



COVID-19 PREPAREDNESS & RESPONSE PLAN

2020-2021 School Year



JULY 21, 2020

FAXON ACADEMY

26275 Northwestern Highway, Southfield, Michigan 48076



Faxon Academy COVID-19 Preparedness and Response Plan

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Faxon Academy COVID-19 Preparedness and Response Plan

Address of School District: 26275 Northwestern Highway, Southfield, Michigan 48076

District Code Number: 63926

Building Code Number(s): 01364

District Contact Person: Mrs. Rachel Turner

District Contact Person Email Address: r.turner@globalpsychology.net

Local Public Health Department: Oakland County Health Division: South Oakland Health Center

Local Public Health Department Contact Person Email Address: whitakera@oakgov.com

Name of Intermediate School District: Oakland Intermediate School District

Name of Authorizing Body: Saginaw Valley State University

Date of Adoption by Board of Directors: July 28, 2020



Assurances

- Faxon 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 last present at Faxon Academy.
- Faxon 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.
- Faxon 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.
- Faxon 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.
- Faxon 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.
- Faxon 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.
- Faxon Academy prohibits indoor assemblies that bring together students from more than one classroom during Michigan Safe Start Plan Phase 4.


President of the Board of Directors

July 28, 2020



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President of the Board of Directors

July 28, 2020



Two Charts that Impact Our Families' Decision to Return to School for Remote, Hybrid, or In-person Instruction!

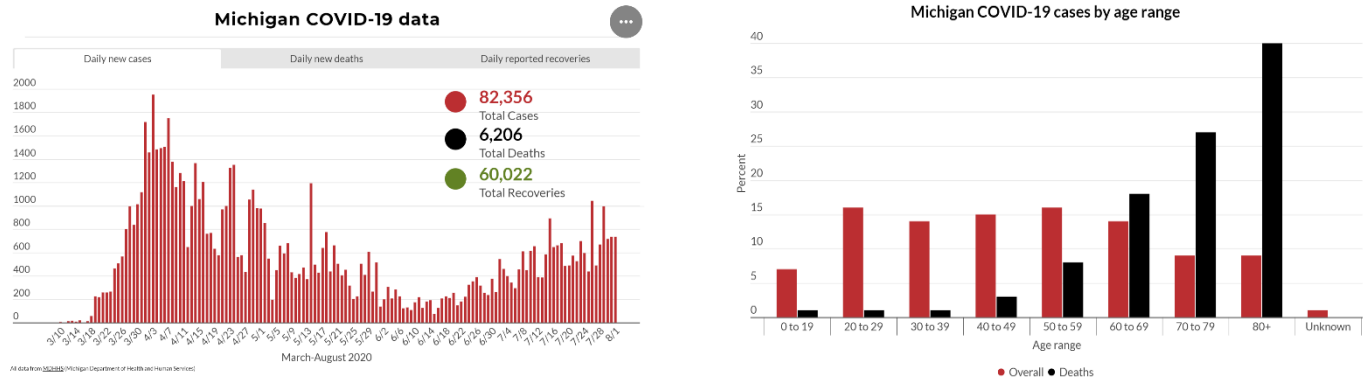


Chart Source: [Click on Detroit News Article: In-Person Learning](#)

The above charts represent the overall number of Michigan COVID-19 cases, and the percent by age range. As of August 1, 2020, Michigan reported 82,356 cases of COVID-19. Six thousand two hundred six (6,206) people died as a result of contracting COVID-19. That is a 7.5% death rate. Seven percent (7%) of Michigan's COVID-19 cases are reported in the 0-19 age range. The death rate in this age range is less than one percent (<1%). Our parents, guardians, and students are not taking the time to analyze the data; they only see and hear that COVID-19 deaths are occurring in school-age children. And, that is a problem!

While surveying our parents, guardians, and students, we found that seventy-eight percent (78%) are truly concerned about schools reopening for in-person instruction for the 2020-2021 school year. In July 2020, we conducted two surveys within ten days. Our first survey was an online survey. Our second survey was conducted with individual phone calls. Parents and guardians were asked what instructional model they preferred for their child's return to school: remote, hybrid (part remote, part in-person), or in-person? *As cited above, nearly 78% prefer remote learning.*

Our Faxon families watched the COVID-19 news broadcasts, read articles, viewed social media posts, and heard their friends and neighbors talk about the impact of COVID-19. In response to our families' concerns, we created a plan based on the Governor's guidelines and our families' responses. We also created our plan to satisfy our families that want their child(ren) to return to school for in-person instruction. Finally, we wrote our plan to embrace the desires of our families that want their child(ren) to receive both in-person and remote instruction.

We are giving our families a choice!



Introduction and Overview

Introduction

Faxon Academy School District has one school, Faxon Academy. Faxon serves kindergarten through eighth-grade students. Excluding our 2019-2020 kindergarten and first-grade data, our average class size is 15 students. Faxon moved from its Farmington Hills, Michigan location to its new Southfield, Michigan location on July 1, 2020. Faxon occupies the school building on the campus of Hope UMC. Southfield is a city in Oakland County. Its population was 71,739 at the time of the 2010 census. It is a northern suburb of Metro Detroit. The population of Southfield is very well-educated relative to most cities and towns in the nation. Whereas the average community has 21.84% of its adult population holding a 4-year degree or higher: 38.73% of adults in Southfield have a bachelor's degree or advanced degree. The city is home to the [Southfield Town Center](#) complex, which includes five interconnected office buildings. The tallest of these, 3000 Town Center, stands at 402 feet (122.5 m) tall; it is the second-tallest building in the state outside of the city of Detroit. Source: (Wikipedia.org, July 26, 2020)

To learn more about the city of Southfield, Michigan, please click on the following link:

[City of Southfield Information](#)

Overview

Faxon Academy, like other school districts, will gradually reopen based on the current phase of the region. To ensure the safety of our students, staff, and families, our opening of school will be based on the guidance of Governor Whitmer's [MI Safe Start](#) and [MI Safe Schools Return to School Roadmap](#). Our chief goal is for our school building to be "COVID-Free" as Health & Safety is our number one priority.

Based on our parent and student surveys, we know that our families are genuinely concerned about the safety and wellness of their family, community, Michigan, the United States, and the world. To ease the safety and wellness concerns of our families, we will perform our 2020-2021 school year COVID-19 cleaning, disinfecting, social distancing, large group meetings, remote learning protocols until Michigan is in Phase 6. Facial coverings will be mandated until Michigan has relaxed this component of the MI Safe Start Plan and MI Safe Schools Roadmap. You will see that we have included **ALL** Strongly Recommended and Recommended protocols in **ALL** Phases of our plan. Our



resolve will ensure that families feel safe in school and online for the entire 2020-2021 school year. We are certain that our Faxon Family will appreciate our effort to comfort them by operating in a cautious manner. This is an uncertain time!

Michigan Context

As is the case throughout the country, decisions about reentry and reopening are highly dependent on state and local policies, orders, and guidance. In Michigan, Governor Whitmer has indicated that she is committed to reopening schools and has established a “Return to Learning” advisory council to generate guidance on how to do it safely, equitably, and efficiently. Knowing the commitment to reopen exists, the District will closely track the recommendations released from the council or any upcoming Executive Orders and make any necessary adjustments or changes to our plan.

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 the Oakland County Health Department. 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 Southfield will look like in 1, 3, or 6 months, we can rely on a series of guiding principles to help us make decisions, evaluate those decisions, and adjust as necessary. At the same time, we will not lose sight of our District Educational Program and its priorities and goals. As we face these strategic decisions and challenges, we will:

- ensure the health and safety of students, staff, and families by adhering to public health recommendations.
- focus on continuing to raise student achievement by developing students socially, emotionally, and academically with a Global Mindset.
- comply with local, state, and federal laws and regulations.
- maintain fiscal responsibility and a balanced budget.
- continue to review current data and information from stakeholders to revisit our plan as needed.

Certainty in an Uncertain Time

Our current situation may seem unpredictable; however, we believe that there are some likely realities that our students, staff, and families can anticipate. Some of those realities help our plans to reopen, while others may make it more challenging and constrain our efforts. It is important, as we plan, for everyone to be on the same page about what is likely so we can focus our effort on the most likely circumstances, while still ensuring Faxon Academy COVID-19 Preparedness and Response Plan



that we plan for the various “what if” scenarios. In this uncertain time, it is important to communicate all that is certain.

- The virus will not disappear by August, but its level of spread may change. COVID-19’s size and localization of the outbreak is to be determined and may change as communities reopen. Knowing that the number of cases is changing, the District will remain committed to adjusting its approach based on the reality of the virus’ spread in the region.
- Faxon Academy will open for in-person and remote learning in August. Schedules, classroom spaces, and day-to-day operations will be adjusted to allow for social distancing and smaller groupings, where needed. In addition, all students will have access to a technology device.
- Current state policies and regulations do not allow for remote learning easily. There is no firm guidance as to how student attendance, including how attendance is used to drive per-pupil revenue, can be done in an equitable way. Clarity from the state on how this can be achieved will be necessary, and we will need to adjust accordingly.
- Funding is extremely limited for schools. Revenue projections for the state show that there are likely budget cuts necessary for public education over the next two years. The District has maintained a fiscally responsible budget, but we should be clear that funding is, at best, lower than usual while the demand for new school programming and instructional models are necessary.

Development of Our Reentry Plan

Planning the District’s reentry continues to take ongoing coordination and collaboration across our leadership team of educators. To ensure decisions are being carefully considered and recommendations vetted, the District relied on current CDC guidance, Governor Whitmer’s Roadmap, Michigan Association for Public School Academies (MAPSA), Saginaw Valley State University Partnership Office, Oakland County Health Department, Oakland Intermediate School District, Parent Zoom Meetings throughout Summer 2020, Parent and Student Surveys, and individual phone calls to all incoming and returning Faxon families.

Monitoring and Accountability

As the District establishes safety guidelines for practices such as COVID-19 temperature checks, social distancing, mask wearing, regular disinfecting, and limiting group gatherings, we will create ways for students, staff, and families to share feedback and report issues that may be unsafe. Any concerns shared will be responded



to within 24 hours. Issues will be addressed by the District Superintendent /Interim Principal. The District keeps a close watch on the development of public health recommendations, local, state, and federal guidance, and the information shared by our own families and employees. We will continue collecting information from our community of students, families, and staff to refine the plan before, during, and after implementation.

Personal Protective Equipment (PPE)

In addition to following guidance around social distancing, we are promoting regular hand washing, and hand sanitizing. We are cleaning daily, disinfecting high-touch surfaces, and distributing personal protective equipment (PPE) to students and staff for use during the school day. The PPE will include items such as disposable masks, KN95 masks for first responders, gloves, and any additional items that the Oakland Health Department recommends. Staff will be provided guidance regarding the specific PPE that is expected for students and staff. The District will ensure our PPE is ready for the start of school and it is the expectation that any visitors or volunteers (when allowed) provide their own masks if/when they are in buildings. In addition to PPE, the District will provide each instructional staff member with a supply of disinfectant wipes, make portable hand sanitizer dispensers available and are working to install plexiglass barriers in the office area.

Stakeholder Engagement

In a survey of our Faxon families, **11.0 %** are interested in sending their students to school for face-to-face instruction as long as appropriate safety precautions are in place. Importantly, **11.0%** of families indicate they would prefer a mix of remote and face-to-face instruction, with **78%** of families saying they would take advantage of a remote option in the fall. As families return to work outside of home, the return to face-to-face instruction is a necessity for our families, community, and economy. For many students, too much learning is being lost through a “one size fits all” online learning model. We are providing a continuum of instructional models this fall in accordance with state policy and guidelines. Our staff reviewed all parent feedback in the development of our instructional models. In addition, staff meetings provided for staff input throughout the summer planning months.

External Recommendations and Guidance

The Faxon Academy plan and the recommended procedures are designed to align with the most comprehensive guidance released to date:



- the State of Michigan’s [Safe Start Plan](#), which outlines various stages of response and what needs to happen with the virus to move from one stage to the next.
- guidance released by the [Centers for Disease Control](#) (CDC) for schools.
- Occupational Safety and Health Act (OSHA) [Guidance on Preparing Workplaces for Covid-19](#).

Faxon Academy Mission

We, the Faxon Academy Community, will provide students exploration, experiences, and engagement through a globally-themed curriculum. Through a Global Mindset program, Faxon students will possess the academic, cultural, and social-emotional skills necessary to navigate and prosper as citizens in an ever-changing world.

At Faxon Academy...

- We educate our global scholars to be curious, to ask questions, and seek to understand before being understood.
- We educate global scholars to be flexible to different things and respect differences to appreciate diversity and not to work against it.
- We educate global scholars to forge relationships and assert themselves in positive and beneficial ways. We develop global scholars intellectually through a rigorous academic experience.

Our Beliefs

Today’s global scholars need to develop a global mindset - an indispensable tool for success.

- We must instill in our global scholars an interest in learning about the world early on.
- We must encourage curiosity, empathy, flexibility, and independence.
- We must support learning a second language as early as possible.

In this document, you will find the Faxon Academy instructional models for teaching and learning in each of the following phases.

- **MI Safe Return to School Phases 1-3:** Schools do not open for in-person instruction, and instruction is provided remotely.
- **MI Safe Return to School Phase 4:** Schools open for in-person instruction with more stringent required safety protocols.
- **MI Safe Return to School Phase 5:** Schools open for in-person instruction with moderate required safety protocols.
- **MI Safe Return to School Phase 6:** Schools open for in-person instruction with minimal required safety protocols.



Our Approach

Our Global Mindset vision, mission, and beliefs fully align with the guidance put forth in reopening schools. Having a Global Mindset combines openness to and awareness of diversity across cultures, flexibility, and emotional intelligence with strong intellectual ability. A Global Mindset means developing intellectually, psychologically, and socially (Javidan, 2010). We understand that until this epidemic is fully contained, our students, staff, and families may experience home, health, and life fluctuations that require flexible learning options.

Within this important Global Mindset, we have developed cohesive plans for each scenario of the MI Safe Schools Plan. The following core values are the foundation for the instructional aspects of the Faxon Academy plan.

- Health & Safety Protocols
- Mental & Social – Emotional Well-being
- Instruction with equity, access, and Culturally Responsive Practices
- Operations
- Flexible Learning options with key structural elements to achieve cohesion from phase to phase for the 2020-2021 school year

Mental & Social – Emotional Well-being

In any traditional schooling scenario, we serve many students experiencing trauma and challenging social-emotional situations. We understand that when schools are closed and students receive instruction in an online setting, many of the personal connections and interactions that are so vital to students' well-being are minimized. Our teachers are committed to maintaining positive, trusting relationships with students in their online and face-to-face classrooms. Attention will be given by staff in each period to check in with students and monitor well-being. It is our core mission to provide our students with every possible support and connection to ensure they are healthy and growing academically. Our Faxon Academy team of educators, psychologists, speech therapists, social workers, and intervention specialists will remain closely connected to the students with whom they work as well as providing responsive support to all students as needed.

Instruction

Instruction will be aligned to the Michigan Common Core Standards with lessons presented online or in-person to allow for family flexibility in the way students access their learning. We understand that during these challenging times, health and family needs are likely to change over the course of the year. By delivering instruction according to a consistent calendar, staff and students can stay connected and on track whether participating remotely or in person. All students will complete an *Educational Development Plan* (EDP). 'EDPs are plans created by Faxon Academy COVID-19 Preparedness and Response Plan



all students about career goals and action plans for reaching their goals. EDPs help students think about long-term education and career plans before entering high school. By going through this process, students learn more about themselves, consider different options for their future, and develop a more specific path for preparing for their career choice.’ [Family Matters: MDE Office of Special Education Fact Sheet](#)

Synchronous and Asynchronous Learning

Live, personal interaction with peers and teachers is an important part of the learning process and student development. Whether learning in a hybrid or fully remote learning environment, a balance related to screen time and physical movement is an important aspect of instructional design. Health professionals agree that it is not prudent nor healthy for students or staff to spend a full school day online and in front of a screen. Within the daily schedule, a portion of the time will be spent in synchronous (live) interaction with teachers and peers, and a portion will be spent in asynchronous (offline), independent practice and application of the lesson content. This may include assignment completion, responding to prompts, delving deeper into learning through independent viewing or reading of materials, etc. During synchronous and asynchronous instructional, the teacher will control the time management of each student. Teachers will monitor students, and their time on task, during the participation in and completion of synchronous and asynchronous lessons.

We understand that in a hybrid setting, the provision of live instruction for both in-person and remote groups of students presents some challenges. A model requiring limits to the number of students physically in the classroom space will require our creativity and flexibility. In addition, we can predict with certainty that the medical situation across our State and the needs of staff, students, and families are likely to change over the course of the school year. This will require our flexibility to engage in learning remotely for shorter or longer periods of time as needed. The adoption of Google Suite will be a great tool to manage lessons and communication with students and families.

FALL 2020

Based on our Faxon Family survey and personal calls feedback gathered in June and July 2020, we will begin in August using the remote and in-person instructional model (hybrid). Students who sign up for remote learning will commit to this instructional model until the first marking period or by the Governor’s mandate, whichever comes first. At that time, staff and families will plan for the next marking period based on the state of affairs within Michigan and the Governor’s updates.



Hybrid Instructional Model

In a hybrid instructional delivery model with a portion of students physically present and a portion engaging remotely, the classroom teacher provides synchronous (live) instruction to the class (for both groups), simultaneously. In this model, the teacher opens a live video conference at the start of the lesson, projects the live conference on the classroom screen. Students participating remotely will stay engaged for the first portion of the live lesson and during the asynchronous independent practice. Remaining online enables the remote student to ask questions and seek teacher guidance. Students physically present will engage in learning as normal. Class discussions can take place with both groups simultaneously and may occur with the physically present students separately from those participating remotely. In this model, when we are authorized to return safely to an in-person instructional model, student and staff schedules will not need to change. A seamless transition can take place. Student schedules are the same for all Phases of our plan. Families' time schedule will not be impacted by the movement from one Phase to another.

Clubs and Extracurricular Activities

All clubs and extracurricular activities will need to comply with all guidance provided by the MI Safe Start guidance document. Depending on the phase the region is in will depend on the specific guidelines.

- Students, teachers, and staff must use proper hand hygiene techniques before and after every practice, event, or other gathering. All participants should confirm that they are healthy and without any symptoms prior to any event.
- All equipment must be disinfected before and after use
- Each participant should use a clearly marked water bottle for individual use. Sharing personal items and equipment is prohibited.

Administrative/Staff Meetings

Administrators and teachers will continue to meet every Monday morning according to the approved 2020-2021 school calendar. Students report an hour later on Mondays with the start of school at 9:00 a.m. Staff will also meet an additional hour each week for scheduled meetings and/or professional development.

Professional Development

Supporting staff and staff growth are important components of our mission. We understand that remote teaching and learning, a new management system, and a hybrid instructional model will require much support and many varied options to meet the diverse needs of our stellar Faxon Academy staff. The district will provide staff with all necessary development



opportunities to ensure they are successful in each of the models of instruction defined in this plan. The district will survey staff regularly to ensure we are meeting their needs. We will continue to train our teachers in Restorative Practices, Culturally Responsive Teaching strategies, Implicit bias, and Neuroscience. All of our teachers review and recertify each year on all other required training (i.e. CPR/AED, Bloodborne Pathogens, Concussion, and Mandated Reporter).

Intervention Opportunities

Students that qualify for additional support will receive the support needed.

- The schedule for instruction includes daily opportunities for students to connect with teaching and support throughout the day. A Tiered Delivery of Intervention services is provided for students that qualify based on data. An Individualized Reading Intervention Plan (IRIP) and/or Individualized Math Intervention Plan (IMIP) will be created and implemented for students receiving Title I support.
- Special Education services and support will continue according to the student's IEP.
- 504 services and accommodations will continue according to the student's 504 Plan.

Grades, Assessments and Progress/Report Cards

The start of the school begins on August 31, 2020. If we are in a Phase 4 reentry, then all students will enter based on their individualized choice within our hybrid model. Students will be responsible for demonstrating their learning via formative and summative assessments. Teachers will score and record assignments and assessments in the MISTAR system. These scores will be summarized officially via student progress reports and report cards. A calendar of reporting periods will be communicated to all families.

Student Access to Technology Devices

As we prepare for each potential scenario - remote, hybrid, and, in-person, each student will require access to a personal device. For the 2020-2021 school year and beyond, Faxon Academy will provide a device if the student does not have one at home. The process for deploying technology devices will be shared with families before the start of the 2020-2021 school year. Before taking possession of the loaned technology device, the parent/guardian and student must sign the form indicating that they have received the technology device and understand the responsibility of caring for the loaned technology device.

Access to Internet Service

Faxon Academy students require access to the Internet in order to fully access learning for the 2020-21 school year. We will continue to seek innovative and effective ways to continue this Faxon Academy COVID-19 Preparedness and Response Plan



support through different service providers and share this information with our families as we communicated in the spring of 2020.

Consistent Communication

The abrupt shift to online learning this past spring 2020, due to COVID-19, illustrated the need for consistent, district-wide methods for schools to communicate with students, staff, and families. We will continue to communicate weekly through our Faxon Academy Newsletter on Mondays. Information will be sent on other days based on the sensitivity and nature of the communication. Families will be provided teacher contact information and will be provided logins to access MISTAR and Google Classroom for student assignments, grades, attendance, and progress, as well as school events and updates.

Common Learning Platform

Our goal is to support students in accessing and managing their learning in any environment, whether in person or remotely. To ensure that the process is as easy as possible, each teacher will use the Google Suite Management System as the teaching and learning hub for their classes. Information will be provided to families on how to access and navigate Google Suite.

School Lunch

The priorities of the district's food service plan are to minimize the risk of exposure to COVID-19 during the school day. Students will not congregate in the same space to eat but rather eat with their classmates in the student's assigned classroom. Students will follow all health guidance during their lunch period.

Transportation

All Faxon families transport their children to school. Faxon Academy does not have bus services. All students will be checked upon entry into the building when operating within Phase 4.



Contents for Phases 1, 2, or 3

Safety Protocols 17

Mental and Social-Emotional Health 18

Instruction 21

Operations 29



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

Phase 1, 2, or 3 Safety Protocols

Personal Protective Equipment and Hygiene

- Faxon is closed for in-person instruction.

Spacing and Movement

- Faxon is closed for in-person instruction.
- Faxon does not have licensed care providers.
- Faxon employees and contractors will be allowed in the building for conducting basic operations only (prep building for reopening, maintenance, inspections, etc.). During Phases 1-3, teachers will provide remote instruction from home, not the school.

Screening Students

- Faxon is closed for in-person instruction.

Responding to Positive Tests Among Staff and Students

- Faxon is closed for in-person instruction.

Food Service, Gathering, and Extracurricular Activities

- Faxon does not have a food distribution program.
- Inter-school activities are discontinued, and after-school activities are suspended.

Athletics

- Faxon does not have an athletics program.

Personal Protective Equipment and Hygiene

- Schools are closed for in-person instruction

Cleaning

- Faxon is closed for in-person instruction.
- Faxon's cleaning practices are adjusted to maintain the building's functional order.

Busing and Student Transportation

- Faxon is closed for in-person instruction. When in-person instruction resumes, Faxon students are transported to school by parents, guardians, and family members.



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

Faxon Academy students live in Oakland and Wayne County. To appropriately refer our students and parents/guardians to the appropriate mental and social-emotional health agencies, Faxon established a partnership with the Oakland County Health Division: South Oakland Health Center – Southfield Office and Wayne County Health Department.

Staff, parents, guardians, students, and the school community can click on or copy-and-paste the following links into their browser for some valuable resources:

- [Faxon Academy Website](#)
- [MDE COVID-19 Social and Emotional Learning \(SEL\) Resources](#)
- [MDE COVID-19 Education Information and Resources](#)
- [MDE Learning at a Distance Guidance](#)
- [MDE Online Instructional Resources](#)
- [Oakland Schools COVID-19 Resource Documents](#)
- [TRAILS to Well Being: Effective Mental Health Services](#)
- [Michigan COVID-19 Website](#)

Global Psychological Services (GPS) and Faxon Academy staff joined forces to create the Faxon Academy COVID-19 Mental and Social-Emotional Response Team (MSERT). The MSERT will meet via a teleconference in early August to discuss the role of each team member. One GPS staff member will be designated as the GPS MSERT contact, and one Faxon Academy staff member will be designated as the Faxon Academy MSERT contact. Faxon’s MSERT plan will be posted on the Faxon Academy website. The MSERT contacts will be listed on our website should families and Faxon staff have a need to pursue mental and social-emotional health services.



Faxon Academy will:

- provide the Oakland and Wayne County Health Departments contact information for families requesting contact information for mental health services. The Oakland and Wayne County Health Departments screenings are compliant with HIPAA and FERPA policies.
- establish and communicate mental and social-emotional health guidelines to all staff and families for referrals to Faxon’s MSERT.
- provide Faxon staff with timely, responsive, and ongoing professional development (PD), as well as the needed tools, resources, and implementation support. Social-emotional learning (SEL), trauma-informed best practices, identification of students at-risk, proper local referral protocols, and self-care to promote holistic wellness and resilience, and how to prevent burnout and vicarious trauma are examples of some PD topics.
- establish a comprehensive crisis management plan that leverages available internal and external community-based resources that can be efficiently activated when needed (e.g., loss of a student, loss of a staff member, loss of a family member).
- compile and regularly update comprehensive lists of wellness resources available to both Faxon staff and families. Some of the resource links are listed on pages 17, 38, and 58 of this plan.
- provide self-care resources ([TRAILS Helpful Resources for COVID-19](#)) for Faxon parents/guardians and staff, including [Resiliency Strategies](#).
- designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- leverage MDE resources for Faxon staff and families’ mental health support.
- activate communication channels for Faxon’s stakeholders to address mental health concerns resulting from COVID-19. Faxon will establish a separate email address for our families to request a call back to receive the contact information for mental health agencies. Private information will not be emailed.



- establish ongoing reporting protocols for Faxon staff to evaluate physical and mental health status as detailed in the crisis management plan.
- communicate with Faxon’s parents and guardians, via a variety of communication channels (emails, telephone calls, and teleconferencing), regarding information about returning to school which includes:
 - [destigmatization of COVID-19](#),
 - understanding normal behavioral response to crises,
 - general best practices of talking through trauma with children, and
 - positive self-caring strategies that promote health and wellness.

The following Oakland Schools COVID-19 and Well-Being Evaluating, Measuring, and Assessing Needs link provides guidance for districts to consider on how to evaluate, measure, and assess well-being within their school communities.

[Oakland Schools COVID-19 and Well-Being](#)



Instruction

Governance, Remote Instruction, Communication and Family Support, Professional Learning and Monitoring

Faxon Academy School District is a one-school district. Our school year enrollment is typically seventy-five students. Excluding our 2019-2020 kindergarten and first-grade data, our average class size is 14 students. With a small school environment, we are able to perform daily COVID-19 protocols in a seamless fashion. Our COVID-19 Preparedness and Response Plan was created with the ‘Family First’ approach. To minimize the COVID-19 concerns of our parents, guardians, students, and staff, we will deliver in-person and online instruction in a safe and mindful manner throughout the 2020-2021 school year. Our plan includes safety and instructional protocols that are consistent throughout ALL Phases of the plan. Thus, what is offered in Phase 4 of our plan will also be offered in Phase 5. We will continue to evolve and flex to the State mandates and the region designated phase.

Faxon Academy created its Return to Instruction and Learning Group (RIL-G) on July 6, 2020. The RIL-G team members include administration and instructional and support staff. Faxon Academy’s Mental and Social-Emotional Response Team (MSERT) was created as a result of the formation of the RIL-G. At the RIL-G’s first meeting, a plan was designed to write the COVID-19 Preparedness and Response Plan (C19-PRP). The C-19PRP was submitted to Faxon Academy’s Board of Education for approval. The Board approved our plan on July 28, 2020. The plan is being submitted to Saginaw Valley State University (SVSU), Faxon Academy’s authorizer, for approval. Faxon’s C-19PRP will be forwarded to the Michigan Department of Education (MDE) once approved by SVSU.

The RIL-G’s initial task included the review of Faxon’s Continuity of Learning Plan (CLP) Student and Parent Survey. The survey revealed that students and parents had no difficulties with navigating Zoom, our CLP choice for instructional teleconferencing. Students and parents expressed that the school-to-home communication was satisfactory. Students and parents expressed that teachers timely responded to their concerns and consistently provided classwork that was challenging. Additionally, two-thirds of our parents expressed that their child(ren) adapted to the school closure that began on Monday, March 16, 2020. The results of our CLP Student and Parent Survey was a key factor during the writing of our COVID-19 Preparedness and Response Plan (C19-PRP). Subsequently, our CLP used during our school closure, from April 13 to June 12, 2020 (a 13-week closure), will be modified to meet all of the requirements of our 2020-2021 school year C-19PRP.



Faxon Academy, within Phases 1-3 of the MI Safe Start Plan, **will not** conduct in-person instruction. All instruction will be remotely provided. To accurately measure each student's readiness to learn for the 2020-2021 school year, a valid formative assessment is needed to guide our planned remote teaching and learning model. Teachers need data to create their initial lesson plans and pacing guides. To get the needed data, Faxon Academy will administer the Northwest Education Association's (NWEA) Measures of Academic Progress (MAP) within the first thirty days. The MAP will be remotely administered, per the NWEA guidelines, when our region is in Phase 1, 2, or 3. The MAP data will also identify students that are eligible for Title I support. Within Phases 1-3 of the MI Safe Start Plan, Title I students and students identified as needing support services (Special Education, 504, etc.) will receive their needed support remotely. MAP will be administered three times during the 2020-2021 school year to enable our data team to measure each student's school year academic progress. Lesson plans and the delivery of instruction will be modified based on the MAP assessment results.

During Phases 4 and 5, the MAP will be administered in the computer lab – a 1,000 square foot room. Students can be easily distanced more than six feet apart. After each testing cycle, computers, desks, chairs, door handles, and lavatories will be cleaned using the COVID-19 cleaning protocols outlined by the Occupational Safety and Health Administration (OSHA).

All lessons will be aligned to the Common Core State Standards (CCSS). To ensure that students receive the best remote education possible, Faxon Academy has partnered with the Michigan Department of Education (MDE), Oakland Intermediate School District (OISD), Wayne Regional Educational Service Agency (Wayne RESA), Google Incorporated, Discovery Education, Atlas Rubicon, Oakland County Health Division: South Oakland Health Center – Southfield Office, and Wayne County Health Department. A brief description of how each partner's resources will be used is below.

Michigan Department of Education Standards to be incorporated into lesson plans:

- Michigan K-12 Standards English Language Arts
- Michigan K-12 Standards Mathematics
- Next Generation Science Standards (NGSS)
- Michigan K-12 Standards Social Studies
- Michigan Merit Curriculum: Standards and Benchmarks for World Languages
- Michigan K-12 Physical Education Standards



Oakland Intermediate School District

Faxon will utilize the educational resources of the Oakland Intermediate School District (OISD). ‘The Curriculum and Assessment (CA) unit consultants and project assistants focus on the work of building and supporting curriculum materials in the content areas of English, Mathematics, Science, and Social Studies. The CA unit also builds educator capacity in having a deep understanding of curriculum and assessment, as well as aligned instructional practices. The student learning experience is shaped by a well-defined scope and sequence of units of study aligned to academic standards. The exemplar units of study the CA unit produces are primarily warehoused in [Atlas Rubicon](#).’ OISD Website accessed on July 15, 2020.

<<https://www.oakland.k12.mi.us/educators/district-and-school-services/curriculum-and-assessment>>

Wayne RESA

The **Wayne County Regional Educational Service Agency** or **Wayne RESA** is a [regional educational service agency for schools](#) in [Wayne County, Michigan](#), within [Metro Detroit](#). Its headquarters is in the Wayne RESA Education Center in [Wayne](#).^{[2][3]} It provides services such as group purchasing, computer service, and staff development. Its service sector covers 34 local [school districts](#) having approximately 20,000 teachers and 400,000 students. The Wayne County Regional Educational Service Agency Website accessed on July 19, 2020.

<https://en.wikipedia.org/wiki/Wayne_County_Regional_Educational_Service_Agency>

Atlas Rubicon

Warehouses Oakland Schools Curriculum and Assessment exemplar units of study.

G Suite for Education

‘A student’s K-12 experience has a profound impact on their future. Google for Education shareable devices and collaborative tools help teachers prepare all students with new, more engaging ways to learn the skills they need to succeed.’ Google Website, accessed on July 16, 2020.

<<https://edu.google.com/why-google/k-12-solutions>>

Discovery Education Experience

‘Discovery Education *Experience*, our flexible K-12 learning platform, provides compelling, high-quality content, ready-to-use digital lessons, unique collaboration tools, and professional Faxon Academy COVID-19 Preparedness and Response Plan



learning resources to give you everything you need to facilitate instruction and create a lasting educational impact. Built for all learners, grade levels, subject areas, and interests, *Experience* brings new excitement and relevance to the topics you teach and lets you reach and engage every student wherever learning is taking place.’ Discovery Education Website accessed on July 17, 2020.

<https://www.discoveryeducation.com/solutions/experience/>

Faxon Academy designed its COVID-19 Preparedness and Response Plan (C19PRP) as a remote synchronous and asynchronous learning program while Michigan is in Phases 1-3 of the Michigan Safe Start Plan. G Suite for Education (Google Classroom, Google Assignments, and Google Meet) will be the platform for all grade-level content. All staff will receive technology and instructional professional development (PD) beginning the week of August 17, 2020. The PD will enable staff to become the skilled technological leader that is needed for a successful remote learning program. Staff’s technological and instructional depth and breadth is needed to differentiate instruction in a remote or hybrid classroom environment. All online software usernames and passwords will be privately and securely emailed to staff, parents/guardians, and students prior to school starting. Parents, guardians, and students will begin their Google Suite PD during the week of August 24, 2020. Our parents received in-depth technology PD during Continuity Learning Plan school closure. Parents, guardians, and students will not have difficulty learning how to login, navigate, and logout of our current online platforms for our 2020-2021 school year.

During a prior technology survey, we found that all of our students have an Internet connection. Some families will need a technology device to learn remotely. Faxon is prepared to loan each family a technology device for remote learning. Faxon's administration will continue to survey families to ensure that EVERY Faxon family has a technology device. Consumable supplies will be given to all students.

Each K-8 student has six (6) classes, an hour per class, and a one-hour recess/lunch period. Each core and elective teacher will have his/her individual Google Meet teleconferencing platform. Students will login to their assigned teacher’s Google Meet interface. Teachers will take daily attendance via MISTAR – Faxon’s Student Information System (SIS). To monitor each student's online learning usage, weekly reports will be downloaded from our online partners' report portal. Parents/guardians will receive a student and school schedule prior to school starting. The school schedule will help parents/guardians and their student(s) with scheduling their at-home school day (Monday through Friday). The schedule has a section that lists the at-home educational environment that is critical for learning/completing assignments: a well-lit, quiet, comfortable, and safe place.



Students and parents/guardians will have access, at no cost, to all of the resources used for remote and in-person instruction. Families without a technology device will receive a loaner technology device. Students, parents/guardians, and staff will receive extensive professional development (PD) to enable them to proficiently access, and navigate Google Suite's features (Classroom, Meet, Jamboards, Docs, Posts, Slides, etc.), and Discovery Education's lessons, curriculum, videos, Storyboards, Virtual Field Trips, etc. All of Google Suite's and Discovery Education's features can be accessed with a single sign-on (SSO). Students will not have to remember the location of several websites and passwords. Just one click and students, parents/guardians, and staff will have access to dozens of instructional learning tools!

Each student's teacher of record will be available each day to deliver quality instruction, social and emotional support, and to answer questions. Faxon's teachers will make weekly contact with our families (parents/guardians and students) via telephone calls, emails, Faxon website notices, Google Meet, and Google Classroom posts. All staff will verify their parent/guardian and student contact by completing our official Faxon Academy Parent Contact Log. Updated instructional and school announcements are sent to families via our school newsletter and MISTAR. Faxon staff will consistently communicate with our families to show that we sincerely care about their well-being and the education of their child(ren). Students, parents, and guardians will be invited to remotely join our school-wide meetings to keep our families informed about Faxon Family Matters!

Video, audio, small group, one-on-one instruction, and project-based assignments will be incorporated into our core and elective classes. Some hard copy emailed instructional packets will supplement our remote learning program.

The data team will monitor the online learning data to evaluate the level of participation and skill attainment (achievement) of each student. Teachers will adjust a student's learning path if the data team's analysis indicates that online learning needs to be adjusted if a student has difficulty with the lessons.



Phase 1, 2, or 3 Instruction

Schedule for Phases 1, 2, or 3

Faxon Academy Fully Remote Instruction | 2020-2021 School Year

Hour	Time	K-1	2-3	4-5	6-8
1	8:00 – 9:10 am	ELA	Physical Ed.	ELA	Math ELA
2	9:10 – 10:10 am	Math	ELA	Physical Ed.	Math ELA
3	10:10 – 11:10 am	Spanish	Math	Math	Physical Ed.
4	11:10 am – 12:10 pm	Lunch/Recess	Lunch/Recess	Lunch/Recess	Spanish
5	12:10 to 1:10 pm	Physical Ed.	Science	Science	Lunch/Recess
6	1:10 – 2:10 pm	Social Studies	Spanish	Social Studies	Soc Stu Sci
7	2:10 – 3:20 pm	Science	Social Studies	Spanish	Soc Stu Sci
					Social Studies Science

Schedule Notations:

- The above schedule is **FULLY Remote**, no in-person teaching. Teachers and students are not permitted in the building. Teachers provide synchronous (live) and asynchronous instruction (independent practice activities, videos, etc.).
- In a fully remote instructional model, students receiving Special Education services, 504 accommodations, and Title I support will remotely receive their services, accommodations, and support. Special Education and 504 students will receive their services and accommodations using the one-to-one model. Title I students can remotely receive their reading and math support in small groups – three or fewer students. Multidisciplinary Evaluation Teams (METs) will meet remotely to complete Individualized Education Programs (IEPs). Digital signatures will be obtained when possible.
- The schedule for Phases 1-3, Phase 4, Phase 5, and Phase 6 is the same. The MI Safe Start Plan phases can be fluid. That is, at the start of school, Michigan could be in Phase 4. One month later (October), Michigan could be in Phase 5 or 6 (in-person teaching). The following month (November), Michigan could have a sizeable increase in the number of COVID-19 cases, with related deaths, and move to Phase 2 (remote only).



Our schedule is consistent: school start and end times, class structure and times, lunch/recess times, staffing, etc. Students, parents, guardians, family members, and friends do not have to keep track of what phase Michigan is in to know how the school day is structured. It is the SAME schedule regardless of the phase Michigan is experiencing.

During these unprecedented times, we want our families not to be concerned with phases, school schedules, and the needed safety and cleaning protocols. Faxon will provide a consistent school/class schedule and practice safe and cleaning protocols for the entire school year to remove the inward health concerns of our Faxon Families.

- Faxon administrators, teachers, and support staff will build on the school-family healthy and trusting relationships we have established. We will build a healthy and trusting relationship with our new families. Our staff will build a strengthened partnership with our county and local health departments. The partnership will enable us to acquire the needed mental, social-emotional, and health resources and referral contact information for our families.
- To limit movement in the building, students will remain in the same classroom for the entire school day, other than to report to Spanish and physical education. Lunch will be eaten in the classroom. During recess, students will only be outside, or in the school, with their core class. Students **WILL NOT** commingle with other core classes.
- At the beginning of first hour and the end of seventh hour, students will participate in Social-Emotional Learning (SEL) activities. The SEL activities will connect students with a compassionate adult in an environment that includes their classmates. Ten-minute SEL activities will be facilitated by each core teacher. Core teachers will receive SEL professional development (PD). Once trained, teachers will be skilled SEL practitioners.
- The above fully remote schedule meets the 180-day instructional and 1098-hour requirements.
- Grades 6-8 has two half-time certified teachers. Teacher 1 is assigned for a full day on Monday and Tuesday and a half-day on Wednesday. Teacher 2 is assigned for a half-day on Wednesday and a full day on Thursday and Friday.
- The scheduled Lunch/Recess hour provides time for students to eat a nutritious meal, get some needed exercise, or relax before their afternoon classes.



- At the end of the school day,
 - teachers are responsible for providing dismissal assistance. Teachers will ensure that their seventh-hour class follows the cleaning of hands protocol, social distancing rule in the classroom, hallway, and dismissal areas, and only leave with the authorized family member.
 - maintain their office hour responsibility until 4 pm.
 - attend all after-school scheduled staff meetings.



Phase 1, 2, or 3 Operations

Facilities

Faxon Academy maintenance team

- has completed an audit of the necessary cleaning and disinfection supplies.
- has prepared the school for a safe return to school during Phase 4 and above.
- executed school cleaning and disinfection protocols according to the [CDC School Decision Tree](#).
- wore, and will continue to wear, surgical masks when performing cleaning duties.
- will coordinate with [Local Emergency Management Programs](#) (LEMP) for support with the procurement of cleaning and disinfection supplies.

Technology

Faxon Academy's administration surveyed our Faxon families in March, June, and July 2020 to assess the level of Internet connectivity and technology devices. During the initial school closing that began on March 16, 2020, each Faxon family had Internet connectivity and a technology device. Faxon loaned twelve families an iPad during the March to June school closure. Based on our most recent survey, all returning and new students for the upcoming 2020-2021 school year, have Internet connectivity. Families without a technology device will be loaned a technology device.

Each staff member is fully engaged in their duties for which they have been employed to perform. No staff member, in a fully remote, hybrid, or fully in-person instructional model, can be redeployed.

Faxon Academy has contracted a new IT services company. The company has

- set up wi-fi at our new location.
- created a routine to remove malware and fix standard issues including screen, keyboard, or battery replacement.
- established an asset tracking tool.
- repaired, replaced, and sanitized our technology devices for the 2020-2021 school year.

Faxon's instructional staff

- will receive technology PD.



- will learn how to navigate Google Suite (Classroom, Meet, and Slides), Discovery Education, and the Michigan Department of Education (MDE) standards website.
- will become proficient with using their assigned technology device to enable them to teach online.

Faxon Academy

- will ensure that technology-driven curriculum and instruction accommodate the needs for personalization and differentiation among ALL students (Special Education, 504, ELL, etc.).
- has designated its new IT services company as its single point of contact for technological needs.
- developed a district technology plan that includes guidance for teachers. Teachers are currently receiving G Suite for Education professional development. Teachers will receive additional curriculum and instruction PD to assist with writing lesson plans and delivering instruction remotely.
- has identified its new IT services company to support teacher technology use.
- will recruit a cadre of parents and guardians to act as liaisons to support our technology communication system.
- has a district-wide procedure for the return and inventory of district-owned technology devices as part of a return to school technology plan. Faxon and its IT services company has and will continue to
 - safely pack technology devices collected at Faxon.
 - sanitize the technology devices before repair or replace.
 - order needed accessories.
 - maintain Faxon's technology devices.
- will develop a technology support plan for families.
- will continue to monitor device usage and compliance with online learning programs by reviewing the online platform usage reports.
- ensure that EACH student can submit assignments and be evaluated accordingly. During teachers' first 2 weeks of remote teaching, teachers will complete the technology checklist that includes each student's ability to
 - login to the online software,
 - navigate the online software,
 - locate, download, complete, and submit assignments, and
 - properly logout of the online software.
- has scheduled and will continue to schedule teacher PD sessions related to technology, curriculum, teaching and learning, and Social-Emotional Learning (SEL), etc.
- review and update relevant technology policies, including privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.



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

Budget, Food Service, Enrollment, and Staffing

- Faxon has one vacant teaching position. Our Human Resources team will fill our one vacant position.
- Faxon does not have a food service program. When in Phase 4 or higher, students receiving in-person instruction will bring, as they have done in the past, their lunch and snacks. Students will eat their lunch in their classroom under the supervision of their certified teacher.
- The Faxon Academy School District has one school. All technology devices are housed at Faxon Academy. We have a technology device distribution and collection system. The distribution and collection systems were established during the Continuity of Learning Plan remote learning timeframe when all Michigan schools were closed for in-person instruction.
- Faxon Academy has a 2020-2021 school year calendar. The calendar includes 180 days of instruction. The remote instructional day is 6 hours and 20 minutes long. The in-person instructional day is 6 hours and 55 minutes long. Classes begin at 8:00 a.m. and the school day ends at 3:20 pm. Both instructional models, remote and in-person, meet the 1,098 clock hours required by MDE. Students are required to remotely attend school every day. We expect our principal, office manager, teachers, and support staff to be available each day for remote learning.



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

Phase 4 Safety Protocols

Personal Protection Equipment (PPE)

- At Faxon Academy, staff, students, parents, guardians, and visitors will wear a face covering while on school property. Facial coverings may be removed during lunchtime.
 - Any staff member or student who cannot medically tolerate a face covering or is unable to remove the facial covering without assistance will not have to wear a facial covering and subsequently will be socially distanced in a classroom or meeting space. Medical documentation is needed to receive a waiver of wearing a face covering.
 - Students in grades K-5 who remain with their classes throughout the school day, and do not come in close contact with students from another class, do not need to wear a face covering.
 - Facial coverings can be homemade or disposable level-one surgical masks. Homemade surgical masks must be washed daily. A disposable mask must be disposed of at the end of the day.
 - Surgical masks will be provided for prek-5 and special education teachers.
- Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except during meals.
- Facial coverings must be worn in classrooms by all grades 6-8 students.

Hygiene

- Students will be provided with adequate supplies to support healthy hygiene (includes soap, hand sanitizer, paper towel, and tissue).
- Signs will be posted in the hallways and lavatories that demonstrate the proper techniques for hand washing.
 - Faxon will 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.
 - Staff and students will be educated with the proper way to cough and sneeze into your elbow or cover with a tissue.
 - Used tissues will be disposed of in the trash and hand washed immediately using proper hygiene techniques.
 - Frequent checks and refills of soap and hand sanitizer will occur.



- Students and teachers will have scheduled hand washing every 2-3 hours.
 - Faxon will provide handwashing and hand sanitizing stations throughout the school.
 - Faxon will limit the sharing of personal items and supplies.
-
- Students will have their own individual containers to store personal supplies.
 - Faxon will limit the use of classroom materials to small groups and disinfecting between use.

Spacing, Movement, and Access

- Temperatures will be taken, and screening questions asked of ANYONE (staff, students, parents, guardians, visitors, etc.) entering the school.
- Desks will be spaced 6 feet apart in classrooms.
- Class sizes will be kept to the level afforded by necessary spacing requirements.
- Students will be spaced as far apart as feasible in classrooms where large tables are being used.
- If possible, all desks will be facing in the same direction - towards the front of the room.
- Teachers will maintain at least 6 feet apart from students.
- No family members or guests will be allowed in the school building except under extenuating circumstances determined by the school or district administration
- Faxon will post signs for social distancing.
- Six-foot distancing and line-formation signage will be posted throughout the school.
- Faxon will provide social distancing floor /seating markings in the waiting and reception area.
- Signs will be posted on the doors of restrooms to indicate proper social distances and hand hygiene techniques.
- All guests coming into the building will be screened for symptoms, wear a facial covering, and wash/sanitize hands before entering.
- Records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
- Classrooms with windows will be opened as much as possible, weather permitting.
- Faxon will cohort groups of students to isolated hallways or areas that are monitored.
- Students will remain with their grade-level class (cohorting) for the entire school day. Students will only leave their cohorted class for Spanish and physical education.
- Faxon's average class size, if school was fully in-person, is 14. Our classrooms can safely and socially distance our students in an in-person instructional model.



- Students and staff will keep 6 feet of distance between themselves in the hallways. Staggered movements of incremental intervals will be used to minimize the number of students and staff in the hallways.
- Hallway flow of traffic will be directed in one direction.
- Faxon's entry and exit door is the same door. It is the door in the circular drive on Northwestern Highway side of the building. The door will be used for school arrival between 7:45 and 8:00 a.m. and departure between 3:20 and 3:35 p.m. Students, parents/guardians, and staff must use the main entrance on the Civic Center Drive side of the building during all other times.
- Faxon staff will monitor arrivals and dismissals to discourage congregating and ensure students go straight from a vehicle to his/her classroom and vice-versa.
- When possible, physical education will be held outside, and social distancing of six feet will be practiced.

Screening Schools and Staff

- Faxon will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Faxon will identify and designate a quarantine area and a staff person to care for students who become sick at school.
- Students who become ill with symptoms of COVID-19 will be placed in an identified area with a surgical mask in place until they can be picked up.
- Faxon staff members caring for these students will wear a surgical mask, with the exception of students with special needs requiring personalized procedures in which an N95 mask is required.
- Symptomatic students sent home from school will be kept home until they test negative or have completely recovered according to CDC guidelines.
- Faxon students and staff will conduct self-examination, including a temperature check prior to coming to school. If they exhibit any respiratory or gastrointestinal symptoms or have a temperature of 100.4 or higher, will be asked to stay home.
- Records, including date and time, will be kept of non-employees or other visitors entering and exiting the building.
- MI Symptoms, an entry screening procedure for employees, has been adopted by Faxon. Staff will complete the screener BEFORE reporting to work. The staff member must have a **not** 'At Risk' result to enter the building.
- Students must complete an entry screener and have their temperature checked BEFORE entering the building. A satisfactory temperature is below 100.4. Parents and guardians are encouraged to check their child's temperature every morning using an oral or a temporal scanner.



- Students with a temperature of 100.4 or higher will be kept home and considered for coronavirus testing if symptoms of COVID-19 are present.
- Families will be encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough, or shortness of breath, should prompt the family to keep the child home from school and to follow up with their primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Faxon will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parents or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19 or have been released from isolation according to the CDC guidelines.
- Families will be notified of the presence of any laboratory positive clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed cases of COVID-19 immediate efforts will be made to contact any close contact (those who spent more than 15 minutes less than six feet apart in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff will be closely monitored for any symptoms of the COVID -19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians will be encouraged to check their child's temperatures at home every morning using oral, tympanic (ear), or temporal scanners.
- Students with a temperature of 100.4 or higher, must stay home and consider coronavirus testing.
- Parents and guardians will be encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.



Responding to Positive Tests Among Staff and Students

Faxon staff and families will receive a one-page Responding to Positive Tests Among Staff and Students handout to highlight this Phase 4 section of the COVID-19 Preparedness and Response Plan.

- Faxon Academy will cooperate with the local public health department if a confirmed case of COVID-19 is identified, in particular, must collect the contact information for any close contacts of all affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.
- Faxon will notify local health officials, staff, and students immediately of any positive case of COVID-19 while maintaining confidentiality consistent with the American with Disabilities Act (ADA) and other applicable federal and state privacy laws.
 - 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 and 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 who require quarantine. Faxon will help the local health department by collecting data and contact information of those exposed.
 - Faxon will provide staff with guidance on confidentiality laws and statutes that protect students and staff health information. Students' 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 the 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.
- When possible, 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 Extra-Curricular Activities

- Faxon will prohibit indoor assemblies that bring together students from more than one classroom.
- Classroom and outdoor areas will be used for students to eat meals at school if distancing guidelines can be met.
- Faxon Academy does not have a food service program. Students bring their lunch and snacks to school to be consumed in their classrooms with their assigned teacher.
 - Students and staff will wash their hands before and after every meal and event.
- Large scale assemblies of more than 50 students are prohibited.
- All off-site field trips that require bus transportation to and indoor location are suspended.
- Recess will be conducted outside, whenever possible, with appropriate social distancing and cohorting of students. Only one class will be allowed for recess at a time.
- When possible, Faxon will offer telecasting of assemblies and other school-sanctioned events. Extracurricular activities may continue with the use of facial coverings.

Athletics

- Faxon Academy does not have an athletics program.

Cleaning

- Frequently touched surfaces, including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either EPA approved disinfectant or diluted bleach solutions.
- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA approved disinfectant or diluted bleach solution.
- Students desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- Faxon will ensure the safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff will wear gloves, surgical masks, and face shields when performing all cleaning activities.



Busing and Student Transportation

- Faxon Academy students are transported to and from school by parents, guardians, siblings, family members, etc. Faxon does not have bus service.

Medically Vulnerable Students and Staff

- Faxon will systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Faxon will create a process for students/families and staff to self-identify at high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Pertaining to medically vulnerable students, Faxon will revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and school leaders and improve its effectiveness. Learning plans will be shared with all involved stakeholders.
- Faxon staff caring for students and providing any medical care that includes aerosol-generating procedures (e.g., nebulizers) will have an N95 mask.
- Faxon will enable staff who are at high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.



Phase 4 Mental & Social-Emotional Health

Faxon Academy students live in Oakland and Wayne County. To appropriately refer our students and parents/guardians to the appropriate mental and social-emotional health agencies, Faxon established a partnership with the Oakland County Health Division: South Oakland Health Center – Southfield Office and Wayne County Health Department.

Staff, parents, guardians, students, and the school community can click on or copy-and-paste the following links into their browser for some valuable resources:

- [Faxon Academy Website](#)
- [MDE COVID-19 Social and Emotional Learning \(SEL\) Resources](#)
- [MDE COVID-19 Education Information and Resources](#)
- [MDE Learning at a Distance Guidance](#)
- [MDE Online Instructional Resources](#)
- [Oakland Schools COVID-19 Resource Documents](#)
- [TRAILS to Well Being: Effective Mental Health Services](#)
- [Michigan COVID-19 Website](#)

Global Psychological Services (GPS) and Faxon Academy staff joined forces to create the Faxon Academy COVID-19 Mental and Social-Emotional Response Team (MSERT). The MSERT will meet via a teleconference in early August to discuss the role of each team member. One GPS staff member will be designated as the GPS MSERT contact, and one Faxon Academy staff member will be designated as the Faxon Academy MSERT contact. Faxon’s MSERT plan will be posted on the Faxon Academy website. The MSERT contacts will be listed on our website should families and Faxon staff have a need to pursue mental and social-emotional health services.



Faxon Academy will:

- provide the Oakland and Wayne County Health Departments contact information for families requesting contact information for mental health services. The Oakland and Wayne County Health Departments screenings are compliant with HIPAA and FERPA policies.
- establish and communicate mental and social-emotional health guidelines to all staff and families for referrals to Faxon’s MSERT.
- provide Faxon staff with timely, responsive, and ongoing professional development (PD), as well as the needed tools, resources, and implementation support. Social-emotional learning (SEL), trauma-informed best practices, identification of students at-risk, proper local referral protocols, and self-care to promote holistic wellness and resilience, and how to prevent burnout and vicarious trauma are examples of some PD topics.
- establish a comprehensive crisis management plan that leverages available internal and external community-based resources that can be efficiently activated when needed (e.g., loss of a student, loss of a staff member, loss of a family member).
- compile and regularly update comprehensive lists of wellness resources available to both Faxon staff and families. Some of the resource links are listed on pages 17, 38, and 58 of this plan.
- provide self-care resources ([TRAILS Helpful Resources for COVID-19](#)) for Faxon parents/guardians and staff, including [Resiliency Strategies](#).
- designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- leverage MDE resources for Faxon staff and families’ mental health support.
- activate communication channels for Faxon’s stakeholders to address mental health concerns resulting from COVID-19. Faxon will establish a separate email address for our families to request a call back to receive the contact information for mental health agencies. Private information will not be emailed.



- establish ongoing reporting protocols for Faxon staff to evaluate physical and mental health status as detailed in the crisis management plan.
- communicate with Faxon’s parents and guardians, via a variety of communication channels (emails, telephone calls, and teleconferencing), regarding information about returning to school which includes:
 - [destigmatization of COVID-19](#),
 - understanding normal behavioral response to crises,
 - general best practices of talking through trauma with children, and
 - positive self-caring strategies that promote health and wellness.

The following Oakland Schools COVID-19 and Well-Being Evaluating, Measuring, and Assessing Needs link provides guidance for districts to consider on how to evaluate, measure, and assess well-being within their school communities.

[Oakland Schools COVID-19 and Well-Being](#)



2020-2021 School Year Schedule for Phase 4

Faxon Academy Hybrid Instructional Model

Some Students In-Person, Some Students Remote

Hour	Time	K-1	2-3	4-5	6-8
1	8:00 – 9:10 am	ELA	Physical Ed.	ELA	Math ELA
2	9:15 – 10:10 am	Math	ELA	Physical Ed.	Math ELA
3	10:15 – 11:10 am	Spanish	Math	Math	Physical Ed.
4	11:15 am – 12:10 pm	Lunch/Recess	Lunch/Recess	Lunch/Recess	Spanish
5	12:15 to 1:10 pm	Physical Ed.	Science	Science	Lunch/Recess
6	1:15 – 2:10 pm	Social Studies	Spanish	Social Studies	Soc Stu Sci
7	2:15 – 3:20 pm	Science	Social Studies	Spanish	Soc Stu Sci
					Social Studies Science

1 + 2 + 3 + 5 + 6 = 4. See below for the explanation!

In-Person Learning
Socially Spacing will Occur!



Hybrid Model

Teacher teaches in-person & remotely at the same time, live interaction (**synchronous**). Students move in and out of **asynchronous** assignments, independent work.

At Home (Remote) Learning



MI Safe Start Plan

1 Uncontrolled growth	2 Persistent spread	3 Flattening	4 Improving	5 Containing	6 Post-pandemic
What's happening with the disease? Increasing number of new cases every day, likely to overwhelm the health system	Continue to see high case levels with concern about health system capacity	Case growth is gradually declining	Cases, hospitalizations and deaths are clearly declining	Continued case and death rate improvements and outbreaks can be quickly contained	Community spread not expected to return

The MI Safe Start Plan Phases 1 + 2 + 3 + 5 + 6 are BLENDED to create Phase 4 (Part School, Part Remote).



Schedule Notations:

- The above schedule is **hybrid**, some students receiving in-person instruction, and some students receiving remote instruction. Teachers are simultaneously teaching both groups, in-person and remote, at the same time. Students will receive synchronous (live) and asynchronous instruction (independent practice activities, videos, etc.). Students receiving in-person instruction will be socially distanced, in groups of 12 or less, and follow the face covering and cleaning protocols.
- In a hybrid model, students receiving Special Education services, 504 accommodations, and Title I support will receive their services, accommodations, and support, when possible, at school. If a parent or guardian prefers remote only instruction, the student will remotely receive his/her services and accommodations using the one-to-one model.

Multidisciplinary Evaluation Teams (METs) will meet remotely to complete Individualized Education Programs (IEPs). Digital signatures will be obtained when possible. Title I students can remotely receive their reading and math support in small groups – three or fewer students.

- The schedule for Phases 1-3, Phase 4, Phase 5, and Phase 6 is the same. The MI Safe Start Plan phases can be fluid. That is, at the start of school, Michigan could be in Phase 4. One month later (October), Michigan could be in Phase 5 or 6 (in-person teaching). The following month (November), Michigan could have a sizeable increase in the number of COVID-19 cases, with related deaths, and move to Phase 2 (remote only). Our schedule is consistent: school start and end times, class structure and times, lunch/recess times, staffing, etc. Students, parents, guardians, family members, and friends do not have to keep track of what phase Michigan is in to know how the school day is structured. It is the SAME schedule regardless of the phase Michigan is experiencing. During these unprecedented times, we want our families not to be concerned with phases, school schedules, and the needed safety and cleaning protocols. Faxon will provide a consistent school/class schedule and practice safe and cleaning protocols for the entire school year to remove the inward health concerns of our Faxon Families.
- Faxon administrators, teachers, and support staff will build on the school-family healthy and trusting relationships we have established. We will build a healthy and trusting relationship with our new families. Our staff will build a strengthened partnership with our county and local health departments. The partnership will enable us to acquire the



needed mental, social-emotional, and health resources and referral contact information for our families.

- To limit movement in the building, students will remain in the same classroom for the entire school day, other than to report to Spanish and physical education. Lunch will be eaten in the classroom. During recess, students will only be outside, or in the school, with their core class. Students **WILL NOT** commingle with other core classes.
- At the beginning of first hour and the end of seventh hour, students will participate in Social-Emotional Learning (SEL) activities. The SEL activities will connect students with a compassionate adult in an environment that includes their classmates. Ten-minute SEL activities will be facilitated by each core teacher. Core teachers will receive SEL professional development (PD). Once trained, teachers will be skilled SEL practitioners.
- The above hybrid schedule meets the 180-day instructional and 1098-hour requirements.
- Grades 6-8 has two half-time certified teachers. Teacher 1 is assigned for a full day on Monday and Tuesday and a half-day on Wednesday. Teacher 2 is assigned for a half-day on Wednesday and a full day on Thursday and Friday.
- The scheduled Lunch/Recess hour provides time for students to eat a nutritious meal, get some needed exercise, or relax before their afternoon classes.
- At the end of the school day, teachers
 - are responsible for providing dismissal assistance. Teachers will ensure that their seventh-hour class follows the cleaning of hands protocol, social distancing rule in the classroom, hallway, and dismissal areas, and only leave with the authorized family member.
 - maintain their office hour responsibility until 4 pm.
 - attend all after-school scheduled staff meetings.



Phase 4 Operations

The following addresses Faxon Academy's operational plan in the event that we are required to close our in-school instructional model, including the deployment of digital learning technology devices and transition to a fully remote learning environment. We created a class schedule that easily transitions between the three instructional models: fully remote, hybrid, and fully in-person (part remote and part in-person). Faxon is beginning the 2020-2021 school year with the hybrid instructional model. Approximately seventy-eight percent (78%) of our families prefer the fully remote instructional model. Eleven percent (11%) prefer in-person, and eleven percent (11%) prefer the hybrid model. Faxon typically enrolls approximately seventy-five (75) students. We must ensure that we do not lose any Faxon family due to our instructional model design. So, our parents will be able to select any one of the instructional models we have created. Thus, moving from one instructional model to another will be seamless. Distributing technology devices to families without technology devices is a one-day process. Our class schedule is the same, so losing instructional time with transitioning will not occur. The following information is also listed in the instructional sections in Phase 4 and Phase 5.

- Faxon's class schedule for Phases 1-3, Phase 4, Phase 5, and Phase 6 is the same. The MI Safe Start Plan phases can be fluid. That is, at the start of school, Michigan could be in Phase 4. One month later (October), Michigan could be in Phase 5 or 6 (in-person and/or remote instruction). The following month (November), Michigan could have a sizeable increase in the number of COVID-19 cases, with related deaths, and move to Phase 2 (remote only). Our schedule is consistent: school start and end times, class structure and times, lunch/recess times, staffing, etc. Students, parents, guardians, and family members do not have to keep track of what phase Michigan is in to know how the school day is structured. It is the SAME schedule regardless of the phase Michigan is experiencing. During these unprecedented times, we want our families to have certainty regarding phases, school schedules, and the needed safety and cleaning protocols. Faxon will provide a consistent school/class schedule and practice safe classroom and thorough cleaning protocols for the entire school year to remove the inward health concerns of our Faxon Families.



Facilities

Faxon Academy's maintenance team

- has completed an audit of the necessary cleaning and disinfection supplies.
- has prepared the school for the return of students on August 31, 2020.
- executed school cleaning and disinfection protocols according to the [CDC School Decision Tree](#).
- wore, and will continue to wear, surgical masks when performing cleaning duties.
- will coordinate with [Local Emergency Management Programs \(LEMP\)](#) for support with the procurement of cleaning and disinfection supplies.
- has received cleaning and disinfecting guidance for our school and playground. Additionally, our maintenance team has received guidance regarding the cleaning and sanitizing of frequently touched surfaces. The maintenance team and custodian will track and review OSHA and CDC cleaning and sanitizing guide alerts and updates.
- has received training COVID-19 cleaning and sanitizing training. The training is ongoing.
- has deep cleaned the building in preparation for the opening of school. Cleaning will continue to prepare for our August 31, 2020 start date.
- has maintained the school during the summer vacation.
- has checked the HVAC system to ensure that it is properly and efficiently working.
- has checked and changed air filters.
- has distributed wastebaskets, tissues, and CDC-approved soap throughout the school.
- has clearly mounted signage throughout the school regarding handwashing, cough etiquette, and nose blowing. Teachers will verbally inform students (in-person and remotely) about the signage. The signage listings will also be shared with families via Faxon's email system and MISTAR – Faxon's Student Information System (SIS).
- will follow CDC guidance about the use of facial coverings and special respirators to use when performing cleaning duties.
- has determined
 - the number of available classrooms and the respective square footage of each classroom,
 - the number of students that can be socially distanced in each classroom,
 - the availability of additional spaces (lunchroom, gym, auditorium, etc.), and the ventilation in each classroom.



- adjusted the placement of desks to allow for a six-foot distance.
- has ensured, by measuring, that 12 students can be accommodated with socially distancing by at least six feet apart.
- installed markings and signage on floors and walls, ensuring that students remain six feet apart when moving through entry and exit doors, classroom doors, and hallways.
- will ensure that cleaning and disinfecting will occur daily with special emphasis on high-touch surfaces.
- ensure that HVAC system filters will be changed monthly with filters to ensure clean air in all school areas.
- has posted signs throughout the building promoting safe practices.
- will ensure that the school is properly ventilated and has increased air circulation (e.g. opening doors and windows where possible).
- will ensure that hand-sanitizing stations will be placed throughout lavatories, classrooms, and hallways.
- will ensure that regardless of the reopening model used (e.g., traditional remote, hybrid with some students in school and others learning remotely, or all in-person), that the building will accommodate student and staff needs.
- will abide by the recommendations from the Centers for Disease Control and Prevention regarding social distancing, sanitation, building cleaning, and regularity of facilities upkeep and sanitation.
- will address the fiscal and resource requirements for buildings to be safe, healthy, and aligned with CDC recommendations (e.g., thermometers, electronic scanning equipment, wipes and sanitation supplies, requirements for upkeep of sanitation procedures).
- will create a plan to determine how staff, students, and visitors will move throughout the building.

Faxon Academy

- is a one-school/building program. No other building is available for use.
- does not have security staff.
- has done a facility walk-through with the custodial team to ensure that the classrooms, common spaces, and exterior are ready for staff and students.
- will procure level-1 facial coverings for preK-5 teachers, low-income students, and students with special needs.
- will procure level-1 surgical masks for cleaning and janitorial staff.



Budget, Food Service, Enrollment, and Staffing

- Each day, prior to reporting to school **AND** before the temperature check step, each Faxon employee and student **MUST** complete the MI Symptoms Wellness Check. Parents/guardians will complete the MI Symptoms Wellness Check for their child(ren). If the MI Symptoms Wellness Check indicates that the Faxon employee or student is ‘At Risk,’ the employee or student cannot enter the building. If the MI Symptoms Wellness Check indicates that the employee or student has not completed the MI Symptoms Wellness Check the employee or student (parent/guardian for the student) **MUST** complete the wellness check before entering the building
- Parents, guardians, and family members drop off and pick up Faxon students. Students must be dropped off in the circular drive on Northwestern Highway. Before entering the building, each student’s MI Symptoms Wellness Check report will be checked. The report has to indicate that the student is **not** ‘At Risk.’ Next, the student’s temperature will be checked. If the student has an acceptable MI Symptoms report and satisfactory temperature level, the student will be permitted to enter the building.
- Each day, each employee and student **MUST** have their temperature checked **BEFORE** entering the building. A touchless thermometer will be used for temperature checks. Employees and students with a temperature at or above 100.4 will not be permitted to enter the building. Employees and students with temperatures at or above 100.4 must return home and follow the COVID-19 safety check protocols.
- An “isolation area” will be designated so that anyone who experiences COVID-19 symptoms, or feels unwell, can be isolated from others while additional steps are taken to seek care.
- Faxon will promote mitigation practices such as staying home when sick, required wearing of face coverings in areas where maintaining six feet of distance is not possible.
- Large groups cannot congregate unless social distancing can be maintained (e.g. meals eaten in classrooms, not in lunchrooms).
- Face coverings and gloves (if required) will be made available for staff and students who do not have their own.
- Non-essential visitors’ and volunteers’ visitation will be limited. All visitors must wear a mask.
- Face coverings will be required when physical distancing is not possible.
- Faxon has one vacant teaching position. Our Human Resources team will fill our one vacant position.
- Faxon does not have a food service program. Students will bring, as they have done in the past, their lunch and snacks. Students will eat their lunch in their classroom under the supervision of their certified core teacher. Remaining in the classroom for each class,



other than physical education and lavatory use, reduces the chances of students connecting with students that are not in their cohort class.

- The Faxon Academy School District has one school. All technology devices are housed at Faxon Academy. We have a technology device distribution and collection system. The distribution and collection systems were established during the Continuity of Learning Plan remote learning timeframe when all Michigan schools were closed for in-person instruction.
- Faxon Academy has a 2020-2021 school year calendar. The calendar includes 180 days of instruction. The remote instructional day is 6 hours and 20 minutes long. The in-person instructional day is 6 hours and 55 minutes long. Classes begin at 8:00 am, and the school day ends at 3:20 pm. Both instructional models, remote and in-person, meet the 1,098 clock hours required by MDE. Students are required to attend school (remotely or in-person), based on their schedule, every day. We expect our principal, office manager, teachers, and support staff to be available each day for in-person instruction.
- Faxon has conducted staff and student outreach to determine who is returning for the 2020-2021 school year.
- Parents and guardians were contacted to determine which instructional model (remote, hybrid, or in-person) they preferred.
- No additional staff is needed for the 2020-2021 school year.
- Faxon will seek guidance on applying for and using the CARES Act for funding for key purchasing (cleaning materials, Personal Protection Equipment (PPE, etc.).
- Faxon has emailed and called families to inform them of the possible instructional models, the return date, COVID-19 updates, and other relevant return-to-school information.
- Faxon is currently updating our Student Handbook.
- Faxon's administrative team met to review the 2020-2021 school budget.
- Three (3) master schedules were created. One was created for fully remote, one for a hybrid (part remote and part in-person) instructional model, and one for an in-person instructional model. There is a master schedule for Phases 1-3, Phase 4, and Phases 5 and 6. The start and end times are the same, so families will not have to adjust their family schedule because Michigan's Phase level changed. The assigned teachers, and the times classes are scheduled, are the same to create consistency during this unprecedented time.



Technology

Faxon Academy's administration surveyed our Faxon families in March, June, and July 2020 to assess the level of Internet connectivity and technology devices. During the initial school closing that began on March 16, 2020, each Faxon family had Internet connectivity and a technology device. Faxon loaned twelve families an iPad during the March to June school closure. Based on our most recent survey, all returning and new students, for the upcoming 2020-2021 school year, have Internet connectivity. Families without a technology device will be loaned a technology device.

Each staff member is fully engaged in their duties for which they have been employed to perform. No staff member, in a fully remote, hybrid, or fully in-person instructional model, can be redeployed. Fortunately, our staff volunteer to serve on several committees, simultaneously.

Faxon Academy has contracted a new IT services company. The company has

- set up wi-fi at our new location.
- created a routine to remove malware and fix standard issues, including screen, keyboard, or battery replacement.
- established an asset tracking tool.
- repaired, replaced, and sanitized our technology devices for the 2020-2021 school year.

Faxon's instructional staff

- will receive technology PD.
- will learn how to navigate Google Suite (Classroom, Meet, and Slides), Discovery Education, and the Michigan Department of Education (MDE) standards website.
- will become proficient with using their assigned technology device to enable them to technologically teach in the school and online settings.

Faxon Academy

- will ensure that technology-driven curriculum and instruction accommodate the needs for personalization and differentiation among ALL students (Special Education, 504, ELL., etc.).
- has designated its new IT services company as its single point of contact for technological needs.
- developed a district technology plan that includes guidance for teachers. Teachers are currently receiving G Suite for Education professional development. Teachers will



receive additional curriculum and instruction PD to assist with writing lesson plans and delivering instruction in a hybrid instructional model (remote and in-person).

- has identified its new IT services company to support teacher technology use.
- will recruit a cadre of parents and guardians to act as liaisons to support our technology communication system.
- has a district-wide procedure for the return and inventory of district-owned technology devices as part of a return to school technology plan. Faxon and its IT services company have and will continue to
 - safely pack technology devices collected at Faxon.
 - sanitize the technology devices before repair or replace.
 - order needed accessories.
 - maintain Faxon's technology devices.
- will develop a technology support plan for families.
- will continue to monitor device usage and compliance with online learning programs by reviewing the online platform usage reports.
- ensure that EACH student can submit assignments and be evaluated accordingly. During teachers first day of remote teaching, teachers will complete the technology checklist that includes each student's ability to
 - login to the online software,
 - navigate the online software,
 - locate, download, complete, and submit assignments, and
 - properly logout of the online software.
- has scheduled and will continue to schedule teacher PD sessions related to technology, curriculum, teaching and learning, and Social-Emotional Learning, etc.
- review and update relevant technology policies, including privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- will ensure every student has access to the appropriate technology and connectivity needed to continue learning.
- will deploy, as needed, digital learning technology devices to enhance remote learning.
- created a Google Drive folder that contains the online resources that were created, published, and distributed by Faxon staff during the March 16, 2020 to June 12, 2020 closure.
- will frequently review issue tracking and inventory results as a way of understanding the quality and progress of technology processes.
- will compile technology lessons for inclusion in the district's updated learning plan.
- will continue infrastructure evaluations until all issues are resolved.
- did not have any technology issues during the March 16, 2020 to June 12, 2020 closure of school.



Faxon Academy's new IT services company

- has a routine for removing malware and resolving standard issues including screen, keyboard, or battery replacement. The new IT services company leads the routine initiative.
- has an asset tracking tool.
- has prepared the infrastructure by testing every Wi-Fi access point and the wired network device.

Transportation

- Faxon Academy students are transported to and from school by parents, guardians, siblings, family members, etc. Faxon does not have bus service.



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

Phase 5 Safety Protocols

Personal Protection Equipment (PPE)

- At Faxon Academy, staff, students, parents, guardians, and visitors will wear a face covering while on school property. Facial coverings may be removed during lunchtime.
 - Any staff member or student who cannot medically tolerate a face covering or is unable to remove the facial covering without assistance will not have to wear a facial covering and subsequently will be socially distanced in a classroom or meeting space. Medical documentation is needed to receive a waiver of wearing a face covering.
 - Students in grades K-5 who remain with their classes throughout the school day, and do not come in close contact with students from another class, do not need to wear a face covering.
 - Facial coverings can be homemade or disposable level-one surgical masks. Homemade surgical masks must be washed daily. The disposable mask must be disposed of at the end of the day.
 - Surgical masks will be provided for prek-5 and special education teachers.
- Facial coverings must always be worn in hallways and common areas by preK-12 students in the building except during meals.
- Facial coverings must be worn in classrooms by all grades 6-8 students.

Hygiene

- Students will be provided with adequate supplies to support healthy hygiene (includes soap, hand sanitizer, paper towel, and tissue).
- Signs will be posted in the hallways and lavatories that demonstrate the proper techniques for handwashing.
 - Faxon will teach and reinforce handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol.
 - Staff and students will be educated with the proper way to cough and sneeze into your elbow or cover with a tissue.
 - Used tissues will be disposed of in the trash and hand washed immediately using proper hygiene techniques.
 - Frequent checks and refills of soap and hand sanitizer will occur.
 - Students and teachers will have scheduled hand washing every 2-3 hours.



- Faxon will provide handwashing and hand sanitizing stations throughout the school.
- Faxon will limit the sharing of personal items and supplies.
- Students will have their own containers to store personal supplies.
- Faxon will limit the use of classroom materials to small groups and disinfecting between use.

Spacing, Movement, and Access

- Temperatures will be taken, and screening questions asked of ANYONE (staff, students, parents, guardians, visitors, etc.) entering the school.
- Desks will be spaced 6 feet apart in classrooms.
- Class sizes will be kept to the level afforded by necessary spacing requirements.
- Students will be spaced as far apart as feasible in classrooms where large tables are being used.
- If possible, all desks will be facing in the same direction - towards the front of the room.
- Teachers will maintain at least 6 feet apart from students.
- No family members or guests will be allowed in the school building except under extenuating circumstances determined by the school or district administration
- Faxon will post signs for social distancing.
- Six-foot distancing and line-formation signage will be posted throughout the school.
- Faxon will provide social distancing floor /seating markings in the waiting and reception area.
- Signs will be posted on the doors of restrooms to indicate proper social distances and hand hygiene techniques.
- All guests coming into the building will be screened for symptoms, wear a facial covering, and wash/sanitize hands prior to entering.
- Records, including date and time, will be kept of non-school employees or other visitors entering and exiting the building.
- Classrooms with windows will be opened as much as possible, weather permitting.
- Faxon will cohort groups of students to isolated hallways or areas that are monitored.
- Students will remain with their grade-level class (cohorting) for the entire school day. Students will only leave their cohorted classes for Spanish and physical education.
- Faxon's average class size, if school was fully in-person, is 12. Our classrooms can safely and socially distance our students in an in-person instructional model.
- Students and staff will keep 6 feet of distance between themselves in the hallways. Staggered movements of incremental intervals will be used to minimize the number of students and staff in the hallways.



- Hallway flow of traffic will be directed in one direction.
- Faxon's entry and exit door is the same door. It is the door in the circular drive on Northwestern Highway side of the building. The door will be used for school arrival between 7:45 and 8:00 a.m. and departure between 3:20 and 3:35 p.m. Students, parents/guardians, and staff must use the main entrance on the Civic Center Drive side of the building during all other times.
- Faxon staff will monitor arrivals and dismissals to discourage congregating and ensure students go straight from a vehicle to his/her classroom and vice-versa.
- When possible, physical education will be held outside, and social distancing of six feet will be practiced.

Screening Schools and Staff

- Faxon will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Faxon will identify and designate a quarantine area and a staff person to care for students who become sick at school.
- Students who become ill with symptoms of COVID-19 will be placed in an identified area with a surgical mask in place until they can be picked up.
- Faxon staff members caring for these students will wear a surgical mask, with the exception of students with special needs requiring personalized procedures in which an N95 mask is required.
- Symptomatic students sent home from school will be kept home until they test negative or have completely recovered according to CDC guidelines.
- Faxon students and staff will conduct self-examination, including a temperature check prior to coming to school. If they exhibit any respiratory or gastrointestinal symptoms or have a temperature of 100.4 or higher, will be asked to stay home.
- Records, including date and time, will be kept of non-employees or other visitors entering and exiting the building.
- MI Symptoms, an entry screening procedure for employees, has been adopted by Faxon. Staff will complete the screener BEFORE reporting to work. The staff member must have a **not** 'At Risk' result to enter the building.
- Students must complete an entry screener and have their temperature checked BEFORE entering the building. A satisfactory temperature is below 100.4. Parents and guardians are encouraged to check their child's temperature every morning using an oral or a temporal scanner.
- Students with a temperature of 100.4 or greater will be kept home and considered for coronavirus testing if symptoms of COVID-19 are present.
- Families will be encouraged to monitor their children for symptoms of COVID-19. The presence of any symptoms, including cough, or shortness of breath, should prompt the



family to keep the child home from school and to follow up with their primary care provider.

Testing Protocols for Students and Staff and Responding to Positive Cases

- Faxon will cooperate with the local public health department regarding implementing protocols for screening students and staff.
- Students who develop a fever or become ill with COVID-19 symptoms at school will wear a mask and be transported by their parents or guardian, emergency contact, or ambulance if clinically unstable, for off-site testing.
- Symptomatic students and staff sent home from school will be kept home until they have tested negative for COVID-19 or have been released from isolation according to the CDC guidelines.
- Families will be notified of the presence of any laboratory positive clinically diagnosed cases of COVID-19 in the classroom and/or school to encourage closer observation for any symptoms at home.
- In the event of a lab or clinically diagnosed cases of COVID-19 immediate efforts will be made to contact any close contact (those who spent more than 15 minutes less than six feet apart in close proximity to the student or staff member) so that they can be quarantined for 14 days at home. Students and staff will be closely monitored for any symptoms of the COVID -19. At this time, empiric testing of all students or staff members in the class is not recommended. Only those that develop symptoms require testing for COVID-19.
- Parents and guardians will be encouraged to check their child's temperatures at home every morning using oral, tympanic (ear), or temporal scanners.
- Students with a temperature of 100.4 or higher, must stay home and consider coronavirus testing.
- Parents and guardians will be encouraged to monitor for symptoms of COVID-19. The presence of any unexplained symptoms, including cough or shortness of breath, should prompt the parent or guardian to keep the student home from school and to follow up with their primary care provider.

Responding to Positive Tests Among Staff and Students

Faxon staff and families will receive a one-page Responding to Positive Tests Among Staff and Students handout to highlight this Phase 4 section of the COVID-19 Preparedness and Response Plan.

- Faxon Academy will cooperate with the local public health department if a confirmed case of COVID-19 is identified, in particular, must collect the contact information for any



close contacts of all affected individual from two days before he or she showed symptoms to the time when he or she was last present at school.

- Faxon will notify local health officials, staff, and students immediately of any positive case of COVID-19 while maintaining confidentiality consistent with the American with Disabilities Act (ADA) and other applicable federal and state privacy laws.
 - 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 and 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 who require quarantine. Faxon will help the local health department by collecting data and contact information of those exposed.
 - Faxon will provide staff with guidance on confidentiality laws and statutes that protect students and staff health information. Students' 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 the 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.
- When possible, 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 Extra-Curricular Activities

- Faxon will prohibit indoor assemblies that bring together students from more than one classroom.
- Classroom and outdoor areas will be used for students to eat meals at school if distancing guidelines can be met.
- Faxon Academy does not have a food service program. Students bring their lunch and snacks to school to be consumed in their classrooms with their assigned teacher.
 - Students and staff will wash their hands before and after every meal and event.
- Large scale assemblies of more than 50 students are prohibited.
- All off-site field trips that require bus transportation to and indoor location are suspended.
- Recess will be conducted outside, whenever possible, with appropriate social distancing and cohorting of students. Only one class will be allowed for recess at a time.



- When possible, Faxon will offer telecasting of assemblies and other school-sanctioned events. Extracurricular activities may continue with the use of facial coverings.

Athletics

- Faxon Academy does not have an athletics program.

Cleaning

- Frequently touched surfaces, including light switches, doors, benches, bathrooms, will undergo cleaning at least every four hours with either EPA approved disinfectant or diluted bleach solutions.
- Libraries, computer labs, arts, and other hands-on classrooms will undergo cleaning after every class period with either an EPA approved disinfectant or diluted bleach solution.
- Students desks will be wiped down with either an EPA-approved disinfectant or diluted bleach solution after every class period.
- Playground structures will continue to undergo normal routine cleaning, but using an EPA-approved disinfectant is unnecessary.
- Faxon will ensure the safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children, and with adequate ventilation when staff use products.
- Staff will wear gloves, surgical mask, and face shield when performing all cleaning activities.

Busing and Student Transportation

- Faxon Academy students are transported to and from school by parents, guardians, siblings, family members, etc. Faxon does not have bus service.

Medically Vulnerable Students and Staff

- Faxon will systematically review all current plans (e.g., Individual Healthcare Plans, Individualized Education Programs, Individualized Family Service Plans, or 504 plans) for accommodating students with special healthcare needs and update their care plans as needed to decrease their risk for exposure to COVID-19.
- Faxon will create a process for students/families and staff to self-identify at high-risk for severe illness due to COVID-19 and have a plan in place to address requests for alternative learning arrangements or work reassignments.
- Pertaining to medically vulnerable students, Faxon will revise the school's remote learning plan to incorporate feedback and input from teachers, families, students, and



school leaders and improve its effectiveness. Learning plans will be shared with all involved stakeholders.

- Faxon staff caring for students and providing any medical care that includes aerosol-generating procedures (e.g., nebulizers) will have an N95 mask.
- Faxon will enable staff who are at high-risk for severe illness to minimize face-to-face contact and to allow them to maintain a distance of six feet from others, modify job responsibilities that limit exposure risk, or to telework if possible.



Phase 5 Mental & Social-Emotional Health

Faxon Academy students live in Oakland and Wayne County. To appropriately refer our students and parents/guardians to the appropriate mental and social-emotional health agencies, Faxon established a partnership with the Oakland County Health Division: South Oakland Health Center – Southfield Office and Wayne County Health Department.

Staff, parents, guardians, students, and the school community can click on or copy-and-paste the following links into their browser for some valuable resources:

- [Faxon Academy Website](#)
- [MDE COVID-19 Social and Emotional Learning \(SEL\) Resources](#)
- [MDE COVID-19 Education Information and Resources](#)
- [MDE Learning at a Distance Guidance](#)
- [MDE Online Instructional Resources](#)
- [Oakland Schools COVID-19 Resource Documents](#)
- [TRAILS to Well Being: Effective Mental Health Services](#)
- [Michigan COVID-19 Website](#)

Global Psychological Services (GPS) and Faxon Academy staff joined forces to create the Faxon Academy COVID-19 Mental and Social-Emotional Response Team (MSERT). The MSERT will meet via a teleconference in early August to discuss the role of each team member. One GPS staff member will be designated as the GPS MSERT contact, and one Faxon Academy staff member will be designated as the Faxon Academy MSERT contact. Faxon’s MSERT plan will be posted on the Faxon Academy website. The MSERT contacts will be listed on our website should families and Faxon staff have a need to pursue mental and social-emotional health services.



Faxon Academy will:

- provide the Oakland and Wayne County Health Departments contact information for families requesting contact information for mental health services. The Oakland and Wayne County Health Departments screenings are compliant with HIPAA and FERPA policies.
- establish and communicate mental and social-emotional health guidelines to all staff and families for referrals to Faxon’s MSERT.
- provide Faxon staff with timely, responsive, and ongoing professional development (PD), as well as the needed tools, resources, and implementation support. Social-emotional learning (SEL), trauma-informed best practices, identification of students at-risk, proper local referral protocols, and self-care to promote holistic wellness and resilience, and how to prevent burnout and vicarious trauma are examples of some PD topics.
- establish a comprehensive crisis management plan that leverages available internal and external community-based resources that can be efficiently activated when needed (e.g., loss of a student, loss of a staff member, loss of a family member).
- compile and regularly update comprehensive lists of wellness resources available to both Faxon staff and families. Some of the resource links are listed on pages 17, 38, and 58 of this plan.
- provide self-care resources ([TRAILS Helpful Resources for COVID-19](#)) for Faxon parents/guardians and staff, including [Resiliency Strategies](#).
- designate a mental health liaison (school-based) who will work across the school, local public health agencies, and community partners.
- leverage MDE resources for Faxon staff and families’ mental health support.
- activate communication channels for Faxon’s stakeholders to address mental health concerns resulting from COVID-19. Faxon will establish a separate email address for our families to request a call back to receive the contact information for mental health agencies. Private information will not be emailed.



- establish ongoing reporting protocols for Faxon staff to evaluate physical and mental health status as detailed in the crisis management plan.
- communicate with Faxon’s parents and guardians, via a variety of communication channels (emails, telephone calls, and teleconferencing), regarding information about returning to school which includes:
 - [destigmatization of COVID-19](#),
 - understanding normal behavioral response to crises,
 - general best practices of talking through trauma with children, and
 - positive self-caring strategies that promote health and wellness.

The following Oakland Schools COVID-19 and Well-Being Evaluating, Measuring, and Assessing Needs link provides guidance for districts to consider on how to evaluate, measure, and assess well-being within their school communities.

[Oakland Schools COVID-19 and Well-Being](#)



Phase 5 Instruction

Phase 5 Schedule

Faxon Academy In-Person Instruction | 2020-2021 School Year

Hour	Time	K-1	2-3	4-5	6-8
1	8:00 – 9:10 am	ELA	Physical Ed.	ELA	Math ELA
2	9:15 – 10:10 am	Math	ELA	Physical Ed.	Math ELA
3	10:15 – 11:10 am	Spanish	Math	Math	Physical Ed.
4	11:15 am – 12:10 pm	Lunch/Recess	Lunch/Recess	Lunch/Recess	Spanish
5	12:15 to 1:10 pm	Physical Ed.	Science	Science	Lunch/Recess
6	1:15 – 2:10 pm	Social Studies	Spanish	Social Studies	Soc Stu Sci
7	2:15 – 3:20 pm	Science	Social Studies	Spanish	Soc Stu Sci
					Social Studies Science

Schedule Notations:

- The above **full in-person** schedule allows administration, teachers, students, parents/guardians, and others to enter the building with limited safety protocols. Faxon Academy will still practice safe distancing and cleaning protocols during Phases 5 and 6 of the MI Safe Start Plan for families that still have safety, health, and cleaning concerns. Teachers provide synchronous (live) and asynchronous instruction (independent practice activities, videos, etc.).
- In a full in-person instructional model, receiving Special Education services, 504 accommodations, and Title I support will receive their services, accommodations, and support at school. If a parent or guardian prefers remote only instruction, the student will remotely receive his/her services and accommodations using the one-to-one model. Multidisciplinary Evaluation Teams (METs) will meet at the school to complete Individualized Education Programs (IEPs). Signatures will be obtained when possible. Title I students will receive their reading and math support in small groups – three or fewer students.
- The schedule for Phases 1-3, Phase 4, Phase 5, and Phase 6 is the same. The MI Safe Start Plan phases can be fluid. That is, at the start of school, Michigan could be in



Phase 4. One month later (October), Michigan could be in Phase 5 or 6 (in-person teaching). The following month (November), Michigan could have a sizeable increase in the number of COVID-19 cases, with related deaths, and move to Phase 2 (remote only). Our schedule is consistent: school start and end times, class structure and times, lunch/recess times, staffing, etc. Students, parents, guardians, family members, and friends do not have to keep track of what phase Michigan is in to know how the school day is structured. It is the SAME schedule regardless of the phase Michigan is experiencing. During these unprecedented times, we want our families not to be concerned with phases, school schedules, and the needed safety and cleaning protocols. Faxon will provide a consistent school/class schedule and practice safe and cleaning protocols for the entire school year to remove the inward health concerns of our Faxon Families.

- Faxon administrators, teachers, and support staff will build on the school-family healthy and trusting relationships we have established. We will build a healthy and trusting relationship with our new families. Our staff will build a strengthened partnership with our county and local health departments. The partnership will enable us to acquire the needed mental, social-emotional, and health resources and referral contact information for our families.
- Even in Phases 4 and 5, Faxon will limit student movement in the building. Students will remain in the same classroom for the entire school day, other than to report to Spanish and physical education. Lunch will continue to be eaten in the classroom. During recess, students will only be outside, or in the school, with their core class. Students **WILL NOT** commingle with other core classes until our region is in Phase 6.
- At the beginning of first hour and the end of the seventh hour, students will participate in Social-Emotional Learning (SEL) activities. The SEL activities will connect students with a compassionate adult in an environment that includes their classmates. Ten-minute SEL activities will be facilitated by each core teacher. Core teachers will receive SEL professional development (PD). Once trained, teachers will be skilled SEL practitioners.
- The above full in-person schedule meets the 180-day instructional and 1098-hour requirements.
- Grades 6-8 have two half-time certified teachers. Teacher 1 is assigned for a full day on Monday and Tuesday and a half-day on Wednesday. Teacher 2 is assigned for a half-day on Wednesday and a full day on Thursday and Friday.



- The scheduled Lunch/Recess hour provides time for students to eat a nutritious meal, get some needed exercise, or relax before their afternoon classes.

- At the end of the school day, teachers
 - are responsible for providing dismissal assistance. Teachers will ensure that their seventh-hour class follows the cleaning of hands protocol, social distancing rule in the classroom, hallway, and dismissal areas, and only leave with the authorized family member.
 - maintain their office hour responsibility until 4 pm.
 - attend all after-school scheduled staff meetings.
 - attend all after-school scheduled staff meetings.



Phase 5 Operations

The following addresses Faxon Academy's operational plan in the event that we are required to close our in-school instructional model, including the deployment of digital learning technology devices and transition to a fully remote learning environment. We created a class schedule that easily transitions between the three instructional models: fully remote, hybrid (part remote and part in-person), and in-person. Faxon is beginning the 2020-2021 school year with the hybrid instructional model. Approximately seventy-eight percent (78%) of our families prefer the fully remote instructional model. Eleven percent (11%) prefer in-person, and eleven percent (11%) prefer the hybrid model. Faxon typically enrolls less than seventy-five (75) students. We must ensure that we do not lose any Faxon family due to our instructional model design. So, our parents will be able to select any one of the instructional models we have created. Thus, moving from one instructional model to another will be seamless. Distributing technology devices to families without technology devices is a one-day process. Our class schedule is the same, so losing instructional time with transitioning will not occur. The following information is also listed in the instructional sections in Phase 4 and Phase 5.

- Faxon's class schedule for Phases 1-3, Phase 4, Phase 5, and Phase 6 is the same. The MI Safe Start Plan phases can be fluid. That is, at the start of school, Michigan could be in Phase 4. One month later (October), Michigan could be in Phase 5 or 6 (in-person and/or remote instruction). The following month (November), Michigan could have a sizeable increase in the number of COVID-19 cases, with related deaths, and move to Phase 2 (remote only). Our schedule is consistent: school start and end times, class structure and times, lunch/recess times, staffing, etc. Students, parent, guardians, and family members do not have to keep track of what phase Michigan is in to know how the school day is structured. It is the SAME schedule regardless of the phase Michigan is experiencing. During these unprecedented times, we want our families to be worry-free regarding phases, school schedules, and the needed safety and cleaning protocols. Faxon will provide a consistent school/class schedule and practice safe classroom and thorough cleaning protocols for the entire school year to remove the inward health concerns of our Faxon Families.

Facilities

Faxon Academy's maintenance team

- has completed an audit of the necessary cleaning and disinfection supplies.



- has prepared the school for the return of students on August 31, 2020.
- executed school cleaning and disinfection protocols according to the [CDC School Decision Tree](#).
- wore, and will continue to wear, surgical masks when performing cleaning duties.
- will coordinate with [Local Emergency Management Programs](#) (LEMP) for support with the procurement of cleaning and disinfection supplies.
- has received cleaning and disinfecting guidance for our school and playground. Additionally, our maintenance team has received guidance regarding the cleaning and sanitizing of frequently touched surfaces. The maintenance team and custodian will track and review OSHA and CDC cleaning and sanitizing guide alerts and updates.
- has received training COVID-19 cleaning and sanitizing training. The training is ongoing.
- has deep cleaned the building in preparation for the opening of school. Cleaning will continue to prepare for our August 31, 2020 start date.
- has maintained the school during the summer vacation.
- has checked the HVAC system to ensure that it is properly and efficiently working.
- has checked and changed air filters.
- has distributed wastebaskets, tissues, and CDC-approved soap throughout the school.
- has clearly mounted signage throughout the school regarding handwashing, cough etiquette, and nose blowing. Teachers will verbally inform students (in-person and remote) about the signage. The signage listings will also be shared with families via Faxon's email system and MISTAR – Faxon's Student Information System (SIS).
- will follow CDC guidance about the use of facial coverings and special respirators to use when performing cleaning duties.
- has determined
 - the number of available classrooms and the respective square footage of each classroom,
 - the number of students that can be socially distanced in each classroom,
 - the availability of additional spaces (lunchroom, gym, auditorium, etc.), and the ventilation in each classroom.
- adjusted the placement of desks to allow for a six-foot distance.
- has ensured, by measuring, that 12 students can be accommodated with socially distancing by at least six feet apart.
- installed markings and signage on floors and walls, ensuring that students remain six feet apart when moving through entry and exit doors, classroom doors, and hallways.
- will ensure that cleaning and disinfecting will occur daily with special emphasis on high-touch surfaces.



- ensure that HVAC system filters will be changed monthly with filters to ensure clean air in all school areas.
- has posted signs throughout the building, promoting safe practices.
- will ensure that the school is properly ventilated and has increased air circulation (e.g., opening doors and windows where possible).
- will ensure that hand-sanitizing stations will be placed throughout lavatories, classrooms, and hallways.
- will ensure that regardless of the reopening model used (e.g., traditional in-person, bifurcated with some students in school and others learning remotely, or all remote), that the building will accommodate student and staff needs.
- will abide by the recommendations from the Centers for Disease Control and Prevention regarding social distancing, sanitation, building cleaning, and regularity of facilities upkeep and sanitation.
- will address the fiscal and resource requirements for buildings to be safe, healthy, and aligned with CDC recommendations (e.g., thermometers, electronic scanning equipment, wipes and sanitation supplies, requirements for upkeep of sanitation procedures).
- will create a plan to determine how staff, students, and visitors will move throughout the building.

Faxon Academy

- is a one-school/building program. No other building is available for use
- does not have security staff.
- has done a facility walk-through with the custodial team to ensure that the classrooms, common spaces, and exterior are ready for staff and students.
- will procure level-1 facial coverings for preK-5 teachers, low-income students, and students with special needs.
- will procure level-1 surgical masks for cleaning and janitorial staff.

Budget, Food Service, Enrollment, and Staffing

- Each day, before reporting to school **AND** before the temperature check step, each Faxon employee and student **MUST** complete the MI Symptoms Wellness Check. Parents/guardians will complete the MI Symptoms Wellness Check for their child(ren). If the MI Symptoms Wellness Check indicates that the Faxon employee or student is ‘At Risk,’ the employee or student cannot enter the building. If the MI Symptoms Wellness Check indicates that the employee or student has not completed the MI Symptoms Wellness Check, the employee or student (parent/guardian for the student) **MUST** complete the wellness check before entering the building. If the employee or student has



difficulty with their Internet connection, a one-time hard copy form must be completed and submitted.

- Parents, guardians, and family members drop off and pick up Faxon students. Students must be dropped off in the circular drive on Northwestern Highway. Before entering the building, each student's MI Symptoms Wellness Check report will be checked. The report has to indicate that the student is **not** 'At Risk.' Next, the student's temperature will be checked. If the student has an acceptable MI Symptoms report and satisfactory temperature level, the student will be permitted to enter the building.
- Each day, each employee and student **MUST** have their temperature checked **BEFORE** entering the building. A touchless thermometer will be used for temperature checks. Employees and students with a temperature at or above 100.4 will not be permitted to enter the building. Employees and students with temperatures at or above 100.4 must return home and follow the COVID-19 safety check protocols.
- An "isolation area" will be designated so that anyone who experiences COVID-19 symptoms, or feels unwell, can be isolated from others while additional steps are taken to seek care.
- Faxon will promote mitigation practices such as staying home when sick, required wearing of face coverings in areas where maintaining six feet of distance is not possible.
- Large groups cannot congregate unless social distancing can be maintained (e.g. meals eaten in classrooms not in lunchrooms).
- Face coverings and gloves (if required) will be made available for staff and students who do not have their own.
- Non-essential visitors' and volunteers' visitation will be limited. All visitors must wear a mask.
- Face coverings will be required when physical distancing is not possible.
- Faxon has one vacant teaching position. Our Human Resources team will fill our one vacant position.
- Faxon does not have a food service program. Students will bring, as they have done in the past, their lunch and snacks. Students will eat their lunch in their classroom under the supervision of their certified core teacher. Remaining in the classroom for each class, other than physical education and lavatory use, reduces the chances of students connecting with students that are not in their cohort class.
- The Faxon Academy School District has one school. All technology devices are housed at Faxon Academy. We have a technology device distribution and collection system. The distribution and collection systems were established during the Continuity of Learning Plan remote learning timeframe when all Michigan schools were closed for in-person instruction.
- Faxon Academy has a 2020-2021 school year calendar. The calendar includes 180 days of instruction. The remote instructional day is 6 hours and 20 minutes long. The in-



person instructional day is 6 hours and 55 minutes long. Classes begin at 8:00 am, and the school day ends at 3:20 pm. Both instructional models, remote and in-person, meet the 1,098 clock hours required by MDE. Students are required to attend school (remotely or in-person), based on their schedule, every day. We expect our principal, office manager, teachers, and support staff to be present each day for in-person instruction.

- Faxon has conducted staff and student outreach to determine who is returning for the 2020-2021 school year.
- Parents and guardians were contacted to determine which instructional model (remote, hybrid, or in-person) they preferred.
- No additional staff is needed for the 2020-2021 school year.
- Faxon will seek guidance on applying for and using the CARES Act for funding for key purchasing (cleaning materials, Personal Protection Equipment (PPE, etc.).
- Faxon has emailed and called families to inform them of the possible instructional models, the return date, COVID-19 updates, and other relevant return-to-school information.
- Faxon is currently updating the Student Handbook.
- Faxon’s administrative team met to review the 2020-2021 school budget.
- Three (3) master schedules were created. One was created for fully remote, one for hybrid (part remote, part in-person), and one for in-person. There is a master schedule for Phases 1-3, Phase 4, and Phases 5 and 6. The start and end times are the same, so families will not have to adjust their family schedule because Michigan’s Phase level changed. The assigned teachers and the times classes are scheduled are the same to decrease the level of confusion during this unprecedented time.

Technology

Faxon Academy’s administration surveyed our Faxon families in March, June, and July 2020 to assess the level on Internet connectivity and technology devices. During the initial school closing that began on March 16, 2020, each Faxon family had Internet connectivity and a technology device. Faxon loaned twelve families an iPad during the March to June school closure. Based on our most recent survey, all returning and new students for the upcoming 2020-2021 school year, have Internet connectivity. Families without a technology device will be loaned a technology device.



Each staff member is fully engaged in their duties for which they have been employed to perform. No staff member, in a fully remote, hybrid, or fully in-person model, can be redeployed. Fortunately, our staff volunteer to serve on several committees, simultaneously.

Faxon Academy has contracted a new IT services company. The company has

- set up wi-fi at our new location.
- created a routine to remove malware and fix standard issues, including screen, keyboard, or battery replacement.
- established an asset tracking tool.
- repaired, replaced, and sanitized our technology devices for the 2020-2021 school year.

Faxon's instructional staff

- will receive technology PD.
- will learn how to navigate Google Suite (Classroom, Meet, and Slides), Discovery Education, and the Michigan Department of Education (MDE) standards website.
- will become proficient with using their assigned technology device to enable them to technologically teach in the school and online settings.

Faxon Academy

- will ensure that technology-driven curriculum and instruction accommodate the needs for personalization and differentiation among ALL students (Special Education, 504, ELL, etc.).
- has designated its new IT services company as its single point of contact for technological needs.
- developed a district technology plan that includes guidance for teachers. Teachers are currently receiving G Suite for Education professional development. Teachers will receive additional curriculum and instruction PD to assist with writing lesson plans and delivering instruction in a Hybrid Instructional Model (remote and in-person).
- has identified its new IT services company to support teacher technology use.
- will recruit a cadre of parents and guardians to act as liaisons to support our technology communication system.
- has a district-wide procedure for the return and inventory of district-owned technology devices as part of a return to school technology plan. Faxon and its IT services company have and will continue to
 - safely pack technology devices collected at Faxon.
 - sanitize the technology devices before repair or replace.
 - order needed accessories.
 - maintain Faxon's technology devices.



- will develop a technology support plan for families.
- will continue to monitor device usage and compliance with online learning programs by reviewing the online platform usage reports.
- ensure that EACH student can submit assignments and be evaluated accordingly. During teachers first day of remote teaching, teachers will complete the technology checklist that includes each student’s ability to
 - login to the online software,
 - navigate the online software,
 - locate, download, complete, and submit assignments, and
 - properly logout of the online software.
- has scheduled and will continue to schedule teacher PD sessions related to technology, curriculum, teaching and learning, and Social-Emotional Learning, etc.
- review and update relevant technology policies, including privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology.
- will ensure every student has access to the appropriate technology and connectivity needed to continue learning.
- will deploy, as needed, digital learning technology devices to enhance remote learning.
- created a Google Drive folder that contains the online resources that were created, published, and distributed by Faxon staff during the March 16 to June 12, 2020 closure.
- will frequently review issue tracking and inventory results as a way of understanding the quality and progress of technology processes.
- will compile technology lessons for inclusion in the district’s updated learning plan.
- will continue infrastructure evaluations until all issues are resolved.
- did not have any technology issues during the March 16 to June 12, 2020 closure of school.

Faxon Academy’s new IT services company

- has a routine for removing malware and resolving standard issues, including screen, keyboard, or battery replacement. The new IT services company leads the routine initiative.
- has an asset tracking tool.
- has prepared the infrastructure by testing every Wi-Fi access point and the wired network device.

Transportation

- Faxon Academy students are transported to and from school by parents, guardians, siblings, family members, etc. Faxon does not have bus service.