in your district.
- Continue infrastructure evaluations until all issues are resolved.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Transportation

Clara B Ford Academy does not currently provide busing operations for students. All off-site field trips will be suspended as well.

Plan for Operating during Phase 5 of the Michigan Safe Start Plan

Phase 5 Safety Protocols

Clara B Ford Academy will adhere to the following required & strongly recommended protocols as outlined in the MI Safe Start Road Map.

Personal Protective Equipment

- Facial coverings must always be worn by staff and students except for meals.
- Facial coverings must always be worn in classrooms, hallways and common areas by all students.
 - Facial coverings may be homemade.
 - Any staff member or student who cannot medically tolerate a facial covering must provide a doctor's note and wear a shield.
 - Any staff member or student that, is incapacitated or unable to remove the facial covering without assistance, must provide a doctor's note and wear a shield.
 - Homemade facial coverings must be washed daily.
 - Disposable facial coverings must be disposed of at the end of each day.
- Special education teachers will consider wearing clear masks.
 - Note: Students with significant disabilities preventing the use of facial coverings are referred to forthcoming guidance from MDE.

Hygiene

Strongly Recommended Protocols:

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

Spacing, Movement, and Access Strongly Recommended:

- Class sizes will be kept to the level afforded by necessary spacing requirements. In order to maintain physical-distancing, desks will be spaced 3-6 feet apart as feasible according to the considerations indicated by the [American Academy of Pediatrics](#).
- In classrooms where large tables are utilized, space students as far apart as feasible.
- As feasible, arrange all desks facing the same direction toward the front of the classroom.
- Teachers will maintain six-feet of spacing between themselves and students as much as possible.
- Family members or other guests are not allowed in the school building except under extenuating circumstances determined by district and school officials.
- Post signage to indicate proper social distancing.
- Floor tape or other markers will be used at six-foot intervals where line formation is anticipated.
- Provide social distancing floor/seating markings in waiting and reception areas.
- Post signs on the doors of restrooms to indicate proper social distancing and hand hygiene techniques.
- Adult guests entering the building will be screened for symptoms, 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

Screening Students and Staff Required Protocols:

- CBF will cooperate with the local public health department and Wayne RESA regarding implementing protocols for screening students and staff.

Strongly Recommended Protocols:

- Students who become ill with symptoms of COVID-19 will be sent directly back to their units in an identified quarantine area by Vista Maria with a surgical mask in place. Identified Vista Maria staff caring for these children will 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 back to their unit will be kept there until they have tested negative or have completely recovered according to CDC guidelines.
- Staff will 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 will stay home.

Strong Recommended Protocols Not Implemented

- Given that the students at CBF reside on the campus, we will not identify and designate a quarantine area and a staff person to care for students who become ill at school. Students will immediately be sent to back to their units by a Vista Maria staff.

Phase 5 Mental & Social-Emotional Health

Since 2012, Clara B Ford (CBF) staff has been involved in a research project focusing on impact of trauma on student learning. CBF staff worked with professionals from Wayne State University to develop pre/post surveys and focus groups with staff and students to gather data for our study. Trauma informed practices are embedded into the work of CBF every day and that will continue in the fall.

Strongly Recommended Protocols:

Clara B Ford Academy will adhere to the following strongly recommended protocols as outlined in the MI Safe Start Road Map.

- Encourage schools to implement a mental health screening for all students by a trained professional, if possible. Any screening should be compliant with HIPAA and FERPA policies. Screening instructions (offered verbally to younger students) should provide age-appropriate and transparent disclosure of protocols in place to protect confidentiality while adhering to mandated reporting guidelines.
 - Every student has a therapist, and Vista Maria has a psychiatrist on campus.
- Establish and communicate guidelines to all staff regarding identification and rapid referral of at-risk students to appropriate building-level support teams.
 - CBF has a School Social Worker, a Trauma Service Coordinator, and a Monarch Team to support students who are having difficulties in various aspects of school. The Monarch Team at CBF also works with students to create *Student Success Plans* for additional support for students. Copies of the *Student Success Plan Referral* form can be found in the hanging basket on the black cabinet in the printing area of the office. An electronic copy should be shared via email, so the staff has an electronic copy of the form if remote learning is taking place.

Some of the indicators that staff already looks for that may indicate that students are experiencing effects of trauma are:

- difficulties regulating emotions and remaining inside of their window of tolerance
- repeated incidences of hypo or hyper arousal
- lack of engagement in lessons
- lack of completion of assignments
- students leaving class often
- requesting the MR often for several days
- requesting to return to their unit building
- change in the quality of work or grades
- poor attendance
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- comments of hopelessness or loss, either written or verbal

Additional indicators that CBF staff should be aware of in uncertain times like Covid-19.

- comments that things will never return to normal
- comments about the fear of getting sick
- obsessive washing or distancing

- Provide all staff with timely, responsive, and ongoing training/professional development as well as needed tools, resources, and implementation support, focused on a variety of topics, including social-emotional learning, trauma-informed best practices, identification of students at risk, proper local referral protocols, and self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
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 - Goal Two in the Progress Towards Treatment Goals is Development and Integration of Social Emotional Learning (SEL) and Soft Skills. There continues to be constant improvements in designing, implementing, teaching, and refining the SEL curriculum.
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- Encourage the identification of a point person or establish an access navigator to centralize mental health referrals, communications to families/ students, and public-facing wellness materials.
 - CBF School Social Worker will serve as the point person

- Establish a comprehensive crisis management plan that leverages available internal and external/ community-based resources, which can be activated efficiently as needed (e.g., loss of a student, loss of a school staff member).
 - CBF currently has Emergency Plan Folders with safety and crisis protocols in every room.
 - CBF has a School Social Worker, and there are multiple Therapists on campus.

- Compile and regularly update comprehensive lists of wellness resources available to both staff and students that can be provided in conjunction with screening activities, and that reference school and community wellness resources.
 - Our educational service provider Partner Solutions Human Resource Department will be sharing and updating lists of wellness resources on an on-going basis.

- CBF is a trauma-informed school and has collected many wellness resources over the years. Additional resources will continue to be collected and shared.
- Establish ongoing reporting protocols for school staff to evaluate physical and mental health status.
 - Our educational service provider Partner Solutions Human Resource Department has established these reporting protocols for CBF.
- Provide resources for staff self-care, including resiliency strategies.
 - Numerous resources have been collected and shared in the past about self-care, well-being, mindfulness, and resiliency over the years. Resources will continue to be collected and shared.
- Designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
 - The School Social Worker will be the Designated mental health liaison for Clara B. Ford Academy
- Leverage MDE resources for student and staff mental health and wellness support.
 - MDE resources have been collected and will be used to support mental health and wellness.
- Activate communication channels for school stakeholders to address mental health concerns resulting from COVID-19 (for example, a telephone hotline or a designated email).
 - Clara B. Ford Academy is on the campus of Vista Maria. Communication channels are in place and information goes out when applicable. Channels include emails, phone calls, Power School entries, and face-to-face communications between CBF and Vista Maria staff.
- Communicate with parents and guardians, via a variety of channels, return to school transition information:
 - Vista Maria is a Residential Facility, and Student Advocates serve the role of parents and guardians. Communication between CBF Leadership, Vista Maria Leadership, and Student Advocates will take place through the established communication systems.
 - CBF staff frequently participates in discussions, training, and reviews resources of best practices to respond to trauma and crisis.
 - CBF has followed trauma-informed best practices for years and will continue to use those practices when school resumes.

Phase 5 Instruction

Clara B Ford Academy formed a Return to Instruction and Learning workgroup which included a diverse group of stakeholders and led by the Principal, Assistant Principal, Trauma Service

Coordinator, and Director of School Leadership. Using remote surveys, emails, virtual meetings, and personal accounts, the task force gathered feedback from teachers, students, Vista Maria staff and leadership to reflect on the spring Continuity of Learning plan for the purpose of improving its effectiveness for reopening in fall 2020. In phase 5 the virus is in the containing phase. In Phase 5 there will be in-person instruction, where all student instruction will occur fully face-to-face. All 5-12 grade students, including In- Unit Schools will attend school, Monday- Friday 8:15 am- 1:30 pm. CDC protocols will be followed, as noted in SAFETY section.

SEL will be integrated within the lessons. Special Education teachers and Title support staff will hold small group sessions throughout the day with students who have IEP's and/or need additional supports. Attendance will be tracked via Google Meet, Google Classroom and PowerSchool. Communication with Vista Maria, Student Advocates will occur via School Messenger, CBF webpage, email, and phone. We will also request a Vista Maria Liaison and a building lead from each building to assist with student needs and support. CBF/Vista Maria community meetings will occur with CBF Administration and Vista Maria liaison and building leads.

Expectations for the Phase 4 options will be presented to teachers via virtual staff meetings, virtual grade level meetings, and followed up through email. Instructional expectations include best practices for options, confirmation of grade-level proficiencies, implementation of various modes of student assessment and feedback, continuation of differentiation, and the inclusion of social-emotional learning.

The school uses standards-aligned curriculum through Curriculum Crafters, and Edgenuity for the online program and high-quality instructional materials.

Curriculum Crafter is a comprehensive, fully articulated K-12 curriculum that is embedded in a powerful and easy to use, web based format. Curriculum Crafter provides vetted content, lessons, resources and accommodations, and assessments. Curriculum Crafter is aligned with Michigan Content Expectations and the Common Core State Standards with units based on 21st Century Skills.

The Edgenuity online learning program will be utilized for students seeking credit recovery. Edgenuity provides curriculum delivering Michigan standards-aligned curricula including CCSS and NGSS. Edgenuity online will be delivered by CBF's highly qualified, state-certified instructors. Both options promote student engagement, consistency, and differentiation. Exceptional learners will continue to receive services based on IEPs and 504s under the direction of the Special Education Coordinator.

Communications and Family Supports

Communication will be vital during this process and have therefore identified multiple modes of communication (both one-way and two-way) enabled us to most effectively communicate with staff, students, and the guardian/agency of the youth. We used and will continue to use multiple

modes including our district website, School Messenger, email, and phone calls. As we move forward we will implement the following communication protocols:

- Maintain timely, accurate, and clear two-way communication with staff, and the agency regarding student's academic and social-emotional functioning and school and classroom information.
- Clearly communicate all plans and expectations for your child's return to school including modes of assessment, details about curriculum, and expectations for grade-level proficiencies.
- Ensure all communications are in both English and the home language of our students.

Professional Learning

Clara B Ford Academy has created a professional development calendar for the school year to support the implementation of the learning plan. Careful and intentional supports have been put in place to ensure ample planning time for staff to acclimate themselves to new training, curricula resources, and time to plan for implementation. Professional learning will include:

- Well-Being: Social-emotional learning, trauma-informed best practices, identification of students at risk and proper referral protocols, self-care to promote holistic wellness and resilience and to prevent burnout and vicarious trauma.
- Equity: Restorative supports for educators and learning around equity, implicit bias, and culturally responsive education.
- Remote/Hybrid Teaching and Learning:
 - Use and effectiveness of digital tools and resources that support remote learning
 - Design and development of blended and remote learning experiences that are equitable and engaging and are aligned to our deep learning strategic plan priorities
- Safety protocols: PPE, hygiene, social distancing, movement, screening, responding to symptoms, cleaning, medically vulnerable students.

Phase 5 Operations

Recommended Protocols

Clara B Ford Academy will adhere to the following recommended protocols as outlined in the MI Safe Start Road Map.

Facilities:

- Audit necessary materials and supply chain for cleaning and disinfection supplies.
- Participate and advocate for Wayne RESA to coordinate with the Local Emergency Management Programs (LEMP) for support with the procurement of cleaning and disinfection supplies.
- Provide school-level guidance for cleaning and disinfecting all core assets including buildings and playgrounds. Frequently touched surfaces will be cleaned several times a day.

- Alert custodial and infection control staff of any changes in recommended cleaning guidelines issued by OSHA and/or CDC. It is expected that this guidance will be updated in real-time based on the status of the community spread across local geographies.
- CBF will work with the Vista Maria custodial and facilities staff to review and make actionable district guidance regarding cleaning and disinfection.
- Ensure custodial staff has advanced training.
- Ensure deep cleaning continues over the summer.
- Audit all school buildings with a focus on:
 - How many classrooms are available;
 - The size of each classroom;
 - Additional spaces that are available (e.g., gym, lunchroom, auditorium); and
 - The ventilation in each classroom.
- Audit school security protocols to decide if any process changes need to be implemented.
- Maintain facilities for in-person school operations.
 - Check HVAC systems at each building to ensure that they are running efficiently.
 - Air filters will be changed regularly
 - Custodial staff will distribute wastebaskets, tissues, and CDC-approved soap to every office and classroom so that these materials can be used upon entry and exit into any discrete location and during travel between sites.
 - Signage about frequent hand washing, cough etiquette, and nose blowing will be widely posted, disseminated, and encouraged through various methods of communication.
 - Custodial staff will follow guidance from the CDC about the use of facial coverings and special respirators at use when performing cleaning duties.
- School leaders will conduct and document a facility walk-through with the custodial services team to ensure that the classrooms, common spaces, and the exterior are ready for staff and students.
- School security staff will follow CDC protocols if interacting with the general public
- Procure level-1 facial coverings, including those with a transparent front, for all students, teachers, low- income students, and students with special needs.
- Procure level-1 surgical masks for cleaning and janitorial staff.

Recommend Protocols Not Implemented:

- Audit any additional facilities that the district may have access to that could be used for learning.
 - Clara B Ford Academy does not have any additional facilities.

Budget, Food Service, Enrollment, and Staffing

- Assess student arrival protocols.
- Conduct staff and student outreach to understand who is coming back.
 - For staff, this will include a breakdown of the staff - administrators, educators, and support staff.

- Develop a staffing plan to account for teachers and staff who are not returning or are at risk.
- For students, this will include those with preexisting conditions who may need a remote learning environment.
- The administration will modify staff positions that may enable high-risk staff to provide remote services as well as redeploying underutilized staff to serve core needs.
 - Assess the need for new or additional positions with a specific focus on student and staff wellness, technology support, and other COVID-19 related needs.
 - In the event that the Academy is in need of new or additional staff, the Administration will assess how job responsibilities may shift in light of COVID-19 and how new or additional responsibilities will be accounted for.
- CBF will plan to recruit, interview, and hire new staff remotely as needed to fill core needs.
- Consideration will be given to redeploying underutilized staff to serve in core needs.
- Where possible, identify and modify staff positions that would enable high-risk staff to provide remote services.
- The academy will consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19.
- The academy will build and provide communication to all relevant stakeholders that include updates across all policies and procedures in the student handbook. The Academy's handbook is accessible through the school's website and a paper copy is available upon request.
- Seek and provide guidance on the use of CARES-Act funding for key purchases.
- School leaders will coordinate with service providers to address new student and adult needs.
- CBF will inventory how many substitute teachers are available.
- School leadership will build and send back to school communications to all relevant stakeholders and include updates across all policies and procedures.
- Verify that student and staff handbooks are available on the school website and printed if requested. The leadership will create a master list of any changes to distribute at the first staff meeting.
- Consult legal counsel to preemptively address liability questions, related concerns, or vendor issues relative to COVID-19.
- Engage school leaders in a budgeting exercise to help plan for changing enrollment patterns, new staffing needs, and resource constraints or additional dollars.
- Orient new school staff to any operational changes.
- Create master teaching schedules, student and faculty arrival/dismissal schedules, and lunch schedules for staff and students.
- The leadership team will collaborate with food service and Vista Maria to ensure any necessary food handling changes are implemented based on local public health guidance.

Technology

- Continue to communicate and work with the Vista Maria staff to collect information about the numbers, types, and conditions of devices used in the units to support remote learning.

- Designate the Assessment Coordinator as a single point of contact to plan and communicate with the Clara B Ford technology team.
- Designate the Technology Coordinator as the device and/or general technology support lead for the school.
- Develop a technology plan that includes training and support for educators, students, and parents to adapt remote learning for the classroom.
- The technology process leader will be the Assessment Coordinator, leading to key efforts and her contact information will be listed on the district website.
- Where practical given demands on guardians/liaisons, we have a technology director that can support communication regarding the use of technology and serve as a “help desk.”
- Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures will include:
 - Safely bagging devices collected at schools;
 - Sanitizing the devices prior to a repair or replacement evaluation;
 - Ordering accessories as needed; and
 - Conducting prepared maintenance routines to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- Identify a vendor to assist with processing, returning, and maintaining devices if needed.
- Develop on-site triage of staff that includes the Technology vendor to monitor devices to minimize the time that staff or students may be without a device.
- Utilize the Technology Coordinator and Technology Vendor to prepare the Infrastructure Evaluation process. Every Wi-Fi access point and the wired network device will be tested.
- Develop a technology support plan for students.

Recommended when Schools Reopen

- Organize and centralize online resources that were created, published, or distributed by teachers and others during the closure period.
- Compile technology-facing lessons learned for inclusion in the district’s updated remote learning plan.
- Review issue tracking and inventory the results frequently as a way of understanding the quality and progress of technology processes in your district.
- Continue infrastructure evaluations until all issues are resolved.
- Provide support programs to ensure that students and families can access online teaching and troubleshoot problems with access.
- Identify chronic technology issues that arose during the school closure period and use them to begin the development of a long-term technology maintenance plan.
- Ensure that students can submit assignments and be evaluated accordingly.
- Schedule ongoing staff training on platforms and tools.
- Review and update (as needed) relevant technology policies including data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.

- Ensure every student has access to the appropriate technology and connectivity needed to continue learning.

Transportation

Clara B Ford Academy does not currently provide busing operations for students. All off-site field trips will be suspended as well.