FACE TO FACE ACADEMY
DISTRICT #4036

2020-21
SCHOOL PLAN
FULL IN-PERSON, HYBRID, & DISTANCE MODELS

Choosing the Appropriate Educational Model
School Wide Priorities

**Academic**
- Provide a quality education to all students regardless of circumstances and resources.
- Ensure all students continue progress toward Graduation

**Social Emotional**
- Practice unconditional positive regard during these unprecedented circumstances.
- Provide the necessary resource and ongoing support to students & families so all students have the chance to succeed

**Engagement**
- Build community, communicate frequent, offer flexibility, and promote healthy practices
- All Stakeholders – students, staff, families, Board members, and school partners – remain committed to and informed of the process.
Credit Accumulation (Hybrid 1 Day vs Distance)

- Increased Credits
- Stayed the Same
- New Students
- Decreased Credits
Community Survey Results

Community Survey: Educational Model Preference

<table>
<thead>
<tr>
<th></th>
<th>Distance</th>
<th>Hybrid</th>
<th>Full In-Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent/Guardian</td>
<td>4.89</td>
<td>6.42</td>
<td>4.47</td>
</tr>
<tr>
<td>Student 18+</td>
<td>4.38</td>
<td>6.31</td>
<td>6.15</td>
</tr>
<tr>
<td>Student under 18</td>
<td>4.3</td>
<td>6.23</td>
<td>6.9</td>
</tr>
</tbody>
</table>
We are pleased to announce the following:

- Starting the week of August 24th (when students return from a two-week break), the Academy will be welcoming students to attend school in the building for 2 days a week while distance learning for 2 days a week.
- In addition, we will be increasing class time from 3 hours to 4 hours day. Instead of being in the building 3 hours a week, students now have a chance to interact with their peers and teachers for 8 hours a week.
- Added assistance, resources, and education on how to achieve during the Distance Learning part of your school day.
- Specialty Fridays as a way to provide even more in building instruction for students who want extra time with their teachers and connection with peers.
Preference for Distance Learning

*We also recognize there are students and families where Distance learning is the best and safest form of education for their household. **Any family that prefers to Distance Learn will have the opportunity to do so** and will continue to receive both excellent academic and social/emotional support.

*A family/student may opt in or out of Distance Learning at any point during a contact period by notifying the Director*
Conditions for decreasing the number of students in the building or moving to Full Distance Learning

**County Numbers**
- If the number of confirmed COVID case numbers in 14-day period for Ramsey County rises about 30 per 10,000 residents, the Governor’s recommendations calls for all High Schools to move to Distance Learning.

**Preventative Measures**
- Our ability to run in-building instruction is based on students’ willingness to wear masks, practice social distancing, practice good hand washing, and work cooperatively with staff toward the goal of safety.

**Confirmed Cases**
- If there are confirmed COVID cases amongst Students or Staff, the Academy will work closely with the Department of Health to determine the best course of action. One possible outcome is the temporary move to Distance Learning for all students to allow for the building wide deep clean and time for staff/students to properly recover.
# Recommended policy options based on 14-day case rate

<table>
<thead>
<tr>
<th>Policy Option</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person learning for all students</td>
<td>0 to less than 10</td>
</tr>
<tr>
<td>Elementary in-person, Middle/high school hybrid</td>
<td>10 to less than 20</td>
</tr>
<tr>
<td>Both hybrid</td>
<td>20 to less than 30</td>
</tr>
<tr>
<td>Elementary hybrid, Middle/high school distance</td>
<td>30 to less than 50</td>
</tr>
<tr>
<td>Both distance</td>
<td>50 or more</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ramsey</th>
<th>12.23</th>
<th>11.67</th>
<th>13.65</th>
<th>16.90</th>
<th>19.78</th>
<th>22.18</th>
<th>22.53</th>
</tr>
</thead>
</table>
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
SAFETY MEASURES
HEALTH SCREENINGS & FACE COVERINGS

LINK TO HEALTH SCREENING: STUDENT HEALTH SCREENING
HYGIENE & PERSONAL MATERIALS

EACH STUDENT RECEIVES THEIR OWN BINDER AND MATERIALS (INCLUDING HAND SANITIZER)
SMALL GROUPS & SOCIAL DISTANCING
(POD SIZES OF 7 TO 9)
IMPROVED AIR QUALITY PROJECT WITH HGA

HOW BUILDING MECHANICAL SYSTEMS CAN CREATE SAFER ENVIRONMENTS

As people begin 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.
Outdoor Space & Classroom
Limiting Visitors in the Building

Contracted Staff
- Services that can be provided remotely and/or online will be required to do so.
- Special-Ed services will be prioritized in-person if they can be delivered following Academy safety protocol.

Parents, Guardians, & Outreach Workers
- Please take into consideration any issues or questions that can be resolved over the phone or online.
- If an in-person visit is required, after 2:15 is preferred. The staff may also ask for any discussion to take place outside.

Volunteers
- The Academy is not working with any volunteers at this time. The staff will continue to evaluate this policy.
ACADEMICS
Distance Learning Instructional Themes

*DISTANCE LEARNING CAN STILL PROVIDE THE OPPORTUNITY TO PRACTICE BUILDING SOCIAL CONNECTEDNESS, CREATING SHARED SOCIAL EXPERIENCES, AND BUILDING COMMUNITY WHILE ISOLATED.

*AN ORGANIZED DELIVERY OF MESSAGING AND INSTRUCTION

*A SIMILAR EXPERIENCE FOR STUDENTS IN EACH TEACHER’S CLASSROOM: GOOGLE CLASSROOM

*CHECKING IN WITH STUDENTS FOR ONGOING SUCCESS USING DIFFERENT FORMATS

*PROVIDING EACH STUDENT A DISTANCE LEARNING PLAN BASED ON A NEEDS-ASSESSMENT, READING LEVEL, AND ANY SP-ED NEEDS.

*ONGOING COMMUNICATION WITH ALL STAFF SO THAT THERE TO ENSURE DUPLICITY IN ORDER TO ANSWER QUESTIONS FROM STUDENTS DURING ANY PHONE CALL AND IF/WHEN STAFF BECOME ILL.
ON CAMPUS INSTRUCTION PROVIDES MANY OPPORTUNITIES TO BUILD COMMUNITY, PRACTICE SOCIAL SKILLS, TO LISTEN TO OTHERS, AND ENGAGE IN DIALOG WHILE STUDENTS ARE PHYSICALLY IN THE CLASSROOMS.

STAFF MEMBERS ARE ABLE TO CREATE SAFE PLACES THROUGHOUT THE CAMPUS TO SPEND TIME WITH STUDENTS FOR INDIVIDUAL CHECK-INS TO ADDRESS ANY MENTAL OR PHYSICAL HEALTH ISSUES.

ON CAMPUS INSTRUCTION IS ALIGNED WITH THE STATE STANDARDS FOR EACH CORE CONTENT AREA. TEACHERS HOST TRADITIONAL LEARNING ACTIVITIES ENHANCE THE CONTENT.

TEACHERS ARE EMPHASIZING WRITTEN COMMUNICATION DURING HYBRID PHASE II AND LEARNING ACTIVITIES ACROSS CONTENT AREAS ARE INCORPORATING SKILL DEVELOPMENT FOR ALL GRADES.

ON CAMPUS INSTRUCTION ALSO RELIES HEAVILY ON GROUP DISCUSSIONS SO THAT STUDENTS CAN PROCESS CONTENT MATERIAL WITH THEIR TEACHERS AND PEERS. THESE DISCUSSIONS ALSO PROVIDE TEACHERS AN OPPORTUNITY TO ASSESS INFORMALLY.
ON CAMPUS INSTRUCTION ALSO BUILDS ON STUDENTS’ TECHNOLOGY SKILLS. FOR EXAMPLE, INSTEAD OF FREE-WRITING IN A NOTEBOOK OR PIECE OF PAPER, STUDENTS COMPLETE THEIR FREE-WRITES IN AN EMAIL AND SEND IT TO THE TEACHER WHILE IN CLASS. THIS ALSO PROVIDES TEACHERS WITH WRITING SAMPLES FOR ASSESSMENT PURPOSES.

QUICK QUIZZES ARE USED DURING ON CAMPUS INSTRUCTION IN ORDER TO CLARIFY INFORMATION, RE-TEACH MATERIAL, OR ADJUST GOOGLE CLASSROOM CONTENT.

TEACHERS ALSO PREVIEW READING MATERIAL AND MATH ASSIGNMENTS WITH STUDENTS SO THAT THEY CAN ENGAGE WITH THE NEW MATERIAL INITIALLY WHILE BEING IN A CLASSROOM WITH A TEACHER. TEACHERS HAVE FOUND THIS PREVIEWING ACTIVITY INCREASES REMOTE LEARNING SO THAT A STUDENT ISN’T APPROACHING ANY ASSIGNMENT “ALONE.”
# Sample Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wed.</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24th</td>
<td>At Face to Face</td>
<td>At Face to Face</td>
<td>Distance Learning</td>
<td>Distance Learning</td>
<td>Specialties:</td>
</tr>
<tr>
<td>Classes:</td>
<td>Classes:</td>
<td>Classes:</td>
<td>Com. Group Check-in between 9:00-11:00</td>
<td>Distance Learning</td>
<td>In Person:</td>
</tr>
<tr>
<td>• Com. Group</td>
<td>• Com. Group</td>
<td>• Com. Group</td>
<td>Google Meets</td>
<td>Distance Learning</td>
<td>Outdoor Activity</td>
</tr>
<tr>
<td>• English</td>
<td>• English</td>
<td>• Social Studies</td>
<td>12:00 Science</td>
<td>Distance Learning</td>
<td>Ceramics</td>
</tr>
<tr>
<td>• Social Studies</td>
<td>• Social Studies</td>
<td>1:00 English</td>
<td>2:00 Social Studies</td>
<td>Distance Learning</td>
<td>Study Hall</td>
</tr>
<tr>
<td>• Science</td>
<td>• Science</td>
<td>2:00 Social Studies</td>
<td>Supports Available Until 4:00</td>
<td>Supports Available Until 4:00</td>
<td>Online:</td>
</tr>
<tr>
<td>• Distance Support</td>
<td>• Distance Support</td>
<td></td>
<td></td>
<td></td>
<td>• English Option</td>
</tr>
<tr>
<td>Distance Learning Supports Available Until 4:00</td>
<td>Distance Learning Supports Available Until 4:00</td>
<td>Distance Learning Supports Available Until 4:00</td>
<td>Distance Learning Supports Available Until 4:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wed.</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 31st</td>
<td>At Face to Face</td>
<td>At Face to Face</td>
<td>Distance Learning</td>
<td>Distance Learning</td>
<td>Specialties:</td>
</tr>
<tr>
<td>Classes:</td>
<td>Classes:</td>
<td>Classes:</td>
<td>Com. Group Check-in between 9:00-11:00</td>
<td>Distance Learning</td>
<td>In Person:</td>
</tr>
<tr>
<td>• Com. Group</td>
<td>• Com. Group</td>
<td>• Com. Group</td>
<td>Google Meets</td>
<td>Distance Learning</td>
<td>Outdoor Activity</td>
</tr>
<tr>
<td>• English</td>
<td>• English</td>
<td>• Social Studies</td>
<td>12:00 Science</td>
<td>Distance Learning</td>
<td>Ceramics</td>
</tr>
<tr>
<td>• Social Studies</td>
<td>• Social Studies</td>
<td>1:00 English</td>
<td>2:00 Social Studies</td>
<td>Distance Learning</td>
<td>Study Hall</td>
</tr>
<tr>
<td>• Science</td>
<td>• Science</td>
<td>2:00 Social Studies</td>
<td>Supports Available Until 4:00</td>
<td>Supports Available Until 4:00</td>
<td>Online:</td>
</tr>
<tr>
<td>• Distance Support</td>
<td>• Distance Support</td>
<td></td>
<td></td>
<td></td>
<td>• English Option</td>
</tr>
<tr>
<td>Distance Learning Supports Available Until 4:00</td>
<td>Distance Learning Supports Available Until 4:00</td>
<td>Distance Learning Supports Available Until 4:00</td>
<td>Distance Learning Supports Available Until 4:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

Credits: 5 Week Contact Period

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>.5</td>
</tr>
<tr>
<td>Science</td>
<td>.5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>.5</td>
</tr>
<tr>
<td>Math</td>
<td>.5</td>
</tr>
<tr>
<td>Art</td>
<td>.5</td>
</tr>
<tr>
<td>Health</td>
<td>.5</td>
</tr>
<tr>
<td>Community Group</td>
<td>.5</td>
</tr>
<tr>
<td>Specialty Friday</td>
<td>.25</td>
</tr>
<tr>
<td><strong>Total Credits Possible</strong></td>
<td><strong>3.75</strong></td>
</tr>
</tbody>
</table>
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.**
Tracking Attendance

During this unprecedented time, the Academy views attendance as “about relationship building.”

The Academy is committed to providing multiple points of contact between students and any staff members. **Examples of fulfilling attendance include**, but are not limited to:

1) Turning in an assignment.
2) Feedback or question on an assignment
3) A study session with a staff member.
4) A wellness check-in with a staff member.
5) Participating in a food or work pickup/drop-off
6) Any of the above can be accomplished via phone, text, email, internet, messenger, by paper, or in the case of pickup/drop-off, in person.
7) Attending during in-building days
8) Google Meets or Google Meets Make-up
Google Meets

1) Academy instruction occurs for students on campus twice a week during the Hybrid Phase II. If a student is engaged in distance-only programming or if a student is unable to attend on-campus instruction, then the expectation is that the student attends online Google Meets for each day of in-person learning.

2) Google Meets will be held online through the Google Classroom for each content area and will follow an organized predetermined Meet schedule. Teachers are prepared to design classroom instruction that can be easily replicated for an online classroom in order to maintain an equitable program for all learners.

3) Teachers are increasing the “hands-on” online activities for each content area to resemble an in-person classroom so that an enriched learning experience is available for both learners. For example, teachers will prepare students for the Google Meets with an introductory email about the learning objectives and any potential supplies they would need like scratch paper or a calculator. (Note: all school supplies are provided for the students through the Academy.)

4) Students will be coached and supported to be punctual to the Meets, how to be ready to be on camera and audible, and what engagement looks like in the online learning format.
Distance Supports

Overview

1) Distance Supports is designed to assist students with the Distance Learning component of their education.

2) The course is **part direct instruction and part opportunity to work on their Distance Learning assignments** in the physical presence of a staff member.

3) As part of their in-building schedule, each student will have 45 mins of day of Distance Supports class.

**Examples of topics covered in the class:**

*Important School Information (much like an assembly)*

*How to participate in a google meets*

*Navigated Google Classroom*

*How to communicate effectively with teachers online*

*Submitting work through KAMI App*
### Face to Face Academy Staff Contact Information:

<table>
<thead>
<tr>
<th>Staff Name</th>
<th>Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan Bakke</td>
<td>651-772-5553</td>
<td><a href="mailto:bakkeb@f2facademy.org">bakkeb@f2facademy.org</a></td>
</tr>
<tr>
<td>Chana Ouray</td>
<td>651-772-5540/651-200-7539 (text option)</td>
<td><a href="mailto:ourayc@f2facademy.org">ourayc@f2facademy.org</a></td>
</tr>
<tr>
<td>Charolet Maggitt</td>
<td>651-280-4844</td>
<td><a href="mailto:maggittc@f2facademy.org">maggittc@f2facademy.org</a></td>
</tr>
<tr>
<td>Darius Husain</td>
<td>651-772-5554</td>
<td><a href="mailto:husaind@f2facademy.org">husaind@f2facademy.org</a></td>
</tr>
<tr>
<td>Jennifer Plum</td>
<td>651-772-5548</td>
<td><a href="mailto:plumj@f2facademy.org">plumj@f2facademy.org</a></td>
</tr>
<tr>
<td>Brea Schmitt</td>
<td>651-772-5552</td>
<td><a href="mailto:dodgeb@f2facademy.org">dodgeb@f2facademy.org</a></td>
</tr>
<tr>
<td>Jason Meyer</td>
<td>651-772-5546</td>
<td><a href="mailto:meyerj@f2facademy.org">meyerj@f2facademy.org</a></td>
</tr>
<tr>
<td>Lucy Voller</td>
<td>651-772-5541</td>
<td><a href="mailto:vollerl@f2facademy.org">vollerl@f2facademy.org</a></td>
</tr>
<tr>
<td>Paul Roark</td>
<td>651-772-5551</td>
<td><a href="mailto:roarkp@f2facademy.org">roarkp@f2facademy.org</a></td>
</tr>
<tr>
<td>Tim Zwiers</td>
<td>651-772-5568</td>
<td><a href="mailto:zwiersta@f2facademy.org">zwiersta@f2facademy.org</a></td>
</tr>
<tr>
<td>Loan Nguyen</td>
<td>651-280-4840</td>
<td><a href="mailto:nguyenl@f2facademy.org">nguyenl@f2facademy.org</a></td>
</tr>
<tr>
<td>John Vasecka</td>
<td>651-772-5547</td>
<td><a href="mailto:vaseckaj@f2facademy.org">vaseckaj@f2facademy.org</a></td>
</tr>
<tr>
<td>Rachel Samuelson</td>
<td>651-200-7529 (text option)</td>
<td><a href="mailto:samuelsonra@f2facademy.org">samuelsonra@f2facademy.org</a></td>
</tr>
</tbody>
</table>

### Face to Face Academy Distance Learning Checklist

**Everyday do the following:**

- Check into Community Group BEFORE 11:15am. You earn credit! You get cash! You get important information and updates!
- Check your school email for updates and correspondence from Face to Face staff. Practice the habit of deleting old emails and double-checking that you responded to all emails from your teachers.
- Check your Google classrooms for assignments that you need to complete and/or review the paper copies you have and what needs to be completed before your next day in the building.
- Answer the daily phone call and/or respond to the text from support staff. Remember, a check in with a social worker or teacher counts as your attendance for the day.
SOCIAL/EMOTIONAL SUPPORTS & SPECIAL SERVICES
Equitable Education for All Students:

1) Provide information for students and families to access the internet.
2) Provide a device for every student to access online assignments & instruction.
3) Provide school supplies for any student requesting these items.
4) Allow for students - regardless of internet and device access - the opportunity to complete assignments in paper form with hard copy instructional materials such as textbooks.
5) Connect with students using a variety of tools including phone, text, email, google classroom, video platforms, and messaging for both instructional and support purposes.
6) Creation of a drop-off system of supplies, assignments, and meals for students & families unable to pick these items up at the school.
7) While due dates for assignments will be established to help create routine, late work will be accepted without penalty.
8) Regularly assess the need for and provide other resources such as hygiene & household products.
9) Work extensively with other city and county providers to increase the accessibility of Academy 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.
SOCIAL EMOTIONAL CALL SCHEDULE:

OUR COMMITMENT IS TO MAINTAIN PERSONAL CONNECTION WITH EVERY STUDENT ON A DAILY BASIS.

WE WILL MAKE THE FOLLOWING PHONE CALLS (IN SOME CASES EMAILING/TEXTING MAKES FOR MORE SUCCESSFUL COMMUNICATION):

1) IF IT IS A STUDENT'S DAY TO BE IN CLASS AND THEY DID NOT SHOW UP.

2) A CALL WILL BE MADE TO EACH STUDENT WHO IS DISTANCE LEARNING ON A GIVEN DAY.

3) A CALL WILL BE MADE TO EACH STUDENT WHO IS EXCLUSIVELY DISTANCE LEARNING.
Special Education

Distance Learning
1) Academy teachers will provide lesson plans and assignments in advance to Special-Education teachers in order to allow for modifications based on IEP needs.
2) Academy teachers will provide lesson plans and assignments in advance to Special-Education teachers in order to allow for modifications based on IEP needs.
3) Once assignments are released by classroom teachers, SPED staff will reach out daily to every student with an IEP.
4) Outreach will include a variety of forums including phone, text, email, google classroom, video platforms, and messaging.
5) SPED students will have the option to complete modified assignments in paper form.

In-Building
1) Special Education Teachers will be available everyday to provide in classroom support through the Academy’s Inclusion Model.
2) Special Education Staff will be able to work with students one on one in designated rooms (or outside) and maintain proper social distancing, PPE use, & cleaning/hygiene protocol.
3) Outside Service Providers will also be able to provide in person support and will be trained in the Academy’s safety/health protocols.
4) Social-Work Staff are available everyday for additional support and to provide service minutes were listed in the IEP.
# CONTACT INFORMATION FOR SPECIAL-ED SUPPORT:

<table>
<thead>
<tr>
<th>NAME</th>
<th>ROLE</th>
<th>EMAIL</th>
<th>PHONE NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td>BRYAN:</td>
<td>SPECIAL-ED TEACHER</td>
<td><a href="mailto:BAKKEB@F2FACADEMY.ORG">BAKKEB@F2FACADEMY.ORG</a></td>
<td>651-772-5553</td>
</tr>
<tr>
<td>JOHN:</td>
<td>SPECIAL-ED TEACHER</td>
<td><a href="mailto:VASECKAJ@F2FACADEMY.ORG">VASECKAJ@F2FACADEMY.ORG</a></td>
<td>651-772-5547</td>
</tr>
<tr>
<td>CHANA:</td>
<td>SCHOOL SOCIAL WORKER</td>
<td><a href="mailto:OURAYC@F2FACADEMY.ORG">OURAYC@F2FACADEMY.ORG</a></td>
<td>651-772-5540</td>
</tr>
<tr>
<td>RACHEL:</td>
<td>SCHOOL SOCIAL WORKER</td>
<td><a href="mailto:SAMUELSION@F2FACADEMY.ORG">SAMUELSION@F2FACADEMY.ORG</a></td>
<td>651-200-7529</td>
</tr>
<tr>
<td>TIM:</td>
<td>SCHOOL SOCIAL WORKER</td>
<td><a href="mailto:ZWIERST@F2FACADEMY.ORG">ZWIERST@F2FACADEMY.ORG</a></td>
<td>651-772-5568</td>
</tr>
<tr>
<td>JENNIFER:</td>
<td>504 COORDINATOR</td>
<td><a href="mailto:PLUMJ@F2FACADEMY.ORG">PLUMJ@F2FACADEMY.ORG</a></td>
<td>651-772-5548</td>
</tr>
</tbody>
</table>
FOOD, TECHNOLOGY, TRANSPORTATION, & OTHER RESOURCES
THERE ARE TWO TIMES STUDENTS WILL RECEIVE FOOD DURING THE SCHOOL DAY:

1) DURING COMMUNITY GROUP STUDENTS WILL HAVE THE OPTION OF A VARIETY OF ITEMS (I.E. GRANOLA BAR, PIECE OF FRUIT)

2) LUNCH FOR THE DAY
   * DURING COMMUNITY GROUP, STUDENTS WILL BE ASKED IF THEY WANT A HOT LUNCH
   * LUNCH IS FROM 12:00 - 12:20.
   * HOT LUNCHES ARE WRAPPED AND WILL BE DISTRIBUTED & SHOULD BE TAKEN OUTSIDE
   * IF RAINING/POOR WEATHER, STUDENTS WILL EAT LUNCH IN PERIOD 2 CLASSROOM.
   * AFTER EATING LUNCH, THE AREA SHOULD BE CLEANED THOROUGHLY.

BULK MEALS: STUDENTS/FAMILIES MUST ORDER BULK MEALS WEDNESDAY OF THE PREVIOUS WEEK. ON EITHER OF THEIR DESIGNATED BUILDING DAYS, STUDENTS CAN PICK UP THEIR BULK MEALS IN THE ATRIUM AT THE END OF THE SCHOOL DAY.

STUDENTS EXCLUSIVELY DISTANCE LEARNING MAY MAKE ARRANGEMENTS TO PICK UP BULK MEALS AFTER THE SCHOOL DAY STARTING AT 2:00 PM

*IN CASES WHERE STUDENTS/FAMILIES ARE UNABLE TO PICK UP THEIR BULK MEALS, STAFF WILL SET-UP A DELIVERY SCHEDULE.
TECHNOLOGY

CHROMEBOOKS:

1) STUDENTS HAVE BEEN ASSIGNED A CHROMEBOOK FOR BOTH HOME USE AND TO BRING TO SCHOOL ON THEIR DESIGNATED IN-BUILDING DAY.

2) BACKPACKS (LOCATED ON ARE AVAILABLE TO HELP STUDENTS TRANSPORT CHROMEBOOKS SAFELY.

3) EACH DESIGNATED ROOM (DANCE, COMMUNITY, WATER, & OUTSIDE) HAS 4 CHROMEBOOKS IN THE ROOM CART.

4) CHROMEBOOKS ARE ALSO AVAILABLE FOR NEW STUDENTS AND FOR REPLACEMENTS IF A STUDENT IS EXPERIENCING ISSUES WITH THEIR CURRENT CHROMEBOOK.
Transportation:

1) For safety purposes, we encourage students to arrange a ride to school for the 2 days a week.

2) For families in need, The Academy is committed to providing gas cards.

3) We recognize some people will still have to take the bus. Metro Transit is charging bus fare again, we will be providing bus cards and tokens to students.

Click here for info on Metro Transit
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:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chana:</td>
<td>School Social Worker</td>
<td><a href="mailto:ourayc@f2facademy.org">ourayc@f2facademy.org</a></td>
<td>651-772-5540</td>
</tr>
<tr>
<td>Rachel:</td>
<td>School Social Worker</td>
<td><a href="mailto:samuelson@f2facademy.org">samuelson@f2facademy.org</a></td>
<td>651-200-7529</td>
</tr>
<tr>
<td>Tim:</td>
<td>School Social Worker</td>
<td><a href="mailto:zwierst@f2facademy.org">zwierst@f2facademy.org</a></td>
<td>651-772-5568</td>
</tr>
<tr>
<td>Darius</td>
<td>School Director</td>
<td><a href="mailto:husaind@f2facademy.org">husaind@f2facademy.org</a></td>
<td>651-772-5554</td>
</tr>
</tbody>
</table>
Links to Other Resources

Contact Period 2 Calendars
- Staff Contact Period Calendar
- A1/B1 Student Contact Period Calendar
- B2/C1 Student Contact Period Calendar
- Distance Learning Only Student Contact Period Calendar

Daily Check Lists
- School Day On Campus Check List
- Distance Learning Checklist

Programming
- Community Group Cheat Sheet
- Distance Supports Binder
- Instructional Hours Breakdown
Links to Other Resources (cont.)

Health & Wellness
Covid 19 - Illness, PTO, and Staffing Policy
Face Covering Guidance
Why Wear a Mask
Supporting Mental Health during COVID-19

Available on Request:
Hybrid Phase II Protocols
Supervision Schedules
Staff Training & Resources