




FACE TO FACE ACADEMY  
DISTRICT #4036

2021-22  
SAFE RETURN TO IN-PERSON LEARNING



Face to Face Academy was one of the first schools to reopen its doors for hybrid learning in July of 2020. The Safe Return to Learning Plan incorporates the **COVID Mitigation Steps** and Lessons Learned during the 2020-21 School Year. The Plan was created with input from Board Members, Staff, Parents, Students, and Community Experts. The principal goal of the plan is to continue to ensure a safe learning environment for students as the Academy **transitions from Hybrid to Full In-Person Learning**

# Safe Return to In-Person Learning Plan Addresses School Wide Priorities

## Return to Building

- Reestablish In-Building Experience as the Focal Point of the School while maintaining high safety standards
- Small and Stable Class Sizes of 8 to 12 students
- The ability to incorporate the increase in enrollment (ADM = 90)

## Experiential Learning

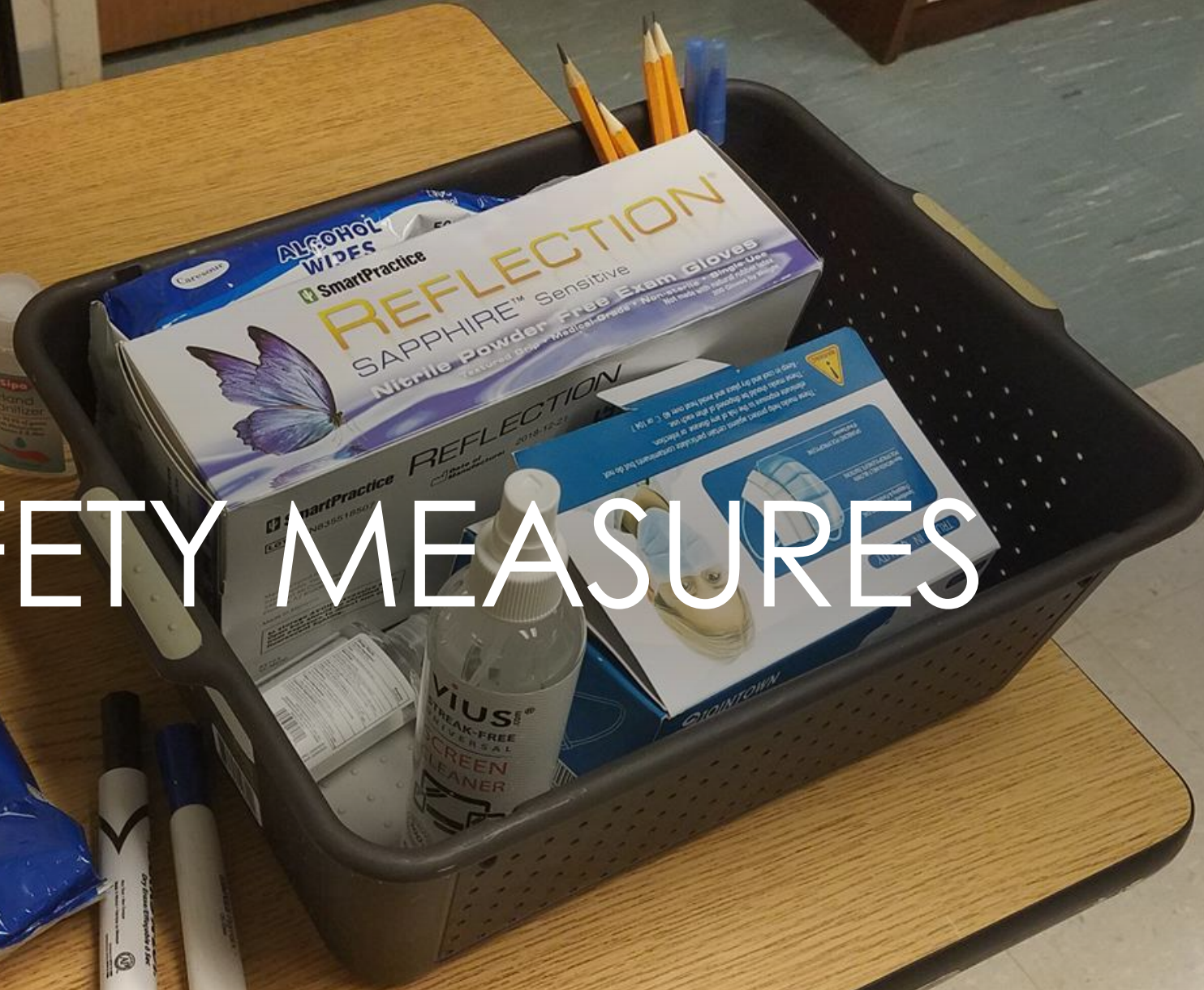
- Reincorporate specialty/elective classes, recreation class, field trips, wilderness program, and bringing in outside providers.
- Provide space to implement and grow a Work Based Learning Program

## Maintain Innovations

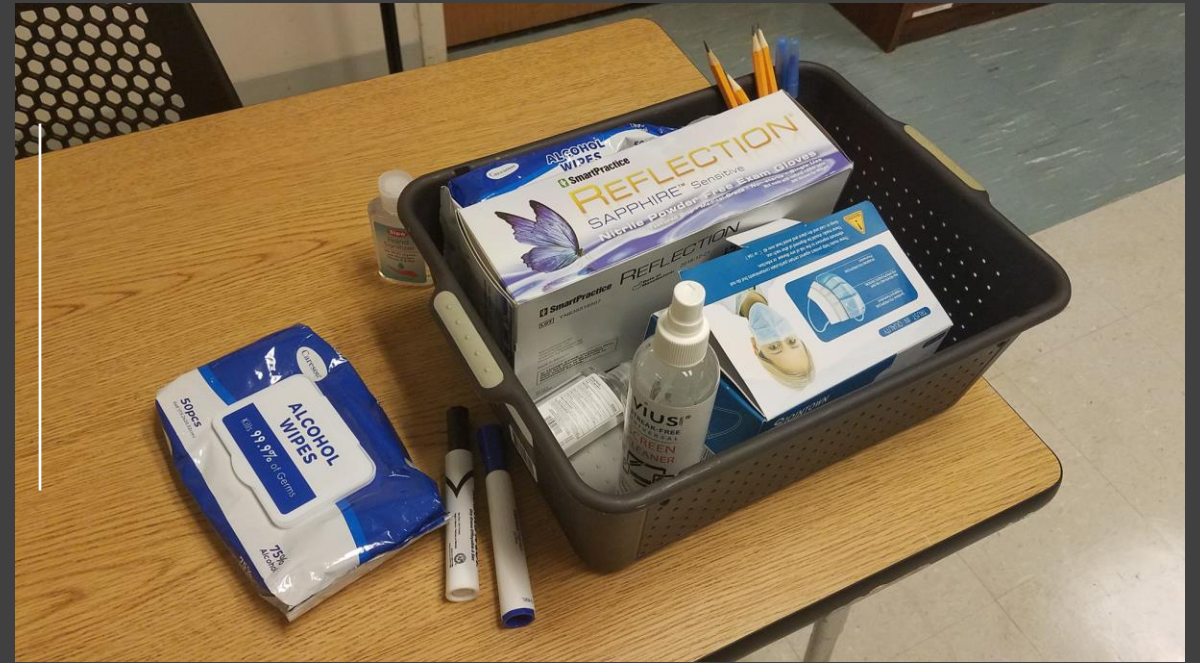
- Continue to utilize the organization provided by Google Classroom
- Transition from Distance Learning to Equitable Access Learning Option for students with barriers to returning to the building on a consistent basis.
- Simplify the Schedule and allow for a more manageable school day



# SAFETY MEASURES







# HEALTH SCREENINGS & FACE COVERINGS

LINK TO HEALTH SCREENING: [STUDENT HEALTH SCREENING](#)



## A guide to WASHING YOUR HANDS



**Step 1**  
**Wet Hands**

Use warm water to remove any visible dirt or soiling.



**Step 2**  
**Apply Soap**

To prevent contamination, always use liquid soap.



**Step 3**  
**Lather & Scrub**  
20 seconds

Clean palms, back of hands, thumbs, each finger, between fingers and fingernails.



**Step 4**  
**Rinse Hands**  
20 seconds

Rinse under warm running water, pointing your fingers downwards.



**Step 5**  
**Turn Off Tap**

If possible use a paper towel or your elbow to prevent contamination.



**Step 6**  
**Dry Hands**

Dry thoroughly using a dry paper towel or a hand dryer.

To learn more call 1300 797 020 or visit [foodsafety.com.au](http://foodsafety.com.au)

 Australian Institute of Food Safety

# HYGIENE & PERSONAL MATERIALS

EACH STUDENT RECEIVES THEIR OWN BINDER AND MATERIALS (INCLUDING HAND SANITIZER)





# SMALL GROUPS & SOCIAL DISTANCING

(POD SIZES OF 8 TO 12)







## HOW BUILDING MECHANICAL SYSTEMS CAN CREATE SAFER ENVIRONMENTS

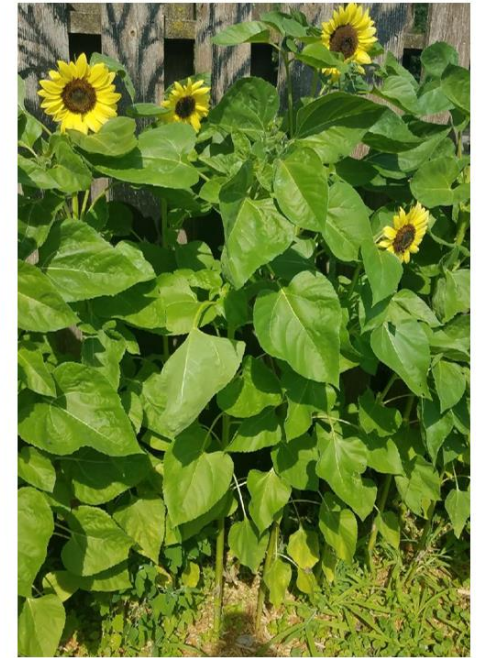
As people have begun re-populating buildings, significant changes have occurred with regards to creating healthy environments—from social distancing, reduced occupancy, and increased cleaning procedures. When addressing safety within a building, there are still many questions about how mechanical systems might be used to improve occupant safety and confidence in returning to buildings.

HO

# IMPROVED AIR QUALITY PROJECT WITH HGA



# Outdoor Space & Classroom





## Steps to follow if you believe a student or someone in your household may be showing signs or have been exposed to COVID 19:

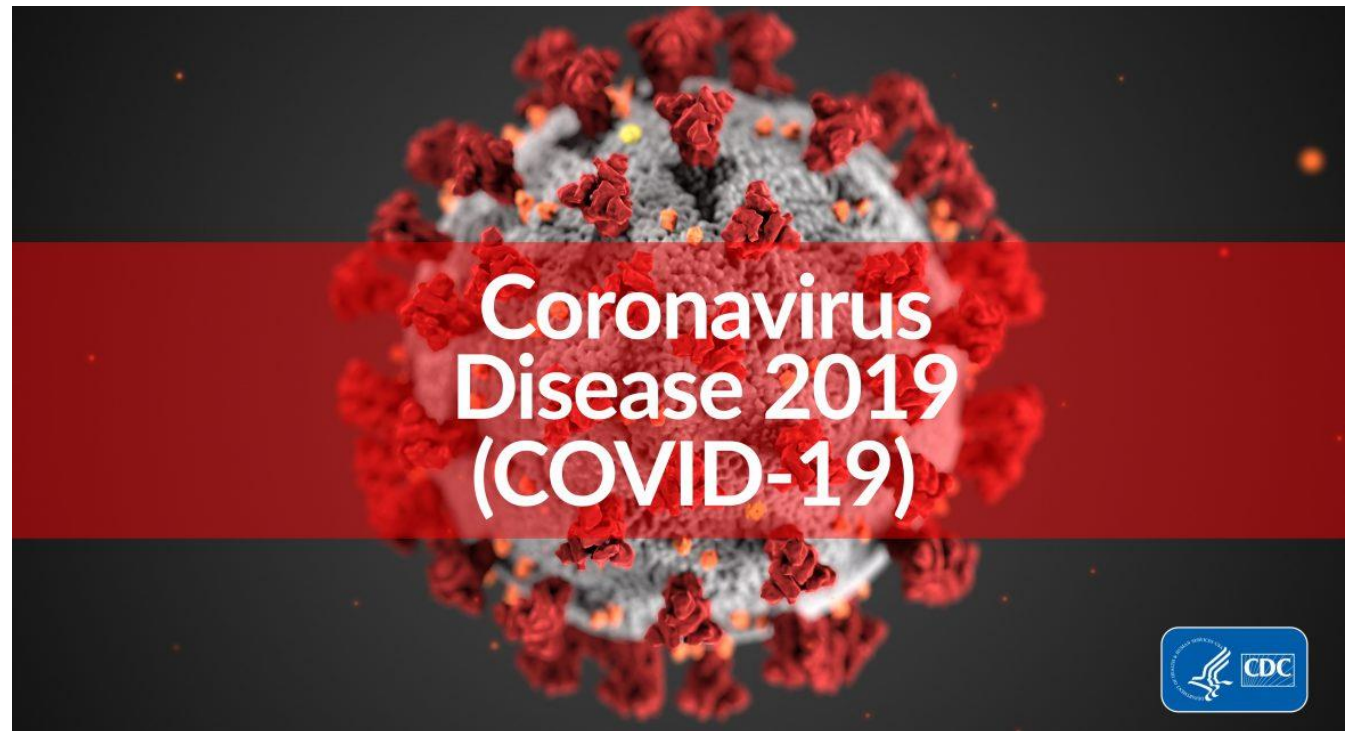
- 1) Contact the School at 651-772-5544
- 2) The COVID-19 School Coordinator – Darius Husain – will be in touch with you promptly.
- 3) Darius will walk you through the MDH Decision Tree: [COVID 19 Decision Tree \(MDH\)](#)

### COVID 19 School Coordinator Information:

Darius Husain

651-772-5554

husaind@f2facademy.org





# ACADEMICS



Time	Monday	Tuesday	Wednesday	Thursday
8:30 – 9:00	Morning Team Meeting			
9:30 – 9:50	Community Group			
9:50 – 10:35 P1	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: English Group B: Science (BS)	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: English Group B: Science (BS)	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: English Group B: Science (BS)	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: English Group B: Science (BS)
10:35-10:45	Passing Time			
10:45 – 11:30 P2	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: Soc. Studies Group B: Art	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: Soc. Studies Group B: Art	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: Soc. Studies Group B: Art	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: Soc. Studies Group B: Art
11:30 – 11:40	Break			
11:40 – 12:25 P3	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: Science (PR) Group B: Math	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: Science (PR) Group B: Math	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: Science (PR) Group B: Math	<b><u>In-Building</u></b> Group A: ESSS Classes Group B: SAM Classes  <b><u>Google Meets:</u></b> Group A: Science (PR) Group B: Math



12:25 – 12:45	Lunch			
12:45– 1:35 P4	<b>In-Building</b> Group A: ESSS Classes Group B: SAM Classes	<b>In-Building</b> Group A: ESSS Classes Group B: SAM Classes	<b>In-Building</b> Block Classes (Pt 1)	<b>In Building</b> Assembly Community Activity
1:35 – 1:40	Passing Time			
1:40 – 2:30 P5	<b>In-Building</b> Electives/Specialties  <b>Google Make-Up</b> (Odd Weeks) English (All Grps)	<b>In-Building</b> Electives/Specialties  <b>Google Make-Up</b> (Odd Weeks) Soc. Studies (All Grps)	<b>In-Building</b> Block Classes (Pt 2)  <b>Google Make-Up</b> (Even Weeks) Science BS (All Grps)	Supervision/Staff Check-In  <b>Google Make-Up</b> (Even Weeks) Art (All Grps)
2:45 – 3:30 P6	<b>Google Make-Up</b> (Odd Weeks) Science PR (All Grps)  Supervision/Staff Check-In	Supervision <b>All Staff Team Meeting</b>	<b>Google Make-Up</b> (Even Weeks) Math (All Grps)  Supervision/Staff Check-In	<b>(Paper Copies &amp; Lessons to Ready for Next Week)</b>

# The Plan for Podding



Monday & Tuesday Students are now Group A

Wednesday & Thursday Students are now Group B



Ideal Pod size is 7 – 10 students. Maximum Pod size is 12 Students



At the top of the Stairs (In the JGV) there will be two Podding Boards: one for Group A and one for Group B



To Make Podding more manageable, Pods can stay relatively the same from Monday to Thursday with slight adjustments as needed



Can be used as a behavior intervention tool or as an incentive



# A Glimpse Ahead-Afternoon Classes: Social/Emotional/Life Skills/Supporting the Core

## 5<sup>th</sup> Period (Specialty):

Meets twice a week. Physical, Health, Core Content, focus on Social Emotional

## Block Courses:

Designating one Day.  
Great for Providers, Field trip or offsite emphasized classes

## Community Act.

Fun, wrap up to the week similar to previous Community Activity choices. Students sign every 5 weeks/Quarter/or that day

## **SPECIALTY FRIDAY**

- 1) MANDATORY SCHOOL DAYS
- 2) 3 TO 4 CHOICES INCLUDING OPTIONS FOR IN PERSON OR ONLINE
- 3) CREDIT AWARDED IN CORE CLASSES
- 4) .25 CREDIT AWARDED EVERY 5 WEEKS

### **EXAMPLES OF SPECIALTY FRIDAYS INCLUDE:**

- \*CERAMICS (OR ART RELATED)
  - \*LITERATURE CLUB (OR ENGLISH RELATED)
  - \*HEALTH/PHY-ED (BIKING/PADDLING BOARDING/CANOEING)
  - \*STUDY HALL WITH LICENSED CORE TEACHER
  - \*MUSIC
  - \*WORK-BASED LEARNING
- \*\*SPECIAL LUNCH ON SPECIALTY FRIDAYS AS WELL AS RAFFLES.





# Credits: 5/10 Week Marking Period

English	.5 / 1.0
Science	.5 / 1.0
Social Studies	.5 / 1.0
Math	.5 / 1.0
Art	.25 / .5
Distance Support	.25 / .5
5 <sup>th</sup> Period Specialty	.25 / .5
Wed Block	.25 / .5
Community Group	.25 / .5
Specialty Friday	.25 / .5
<b>Total Credits Possible</b>	<b>3.5 / 7.0</b>

## Face to Face Credit Explained

### Full Credit

•Full credit is earned when you have a passing score of 60% or better in each individual class. If you have achieved higher than the 60% you will have earned a letter grade that coincides with the percentage earned.

A - 90% or better

B - 80% or better

C - 70% or better

D - 60% or better

•Credits that can be earned every five weeks

### Partial Credit

•Partial credit is achieved with a score between **40-59%** in each individual class.

•Partial credit means that you did not meet the standard to earn the full value of credit in the class, but enough work was completed for the teacher to award you credit.

### Hours

•The last way that credit can be earned is by earning hours in your classes. If you have a percentage score below 40% you will receive hours towards elective credit.

•Each class that is below 40% is tallied and added up to award you as much credit as possible.

•Hours count as elective credit only

Every 5 percentage points in each class is worth 1 hour of cumulative elective credit.

# A Menu of Instructional Hour Options

## Breakdown of Instructional Hours

- ALL Staff are available to students from 9:00 – 3:30 on ALL School Days.

<b>Related to Core School Day</b>	
In-Building Instruction	Up to 1020 Hours
Flexible Learning (English, Math, Social Studies	240 Hours
Instructional Make-Ups	120 Hours
<b>Experiential Learning</b>	
Work Based Learning (All)	Up to 40 hours
Work Based Learning (Approved Plan)	Up to 160 hours
Wilderness & Outdoor Program	Up to 180 hours



# Team Meetings:

A combination of the Old & the New

## Morning Meetings:

Similar to Morning Meetings During Hybrid. Focus on the plan for the day and any students that may need check-ins or accommodations.

## Afternoon Check-In

Make a list of student issues and topics. Discuss any issues that need immediate intervention. Table rest of issues for morning meeting

## All Staff Team Meeting

A deeper dive into Important Topics and more detailed Planning (once a week)

## Thursday Early Dismissal

Not so much a meeting but a block of time for staff to be 100% ready for the next week including Google Classroom Assignments Loaded, Paper copies printed out, & Gradebooks Updated

**Academics Part II:**  
Distance Learning  
is replaced by  
Equitable Access  
Learning Option





“Executive Order 20-82 provided school districts and charter schools with the ability to offer instruction and services through distance learning. Executive Order 20-82 will be rescinded at 11:59 p.m. on June 30, 2021 by Executive Order 21-21. Therefore, effective July 1, 2021 school districts and charter schools no longer have authority to provide ESY services through distance learning unless they are a state approved online provider under Minnesota Statutes Section 124D.095. The Minnesota Legislature is currently debating a provision that would allow all school districts and charter schools to offer a distance learning option to all students during the summer of 2021 and the 2021-22 school year.”

## What Makes Equitable Access Learning Different from Distance Learning?

First and Foremost, **All Students will continue to have the opportunity to attend on-site classes at anytime** where they are capable, even if attendance is intermittent. Additional in-building times will be provided where students can have a quiet space to work and receive academic support.

The vast majority of students accessing School through Google Meets will be doing so because they missed (are missing) their in-building opportunity. Thus, it is a way to make-up or access the instruction; not the instruction itself. In these cases, the model serves as intervention to truancy and/or lost instruction.

Students will have daily check-ins with school social workers to address academic and social emotional needs. Students will continue to **work with the Academy's interdisciplinary team to address and remove obstacles to allow a student to return to on-site classes** on a regular basis.





	<b>Tier 1: EALO Indefinite Basis</b>	<b>Tier 2: EALO Temporary Basis</b>	<b>Tier 3: EALO In-Person Absence</b>
<b>Description</b>	Student has systemic factors that create barriers to attend in-building instruction. These systemic factors are likely to remain present for the long-term.	Student has situational factors that create barriers to attend in-building instruction. These situational factors are likely short to intermediate term and the expectation is that the student will return to in-building instruction.	Student is learning full in-person and is absent from school for any excused or unexcused reason <u>has the opportunity to</u> make up instruction and attendance for the classes they missed. Student uses these days like workplace "PTO"
<b>Example of Factors</b>	Student is 18 or older, living on their own, supporting themselves, parenting, has other Adult obligations	Student is dealing with a mental or physical health crisis, is experiencing homelessness or near homelessness, having transportation issues, is a new parent, or demonstrating chronic behavioral issues that call into safety or others right to learn	Student is absent form in-person school due to illness, family vacation or obligation, called in to work, <u>unwillingness</u> or refusal to go to school, or mental health day
<b>Approved Plan Requirement</b>	Yes, Student requires an approved <u>plan</u> and it is reevaluated every 5 weeks (Contact Period)	Yes, student requires an approved plan. A specific timeline is set for the plan and reevaluated at the established end date.	No, student does NOT require a plan.
<b>Number of EALO Days Permitted</b>	Unlimited	Unlimited for the duration of the established timeline. Staff will work with student to address situational factors	Limited. 2 per contact Period/ 4 per quarter.
<b>Credit Possibilities</b>	Student is eligible to earn credit in both the Core & Experiential Part of the School Day. Staff will work with students to replicate the experiential portion through WBL or other independent projects	Student is eligible to earn credit in Core Course portion of the School Day. In some scenarios – for instance if the student is a part of the WBL program – a student can earn credit in the experiential portion of the school day.	Student uses the days to make-up attendance and instruction for core classes only. There is NO option to make-up the Experiential portion of the School Day. This does NOT exclude students from being a part of the WBL program. They simply are NOT able to make-up the classroom portion of instruction.

# Google Meets & Google Makeups



Google Meets occur in conjunction with the class schedule periods 1 through 3



Google Make-Ups Occur every other week (staggered) and take place Period 5 & 6



Each Student is only allowed 4 Google Meets per class/per quarter unless there is an approved plan



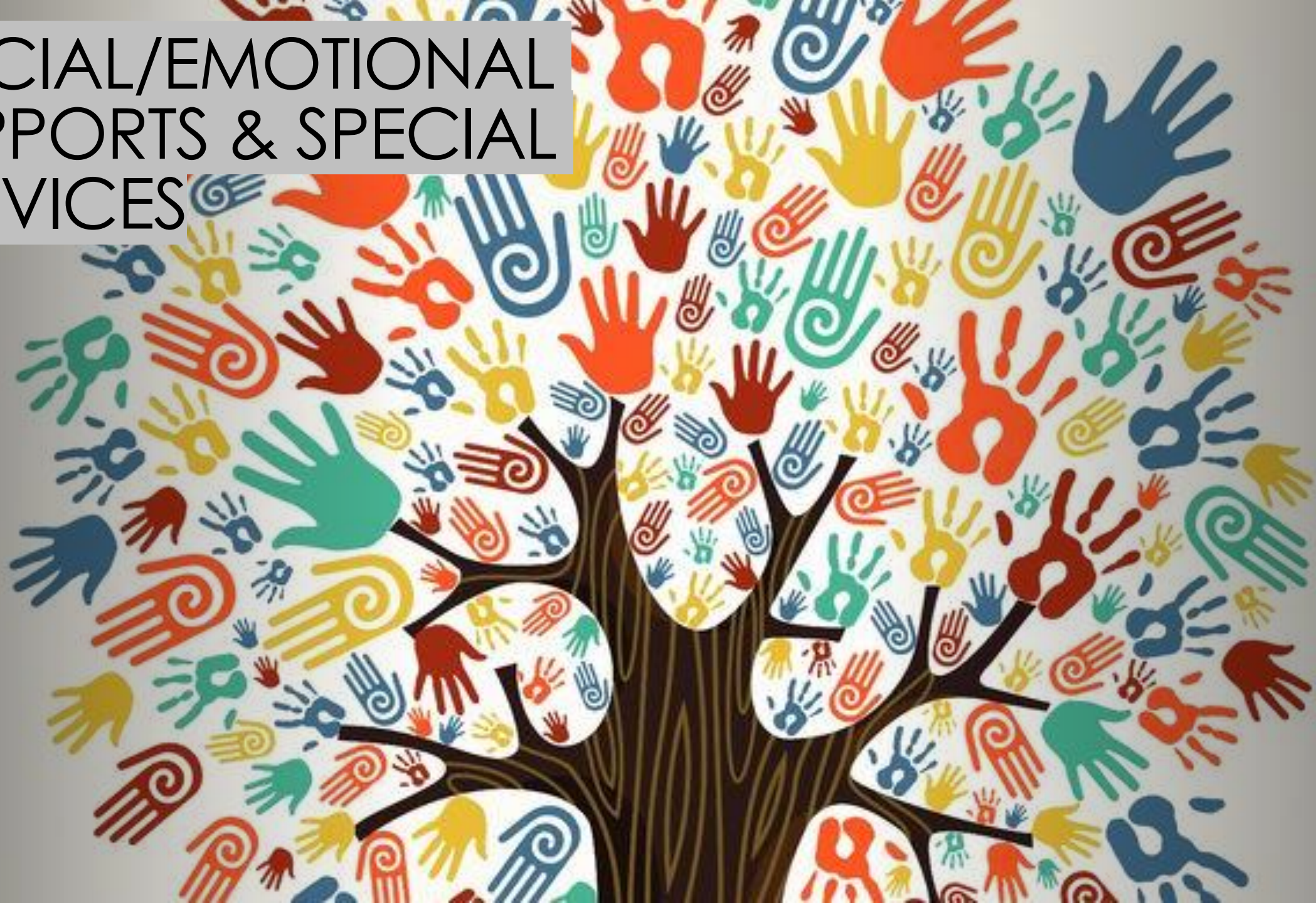
Initially, all students will be invited to the Google Meets (even if in building)



The number of Google Meets will be tracked for each class. Once a student uses all 4 Google meets, they will no longer be invited to that class.



# SOCIAL/EMOTIONAL SUPPORTS & SPECIAL SERVICES



# Comprehensive Social/Emotional Supports:

1) Face to Face Academy has been and will continue to be ahead of the curve in regard to the social emotional well-being of our students. With a student body of 85, Face to Face provides a social emotional team of five staff members to connect with students about mental health needs as well as resources to other providers in the Twin Cities Metro.

2) Face to Face Academy will continue to support the mental health needs of students by providing daily check-ins with a team member to assess their mental health as well as their social emotional well-being.

3) A social/emotional team member will support a portion of the school population that they have built rapport with. Each school day, the social workers will check-in with their caseload of students and engage in conversations pertaining to their mental and physical well-being.





## Comprehensive Social/Emotional Supports (cont.):

- 4) These check-ins will be completed through various modalities including phone, text, email, google classroom, video platforms, and messaging.
- 5) The support team will be in daily contact with one another as well as the academic instructors in order to identify students with intensifying need and subsequently coordinate services.
- 6) The Academy will also provide online or telephone support groups for students desiring positive interaction with their peers. In addition, the social/emotional team will work with its partner organization, Face to Face Health & Counseling, to provide more intensive counseling for students expressing this need.





## Social/Emotional Space

There are four spaces for social emotional support. These spaces are also appropriate for provider check-ins or one on work:

Each space has a capacity limit and must be adhered to at all times.

- \*Outdoor Space
- \*Earth Room
- \*Fire Room
- \*Computer Lab

Whenever applicable, the school will prioritize the outdoor space for social emotional supports or independent work.



Earth Room  
Max Capacity = 3

Check-Ins  
&  
Conferences

Hybrid Phase 11



## **CONTACT INFORMATION FOR SPECIAL-ED SUPPORT:**

<b>NAME</b>	<b>ROLE</b>	<b>EMAIL</b>	<b>PHONE NUMBER</b>
BRYAN:	SPECIAL-ED TEACHER	BAKKEB@F2FACADEMY.ORG	651-772-5553
JOHN:	SPECIAL-ED TEACHER	VASECKAJ@F2FACADEMY.ORG	651-772-5547
CHANA:	SCHOOL SOCIAL WORKER	OURAYC@F2FACADEMY.ORG	651-772-5540
RACHEL:	SCHOOL SOCIAL WORKER	SAMUELSON@F2FACADEMY.ORG	651-200-7529
TIM:	SCHOOL SOCIAL WORKER	ZWIERST@F2FACADEMY.ORG	651-772-5568
JENNIFER	504 COORDINATOR	<a href="mailto:PLUMJ@F2FACADEMY.ORG">PLUMJ@F2FACADEMY.ORG</a>	651-772-5548

## Parent Training & Technical Support:

Parents & Guardians have also had the opportunity to have access to the Plusportals where they can have up to date feedback on grades and missing assignments. This account is set during the intake when students first enroll in the school. Google Classroom also has the a “Parent/Guardian” feature that allows for a supportive adult to monitor student grades and assignment completion. Staff are committed to checking in with parents at least once a week. As part of the check-ins, staff are available to provide technical assistance and step by step navigation of these online systems.

### Contact Information for Special-Ed Support:

<b>Name</b>	<b>Role</b>	<b>Email</b>	<b>Phone Number</b>
Chana:	School Social Worker	<a href="mailto:ourayc@f2facademy.org">ourayc@f2facademy.org</a>	651-772-5540
Rachel:	School Social Worker	<a href="mailto:samuelson@f2facademy.org">samuelson@f2facademy.org</a>	651-200-7529
Tim:	School Social Worker	<a href="mailto:zwierst@f2facademy.org">zwierst@f2facademy.org</a>	651-772-5568
Darius	School Director	<a href="mailto:husaind@f2facademy.org">husaind@f2facademy.org</a>	651-772-5554

