Friendship Academy of the Arts
2020-21 Fall Reopening Plan
The Choice Model
Overview
Friendship Academy of the Arts has engaged in an intentional planning process to prepare for three possible scenarios for reopening school in the Fall of 2020. We have actively worked with our partners from Bellwether Education Partners, Achievement Network, an advisory team of students, parents, teachers, core leadership team, the FAA Board of Directors, along with guidance from MDE and MDH to create a framework for our plan. The core leadership team is focused on continuing to develop the plan based on our guiding principles. The plan is entitled “The Choice Model” providing families the opportunity to choose how they feel is the best way to return to school based on their families needs and experiences.

Guiding Principles

- **Be flexible, adaptable, and offer choice and voice**
  - We recognize and value the voice of our students, families, and stakeholders. We will engage the community as partners. We will be responsive and adaptive to meet the individual needs of each of our students.

- **Be consistent and communicate**
  - We will be consistent in our actions and dedication to educational equity. We will communicate with staff, students, and stakeholders. We clarify our expectations to hold ourselves accountable and to be effective in the implementation of plans.

- **Provide students with equitable, quality experiences**
  - We will offer the needed support and resources for staff in order to provide students with quality experiences. We will reach and teach the whole child academically, socially, and emotionally.
**Academic Priorities**

- Equitable access using Personalized Learning Strategies
- Create a Culture of Practice that Leads to Excellence
- Diagnostic and Interim Assessments that Inform Instruction

**Culture Priorities**

- High student engagement in hybrid and distance learning scenarios (including parent and student engagement/partnership through consistency and communication)
- Relationship-building across hybrid and distance learning scenarios
- Diagnostic and Interim Assessments that Inform Instruction
Technology Priorities

- Every scholar has a working device and internet access
- Simplify platforms (less is more)
- Provide consistent and effective staff, student, and family training

Top Priority

Safety
Your Voice

Students

Which way would you rather learn?

I learned better through Distance Learning,

I felt connected to my teacher during Distance Learning.
Families

How would you rate your communication with your child's teacher during Distance Learning?

- 4 Excellent: 30%
- 3 Good: 10%
- 2 Fair: 5%
- 1 Poor: 55%

How would you rate your overall Distance Learning Experience?

- 4 Excellent: 20%
- 3 Good: 25%
- 2 Fair: 30%
- 1 Poor: 25%
In-person learning for all students: schools would create as much space between students and teachers as is feasible during the day, but will not ... during primary instructional time in the classroom.

Hybrid learning with strict social distancing and capacity limits: Some traditional face-to-face instruction would be replaced by distance learning...st 6 feet between people must occur at all times.
Distance learning only: Students engaging in distance learning have access to appropriate educational materials and receive daily interaction...oes not always mean e-learning or online learning.

- Like
- Dislike
- Indifferent
- Dislike but understand if traditional school setting is not option
- I like distance learning but a suggestion is to try something like seesaw and zo...
- Whatever insures best health practices.
- I like this as the means of safest way to decrease risk only.
**Scenario 1:** In-person learning for students of essential workers. Students and staff will follow the same in person guidelines as Scenario 2.

**Scenario 2:** Hybrid learning with strict social distancing and capacity limits. Students and teachers should maintain six feet of social distancing and follow all other required and recommended MDH guidelines. Specifically, the Friendship Academy of the Arts hybrid model would be implemented with a rotation of A and B days. Every other Friday will switch between an A day and a B day, and will be referred to as either an A Week or a B Week depending on which cohort of students are attending in person on that Friday. Students who desire to receive in-person instruction will be assigned to either an A or B day cohort, and will physically attend school only on those days. An example has been provided below.

Students with last names A-L will attend on A days.
Students with last names M-Z will attend on B days.
Exceptions will be made for family members with different last names.
### Scenario 3: Distance learning only

Students and teachers will continue to be engaged daily in teaching and learning. Prioritize continuing to provide critical services such as food services to support the health and safety of students. Provide guidance to teachers regarding delivery of distance learning and expectations during distance learning.

<table>
<thead>
<tr>
<th>A - Week</th>
<th>A Group</th>
<th>B Group</th>
<th>Meals and Materials</th>
</tr>
</thead>
</table>
| 1 Monday | In Person | Distance Learning | • A group pick up meals  
• Materials for DL  
• Teacher Parent Communication |
| 2 Tuesday | Distance Learning | In Person | • B group pick up meals  
• Materials for DL  
• Teacher Parent Comm & Assign. |
| 3 Wednesday | In Person | Distance Learning | • A group pick up meals  
• Materials for DL  
• Teacher Parent Communication |
| 4 Thursday | Distance Learning | In Person | • B group pick up meals  
• Materials for DL  
• Teacher Parent Communication |
| 5 Friday  | In Person | Distance Learning | |

<table>
<thead>
<tr>
<th>B - Week</th>
<th>A Group</th>
<th>B Group</th>
<th>Meals and Materials</th>
</tr>
</thead>
</table>
| 1 Monday | In Person | Distance Learning | • A group pick up meals  
• Materials for DL  
• Teacher Parent Communication |
| 2 Tuesday | Distance Learning | In Person | • B group pick up meals  
• Materials for DL  
• Teacher Parent Comm & Assign. |
| 3 Wednesday | In Person | Distance Learning | • A group pick up meals  
• Materials for DL  
• Teacher Parent Communication |
| 4 Thursday | Distance Learning | In Person | • B group pick up meals  
• Materials for DL  
• Teacher Parent Communication |
| 5 Friday  | Distance Learning | In Person | |
COVID-19 program coordinator
Ms. Estime’ will be the point of contact for each school building (there should be a contact in each school building) in collaboration with the core leadership team and school nurse from Navigate Consulting, LLC, MDE, MDH, and the liaison provided. Ms. Estime’ will communicate concerns, challenges, and lessons learned related to COVID-19 preventive activities as needed with staff, students/families, school and district leadership, school nurse, and local health officials.

A group of 1-3 8th grade students will collaborate with the program coordinator to reflect on the student experience and support student ownership and responsibilities for creating a safe and healthy school environment.

Social distancing and minimizing exposure
Scenario 1 & 2
Student and staff interaction will be based on creating as much space between people as possible. Markings will be in place to denote 6 feet of spacing to remind students and staff to always stay 6 feet apart in lines and at other times they may congregate (e.g., during lunch, arrival and dismissal, restrooms, locker rooms, etc.).

Classroom capacity has been systematically reviewed with the goal of maximizing student seats and minimizing teacher and staff supplies and desks. Additional spaces will be used to provide more space between students and staff.

Arrival and dismissal will be monitored to curtail congregating and ensure students go straight from vehicle to their classroom, and vice versa. Nonessential visitors, volunteers, and activities involving external groups or organizations will be restricted. Self-service food or beverage distribution in the cafeteria will be discontinued and all meals will be served in the classroom. Meals, snacks, and beverages served at school will be individually packaged. Where individual packaging is not possible, food and beverages must be served directly to students.

The number of people allowed within the facility at one time will be limited, and transportation vehicles will be reduced to 50% maximum occupancy. Contactless pick up and/or delivery of meals and school materials for days that students and staff are not in the school building. Care for school-aged care programs for critical workers will continue. Families will be given the option to commit to either an A/B day schedule with the option to opt out after each trimester.

Scenario 3
Contactless pick up and/or delivery of meals and school materials will be implemented and school-age care programs for critical workers will continue.

Academics
FAA will implement Individualized Learning Plans (ILPs) with Performance-Based Assessments. Annually, each student will develop a personal ILP in collaboration with his/her parents/guardians, teachers and other supportive adults to establish goals for the year and chart a path to achieve them. The Individualized Learning Plan will be a record of each student’s individual strengths, needs, motivations, progress, and project goals based on data from all available sources. During bi-weekly conferences, the plans will be reviewed, discussed, and updated with a student and their advisor.

Informed by the ILP, each student will have a personal learning path providing specific paths students take through content to enact their educational plan, while still holding them to high expectations.

Click here for the full Personalized Learning Plan Strategy

**Systems of Assessment**

**Scenarios 1, 2, and 3**

Assessment is used to describe many different procedures and tools used to determine what students know and can do. In this period of distance learning and instruction, student learning has become more individualized. To support both the academic and social-emotional development of students during this time, Friendship Academy of the Arts will be offering increasingly individualized and personalized learning. Students will have the opportunity to develop an Individualized Learning Plan (ILP), which identifies specific goals and steps to achieve progress.

Formative assessments will drive data-driven and personalized instruction. Students will be assessed based on their completion of daily assignments, which may include (but are not limited to) Exit Tickets, participation in synchronous classes, student discussion, participation in class discussions verbally or through posts, and work in curriculum consumables. Additionally, students will take interim or pre-module assessments in order to identify learning gaps and promote the development of an action plan to address partial mastery.

Summative assessment will be conducted to monitor student learning through the NWEA Measures of Academic Progress (MAP) assessment in order to track student growth. Online tools, such as IXL, Edulastic, and other standards-based measures will be utilized to provide data and analysis around student learning.

**Statewide Assessment**

**Scenarios 1, 2, and 3**

Minnesota’s statewide assessments and the data generated from assessment results provide insight into how the districts and schools are succeeding in teaching students Minnesota’s rigorous, high-quality standards. Minnesota’s statewide assessments evaluate the implementation of the Minnesota Academic Standards and WIDA English Language Development Standards. These assessments are aligned to the standards and the results are used to identify the success and needed improvement of standards-based education across the
Statewide assessments (ACCESS, Alternate ACCESS, MCA, and MTAS) must be administered in a standardized manner and environment.

Friendship Academy of the Arts will be preparing for 2020-21 statewide assessments to be administered in-person in school buildings, as mandated by the Minnesota Department of Education. All relevant hygiene and social distancing protocols will be followed.

**Grading**

**Scenarios 1, 2, and 3**

At Friendship Academy of the Arts, we have worked hard to develop an equitable assessment and grading system during distance learning. Traditional grading may reinforce a deficit mindset, exacerbate current inequities, and do not reflect a full understanding of the situation in which each child is learning. Recognizing that there are numerous barriers to learning in this context, we have modified our grading policies.

As is recommended by the Minnesota Department of Education, we have expanded to the grading options of A, B, C, and Incomplete (I). No student will receive failing grades during this unprecedented situation. Additionally, we are providing alternative and extended learning opportunities for students to attend and make improvements in the areas in which they struggle.

**Social and Emotional Learning**

**Scenarios 1, 2, and 3**

Friendship Academy of the Arts believes that leadership is a critical skill that develops social and emotional learning because it supports everyone in reaching their potential as scholars, artists and community members. Strong leadership among all members of FAA will limit distractions at school, model positive behavior, foster interpersonal relationships, and promote professional and academic growth. Most important, it will provide scholars with life skills to become strong leaders at home, in the classroom and at school, and in whatever community is important to them.

While leadership has long been a focus at FAA, the approach was formalized in the summer of 2017 with staff training on *The Leader in Me*. Goals of leadership development across the school are to give everyone a common understanding of and language for leadership, to increase student agency in all areas of their lives, and to empower student voice in influencing their environments, including the school communication. Students will receive regular instruction in *The Leader in Me* curriculum, both within their homeroom and infused into the core curriculum.

**Scenario 3**
A detailed description of the Friendship Academy of the Arts Distance Learning plan can be found here: [Distance Learning Plan](#)

**Distance Learning Improvements**
- Streamlined and advanced digital resources
  - Integrated Google classroom and gradebook
  - Use of single sign-on
- Staff, parent, and student training on technology and navigating online platforms
- Emphasis on developing relationships and communication
- Clear virtual routines, procedures, and expectations for students and staff
- Coaches and consultants experienced in curriculum and best practices

In either scenario there will be a master schedule as seen below:

**Friendship Academy of the Arts Master Schedule**

**2020-2021**

PAF and Groves times will need to be adjusted based on the literacy coach’s availability. I have reached out to Groves to confirm.

**Kindergarten**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>8-10</td>
<td>Freedom School and Enrichment</td>
</tr>
<tr>
<td>10-10:15</td>
<td>Transition/Bathroom</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Math</td>
</tr>
<tr>
<td>11:30-12</td>
<td>Lunch</td>
</tr>
<tr>
<td>12-12:30</td>
<td>Recess</td>
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<tr>
<td>12:35-12:50</td>
<td>Quiet Time</td>
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<tr>
<td>12:50-2</td>
<td>ELA</td>
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<tr>
<td>2-2:30</td>
<td>PAF</td>
</tr>
</tbody>
</table>
| 2:30-2:50 | Bathroom Break/Brain Break  
Kindergarten Grade Bathroom 2:30-2:40  
First Grade Bathroom 2:40-2:50 |
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<tr>
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</thead>
<tbody>
<tr>
<td>2:50-3:30</td>
<td>Science/SS</td>
</tr>
</tbody>
</table>
| 3:30-4   | WIN  
-Intervention  
-Small Groups  
-ILP’s |
| 4:45-4:15 | Closing Circle |
| 4:15-4:30 | Snack/Bathroom |
| 4:30 -5  | Dismissal |

**First Grade**

<table>
<thead>
<tr>
<th>8-10</th>
<th>Freedom School and Enrichment</th>
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<tbody>
<tr>
<td>10-10:15</td>
<td>Transition/Bathroom</td>
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<tr>
<td>10:15-10:30</td>
<td>Morning Meeting</td>
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<tr>
<td>10:30-11:30</td>
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<td>Recess</td>
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<td>12:35-12:50</td>
<td>Quiet Time</td>
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<tr>
<td>12:50-1:20</td>
<td>PAF</td>
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<td>1:20-2:30</td>
<td>ELA</td>
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</tbody>
</table>
| 2:30-2:50 | Bathroom Break/Brain Break  
Kindergarten Grade Bathroom 2:30-2:40  
First Grade Bathroom 2:40-2:50 |
| 2:50-3:30 | Science/SS |
| 3:30-4 | WIN  
-Intervention |
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
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</thead>
<tbody>
<tr>
<td>4-4:15</td>
<td>Closing Circle</td>
</tr>
<tr>
<td>4:15-4:30</td>
<td>Snack/Bathroom</td>
</tr>
<tr>
<td>4:30-5</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

**Second**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
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<tbody>
<tr>
<td>8-10</td>
<td>Freedom School and Enrichment</td>
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<tr>
<td>10-10:15</td>
<td>Transition</td>
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<td>Recess</td>
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<td>12:35-12:50</td>
<td>Quiet Time</td>
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<td>12:50-2</td>
<td>ELA</td>
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<td>2-2:30</td>
<td>PAF</td>
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<td>2:30-2:50</td>
<td>Bathroom Break/Brain Break</td>
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<td>Second Grade Bathroom 2:30-2:40</td>
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<td>Third Grade Bathroom 2:40-2:50</td>
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<tr>
<td>2:50-3:30</td>
<td>Science/SS</td>
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<tr>
<td>3:30-4</td>
<td>WIN</td>
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<td></td>
<td>-Intervention</td>
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<td>-Small Groups</td>
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<td>-ILP’s</td>
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<td>Closing Circle</td>
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<td>4:15-4:30</td>
<td>Snack/Bathroom</td>
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<td>4:30-5</td>
<td>Dismissal</td>
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### Third Grade

<table>
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<tr>
<th>Time</th>
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<tbody>
<tr>
<td>8-10</td>
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<td>12:50-1:20</td>
<td>PAF</td>
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<td>1:20-2:30</td>
<td>ELA</td>
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<td>2:30-2:50</td>
<td>Bathroom Break/Brain Break</td>
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<td>Second Grade Bathroom 2:30-2:40</td>
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<td>Third Grade Bathroom 2:40-2:50</td>
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<td>- Leadership</td>
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<td>Closing Circle</td>
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<td>4:15-4:30</td>
<td>Snack/Bathroom</td>
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<td>4:30 -5</td>
<td>Dismissal</td>
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### Fourth-Fifth Grade

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<th>Time</th>
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<tr>
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<td>Transition</td>
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<td>10:15-10:30</td>
<td>Morning Meeting</td>
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<td>Time</td>
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<tr>
<td>10:30-11:30</td>
<td>Math</td>
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<td>11:30-12</td>
<td>Recess</td>
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<td>12-12:30</td>
<td>Lunch</td>
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<td>12:50-2</td>
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<td>2-2:30</td>
<td>Intervention</td>
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<tr>
<td>2:30-2:50</td>
<td>Bathroom Break/Brain Break Second Grade Bathroom 2:30-2:40 Third Grade Bathroom 2:40-2:50</td>
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<tr>
<td>2:50-3:30</td>
<td>Science/SS</td>
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<td>Snack/Bathroom</td>
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<td>4:30-5</td>
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**Middle School**

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<tbody>
<tr>
<td>8-10</td>
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</tr>
<tr>
<td>10-10:15</td>
<td>Transition</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Homeroom</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Block 1</td>
</tr>
<tr>
<td>11:35-12:35</td>
<td>Block 2</td>
</tr>
<tr>
<td>12:35-1:05</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:10-2:10</td>
<td>Block 3</td>
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<tr>
<td>2:15-3:15</td>
<td>Block 4</td>
</tr>
<tr>
<td>3:20-4:15</td>
<td>WIN ILP</td>
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</tbody>
</table>
Ensuring Equity Among All Students

Minnesota defines educational equity as the condition of **justness**, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potential. Friendship Academy will implement a Personalized Learning model that educates the whole child. A part of the process is to have regular meetings between teacher (mentor), students, and families to set goals and **determine if there are any barriers that exist that may prevent them from reaching their goals**. This provides teachers the opportunity to discover any inequities that exist and work with the family to formulate a solution. The teacher will then notify administrations of the need. Administrations will then contact the family to determine how the school can assist in providing the solution or resources needed. This process will be followed regardless of culture, beliefs, or socioeconomic status.

### Internet and Device Access

**Scenario 1, 2, & 3:**

- Poll families to understand who has internet access at home that scholars will be able to work uninterrupted.
- Purchase and distribute internet hotspots to families without internet access.
- Provide technology training for families
  - How to use device (logging in, accessing programs, video conferencing, etc)
  - How to use the various programs and platforms available (Google Doc, Google classroom, google forms, MobyMax, IXL, etc)
- Provide training to staff on how to use devices, various programs, and platforms used

<table>
<thead>
<tr>
<th>6-Blue</th>
<th>6-Gold</th>
<th>7th</th>
<th>8th</th>
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<tbody>
<tr>
<td>ELA</td>
<td>Math</td>
<td>Science</td>
<td>Social Studies</td>
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<tr>
<td>Math</td>
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</tbody>
</table>
● Inventory all devices for both teachers and students to ascertain what is available and what needs to be acquired.
● Purchase additional Chromebooks and tablets to ensure all students and staff have a device at all times.
● Create a Google sheet for device distribution
  ■ Log Serial numbers
  ■ Create number for each devices
  ■ Have device contracts ready for students and parents to sign for repairs and replacement if device is damage in student care
● Have Chromebook cart/ charging stations in each classroom to charge device that may not have been charged overnight or that run out of charge at school
● Upgrade Zoom for purpose of creating webinars for staff development, and training and conferencing with staff and families
● Explicitly communicating internet etiquette to all stakeholders. Also, plans for troubleshooting.

Scenario 2
● Ensuring all scholars devices are functioning properly
● Ensuring families without internet services have functioning hotspots.
● Ensuring that teachers and EA have devices and are properly trained to provide online learning
● Ensure each classroom has a Chromebook cart/ charging station

Scenario 3
● Parents are fully trained on how to use device and access programs
  ○ Parents have scholars log in information for all programs
● Families without internet service have functioning hotspots

Each student has a functioning Chromebook or tablet

Student and Family Engagement
Friendship Academy will collaborate with families to assure all families have internet access and are able to navigate each system prior to the start of school.

In all scenarios, consistent communication about social and emotional needs of students and families, staff office hours, and communicating progress and/or needs of their scholars will be at the core of engaging families. Also, any other matters of importance or relevance will be communicated as they arise.

Scenario 1: In-person learning Student and Family Engagement:
● Consistent communication with students and families using methods such as Classroom DoJo, emails, letters home, phone calls/text messages. Items given to students to take home will be disbursed to students using proper handling along with social distancing. Teachers (who’s going to hold the teachers accountable online? Some of
them do not do a good job communicating with the kids are keeping their own appointments that are set) have a method of communication where parents can directly communicate via text or direct message for any last-minute information.

- During in-person learning, communicating with parents will be established to emphasize the importance of protocol for social distancing, masks, handwashing, etc.

**Scenario 2: Scenario 1 communication will continue, but teaching will be taking place online as well during scenario 2:**

- Using platforms such as Google Classroom to teach students, upload work videos, upload how-to-do videos if necessary, etc. Also, using platforms such as Google Hangouts and Zoom to video call students and families to hold small group discussions, meetings, check ins, and conferences. Teachers will have available times such as office hours for parents/students to communicate with teachers during office hours if questions arise from families or students.(classroom kick—Didn't work for our family David turned it all of our work and the teacher wasn't even able to see it—)(these are elementary school kids They need to be more socially engaged online having office hours for the teacher is just not good enough—The classes need to be taught in person via zoom online—School needs to purchase its own zoom account send out zoom invitations and teach online sessions with the kids)expecting elementary school kids to contact teacher during office hours is ridiculous)

**Scenario 3: Distance Learning Only:**

- Recommend all actions from scenario 2 if complete social distancing takes place.

**Hygiene practices**

**Scenario 1 and 2**

- Appropriate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer, paper towels, disinfectant wipes, and tissues) will be supplied and strategically placed in areas where they may be frequently used.

- Supplies will be checked daily by the COVID-19 Coordinator and refilled at the point of use (e.g., hand sanitizer available near shared equipment, hand sanitizer near school building entrances/exits, etc.).

- Routines of hand hygiene will be incorporated into the daily school schedule for all students and staff, including handwashing and sanitation breaks during or between classroom activities. Handwashing with soap and water for at least 20 seconds and/or the safe use of hand sanitizer that contains at least 60% alcohol by staff and older students will be taught on a consistent basis.

- Hand sanitizer use by students will be supervised to ensure that children and staff with sensitivity or skin reactions to hand sanitizer can use soap and water.
Handwashing will be reinforced during key times including but not limited to: arrival and dismissal; before, during, and after preparing or eating food; after using the bathroom; after blowing one’s nose, coughing, or sneezing; after touching objects with bare hands that have been handled by other people.

Staff and students will be encouraged to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.

If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

Bathroom monitors will remind students to wash their hands for 20 seconds.

**Office Spaces / Handling of Materials**

- Documents will be delivered electronically to avoid any transfer of materials
- Incoming supplies and items will be sanitized/sanitized before distribution ie...food deliveries, mail, and any handling of materials.
- Students materials will not be shared if new and in individual packets to keep
- If used, shared materials will be sanitized
- All scholar supplies will be in individual containers and will not be shared among classmates.
- A student/staff will be designated to attend to academic needs that may arise during instructional time.

**Cloth face coverings and face shields**

Friendship Academy of The Arts will abide by all MDE, MDH, and CDC guidelines as it pertains to wearing face-covering in education settings. “Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. Cloth covering masks and shields are not surgical masks, respirators, or other medical personal protective equipment.” The following protocols will apply to all scenarios that include being on site at either campus and all school-based gatherings or events. All students and staff will be asked to
supply their own face coverings. FAA will provide 1 per student and staff and disposable when they do not have one upon arrival.

The following protocols apply to both campuses during all functions, activities, and events.

- Teach and reinforce the use of face-covering to all including,
  - Not to touch face-covering
  - Washing hands frequently
  - Proper use and removal
  - Washing of face covering

- Face covering will be worn by staff, students, and anyone in the building at all times when physical distancing is not possible or is difficult.

- Face coverings may be removed when social distancing is possible unless prohibited by guidelines provided by MDE and MDH. (Letting people remove the face mask is a bad idea we are dealing with an airborne pandemic. How well is the air going to be circulating in the building six feet isn't really going to matter).

**Cleaning and materials handling**

**Scenario 1 and 2**

- A schedule for routine environmental cleaning and disinfection will be implemented of high-touch surfaces and shared equipment throughout the day using EPA-approved disinfectant for SARS-CoV-2.

- Cleaning products with all safety precautions, specifically as it relates to use around children including proper ventilation when in use.

- Products will be securely stored to prevent use by children.

- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible (e.g., by dedicating supplies or equipment to individual students) or limit the use of supplies and equipment to one small classroom cohort group at a time, allowing for time to clean and disinfect between use.

- Avoid sharing electronic devices, books, toys, and other games or learning aids when possible, and ensure cleaning between uses.
● Students will keep personal items in individually labeled cubbies, containers, desks, or lockers.

● Handle non-disposable food service items minimally and wash them with hot water and soap or in a dishwasher.

Arrival and Dismissal Protocols

Arrival

● Facemask, temperature, and assessment test (whenever possible) are required upon arrival.
● Use hand sanitizer upon arrival when entering FAA facilities
● School staff will be assigned to assist students on arrival to unload buses
● Proposed Bus Paraprofessionals will guide students to the designated area for safety check
● Students are directed to their designated areas for morning circles

Dismissal

● Bus coordinator will communicate with bus drivers upon arrival for environment check
● Proposed Bus Paraprofessionals will guide students to their bus areas for dismissal
● Facemask will be provided upon dismissal.
● Use hand sanitizer upon dismissal when entering the bus
● School staff will be assigned to assist students on dismissal to load the buses
● Proposed Bus Paraprofessionals will guide students to their bus areas

Monitoring and excluding for illness

Regular screening for symptoms and ongoing self-monitoring throughout the school day can help to quickly identify signs of illness and help reduce exposure. Staff and students should be encouraged to self-monitor symptoms throughout the day.

Staff or students who develop symptoms during the school day must notify school health services or another identified point of contact in the school building immediately.

Requirements: Scenario 1 and 2
Educate staff, students, and families about the signs and symptoms of COVID-19, and when they/their children should stay home and when they can return to school.

Require that staff and students stay home if:
- They have tested positive for or are showing COVID-19 symptoms, until they meet criteria (see MDH Decision Tree, below) for return.
- They have recently had close contact with a person with COVID-19 until they meet criteria for return.
- Follow the MDH Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs (PDF) to determine who must stay home, and when staff or students may return.

- Conduct symptom screening daily for any person entering the school building. This includes staff, students, family members, and any other visitors physically entering the school building.
- Communicate expectations and processes for the symptom screening method(s) selected for staff, students, and families.
- Space will be established to care for students and/or staff who arrive ill and do not pass the screening.
- Plans will be developed for backfilling positions of employees on sick leave and consider cross-training opportunities to allow for changes in staff duties as needed.

Handling suspected or confirmed positive cases of COVID-19
Scenario 1 and 2
The COVID-19 Program Coordinator will be responsible for responding to COVID-19 concerns and will coordinate with the school nurse and local health authorities regarding positive COVID-19 cases. All school staff and families will know who this person is and how to contact them.

- Staff and families will be required to self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with applicable law and privacy policies, including with the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA).
- Signage will be posted at the main entrance(s) requesting that people who have been symptomatic not enter the building.
MDH Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs (PDF) will be followed to determine when a student or staff member may return to school following illness or COVID19 testing. (www.health.state.mn.us/diseases/coronavirus/schools/exguide.pdf)

- It is not required for students or staff members to have documentation of a negative viral test or a letter certifying release from isolation in order to return to school, but they must follow recommended guidance regarding when to return to school.

- A dedicated space for symptomatic individuals who are waiting to go home. This space will be distinguished from areas where student health services will be delivered to those who are well and need routine types of care (e.g., medication administration or first aid).

- The designated space will accommodate social distancing of at least 6 feet for multiple individuals if needed.

- A specific cleaning process will be developed for the dedicated space between uses and as needed. Immediately isolate symptomatic individuals in the designated space at school and send them home.

- Ensure those symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is at least 6 feet away.

- Both the symptomatic student and the supervising adults will wear a cloth face covering or a surgical mask.

- Face coverings or surgical masks will not be placed on anyone who is unconscious or has trouble breathing, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a cloth face-covering due to developmental, medical, or behavioral health needs.

- Cleaning and disinfecting procedures will be implemented following the COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs.

- Students or staff members will be transported home if they are ill or to a medical care facility if needed.

- MDH will be notified of confirmed COVID-19 cases among students and staff (as required by Minnesota Rules, Chapter 4605.7050). An MDH inbox has been established for school COVID case reporting: health.schools.covid19@state.mn.us.
• Staff, families, and the public will be notified as needed if a person with COVID-19 was on the school premises while infectious. This will be done in coordination with local health officials while maintaining confidentiality in accordance with FERPA and all other state and federal laws.

• Engagement will be maintained by offering distance learning for students who cannot physically present in the classroom due to illness or exposure.

Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs

For people (e.g., children, care providers, or staff) who have symptoms consistent with COVID-19, send home or deny entry and reference the exclusion criteria in this document to determine when they may return. Symptoms of COVID-19 include: new onset cough or shortness of breath by themselves OR at least 2 of the following: fever (100.4°F or higher), chills, muscle pain, sore throat, loss of sense of smell or taste, and gastrointestinal symptoms of diarrhea, vomiting, or nausea.

If a person has a new symptom (for example, new loss of smell only) with no other diagnosis to explain it, they should stay home and talk to their health care provider about testing for COVID-19, even if it is the only symptom they are experiencing.

For people who received a laboratory test for COVID-19:

What to do if you’re waiting for COVID-19 test results (PDF) (www.health.state.mn.us/diseases/coronavirus/testing.pdf)

Positive test result: Stay home at least 10 days since symptoms first appeared AND until no fever for at least 3 days without medication AND improvement of other symptoms. Siblings and household members also stay home for 14 days.

Negative test result but symptoms with no other diagnosis: Stay home at least 10 days since symptoms first appeared AND until no fever for at least 3 days without medication AND improvement of other symptoms. Siblings and household members also stay home for 14 days.

For people with a COVID-19 diagnosis without a lab test OR people with symptoms consistent with COVID-19 without a medical evaluation (e.g., monitoring symptoms at home):

Stay home at least 10 days since symptoms first appeared AND until no fever for at least 3 days without medication AND improvement of other symptoms. Siblings and household members also stay home for 14 days.

For people with other diagnoses (e.g., norovirus, strep throat) that explain the symptoms, or when a health care provider says symptoms are connected to a pre-existing condition:

Stay home until symptoms have improved. Follow specific return guidance from the health care provider or follow the Infectious Diseases in Childcare Settings and Schools Manual (www.hennepin.us/daycaremanual). If symptoms related to a pre-existing condition change or worsen, talk to a health care provider to determine next steps. Siblings and household members do not need to stay home.
Nutrition

Three meal service models: Cafeteria Dining Service, Classroom Dining Service, or Take-Home Meals are the options in each of the scenarios.

Each of the scenarios will be considered for both breakfast and lunch, as well as for how it will work per grade levels. Note that both in-cafeteria service and classroom dining will have stipulations of sufficient space for social distancing to include the serving line, at tables or

Staff will adhere to social distancing requirements, during lunch break, in designated areas per each campus classroom desks. Students also could be assigned designated seats in the cafeteria, i.e. staff break room, classroom, cafeteria, or other area if these are not available.

However, to facilitate social distancing among students, some health experts have advised limiting children’s travel around the school campus and vastly reducing opportunities for large congregate groups. Cafeterias are kept closed, with meals being served and consumed in classrooms.

Scenario 1: In-person learning for all students. Daily meal service may require only one type of meal service, i.e., serving meals at school.

• Physical distancing in the cafeteria, classroom or other eating spaces

• If social distancing is not possible in the cafeteria, classroom delivery OR grab/go option will be an option.

• Individually packaged food items will include pre-packaged plastic utensils with napkins.

• Additional sanitation stations in the classroom, cafeteria, and hallways.

• Visual aids to illustrate appropriate spacing, traffic, health etiquette will be visible for meal service.

• Face coverings will be required

• Use a scanner device to track meal counts for reporting where each student assigned a meal barcode.

Scenario 2: Hybrid learning model with strict social distancing.

Breakfast using a hybrid model of Grab and Go. Students who arrive late are given the opportunity to get a grab and go breakfast and eat in the cafeteria at designated tables. Lunch meals and
Snacks served in the classroom or cafeteria area will be served in aluminum covered trays. Plastic utensils will be prepackaged.

- The students that attend school in the building a three day week will be given a one-day meal package to take home at the end of each day. Students that attend a two-day week will be given a three-day meal package. Meals packages to include breakfast, lunch, and milk.
- Parents may also have contactless pick-up and/or delivery of school meals for days that students and staff are not in the school building.
- Additional equipment will be purchased for meals served outside of the cafeteria: hot box on wheels, milk cart on wheels, etc.

Students and teachers will continue to maintain 6 feet of social distancing and follow all other requirements and students will continue to receive meals for the week according to the number of days they are not in person. In the event that the student is not present, arrangements will be available for families to pick up the appropriate meals.

- Additional equipment will be purchased for meals served outside of the cafeteria: hot box on wheels, milk cart on wheels, etc.

Scenario 3: Distance learning only Meal Service Operations. Meal service to students could be provided by home delivery, curbside pick-up, bus stop pickup, or other methods.

- Meal distribution, i.e., school, bus stops, and if possible home delivery by staff and/or transportation company.
- Contactless pick-up and/or delivery for distance learning.
- A total of 5-7 breakfast and 5-7 lunch meals per scholar to be distributed once a week.
- Track meal distribution electronically through JMC and/or spreadsheets.
- Purchasing additional coolers to transport meals will be needed for distant learning meals.

Breakfast, Lunch, Recess Protocols
Having healthy and nutritious meals allow students to function well in school. Students also need time during the day to let out steam by having the opportunity to run around and play. Thus, to ensure meals are delivered safely and students are given the opportunity to play safely, the following measures will be in place;

Scenarios 1 and 2
Breakfast
- Breakfast will be prepackaged each morning before students arrive.
- As students get off the busses or are dropped off, they will proceed to the cafeteria in a socially distant format (6ft apart) and pick up their breakfast package before heading to their classroom. Those who do not want breakfast will go directly to their classrooms.
They will eat breakfast in the classroom.

Lunch
- Lunches and snacks will be delivered to students in their classrooms.

Recess:
- Students will go to recess in batches. There will be no mixing of batches. During this time, students will be encouraged to avoid any activity involving physical contact (i.e. football, basketball, wrestling, etc).
- Students will be closely supervised by their teacher and educational assistants.
- Teachers are encouraged to plan activities involving less contact. For example, jogging, track, and field, tennis, hula hoops, bean bag toss, to name a few.
- Students will wash their hands before and after recess.

Playgrounds:
- High touch surfaces made of plastic or metal, such as grab bars and railings will be cleaned routinely.
- Cleaning and disinfection of wooden surfaces or groundcovers is not recommended.
- High touch areas of the play structure will be clean daily.
- Playground use will be staggered rather than allowing multiple classes to play together.

Transportation
Based on estimates for the number of students who typically ride the bus and identified school schedules, identify any necessary alterations that need to be made to bus routes if any have the potential to exceed maximum capacity in the morning or afternoon.

- Limit the number of people on transportation vehicles to 50% maximum occupancy.
- Ensure sufficient social distancing with at least 6 feet between people at all times (e.g., one student per seat (households may sit together), one seat between students).
- If distancing cannot be achieved, the number of occupants must be reduced. Identify the maximum number of students who ride the bus.
- Post visual reminders of bus safety procedures for students.
- Mark seats with tape to show students where to sit.
- Assign same seat assignment for students (am & pm bus ride)
- Load students on bus the back of the bus to the from (in order of bus stop on route)
- Limiting two students per bus row (one on each side) and having students seated in every other row. An exception will be made for siblings or students within the same household.
- Ensure transportation companies are disinfecting all interior surfaces between school rides.
- Require bus drivers and scholars wear face masks on buses at all times.
- Lower bus windows during warm months to circulate fresh air.
- Provide hand sanitizer when entering the bus.

Worker/Student Protection
COVID-19 Preparedness Plan for Friendship Academy of the Arts

FAA is committed to providing a safe and healthy workplace for all our staff, students, contractors, and visitors. To ensure we have a safe and healthy workplace, Friendship Academy has developed the following COVID-19 Preparedness Plan in response to the COVID-19 pandemic. Managers and workers are all responsible for implementing this plan. Our goal is to mitigate the potential for transmission of COVID-19 in our workplaces and communities, and that requires full cooperation among all stakeholders. Only through this cooperative effort can we establish and maintain the safety and health of all persons in our workplaces. The COVID-19 Preparedness Plan is administered by Dr. B. Charvez Russell, who maintains the overall authority and responsibility for the plan. However, everyone is equally responsible for supporting, implementing, complying with, and providing recommendations to further improve all aspects of this COVID-19 Preparedness Plan.

Friendship Academy’s COVID-19 Preparedness Plan follows the industry guidance developed by the state of Minnesota, which is based upon Centers for Disease Control and Prevention (CDC) and Minnesota Department of Health (MDH) guidelines for COVID-19, Minnesota Occupational Safety and Health Administration (MNOSHA) statutes, rules and standards, and Minnesota’s relevant and current executive orders. It addresses:

• ensuring sick workers stay home and prompt identification and isolation of sick persons;
• social distancing – workers must be at least six-feet apart;
• worker hygiene and source controls;
• workplace building and ventilation protocol;
• workplace cleaning and disinfection protocol;
• drop-off, pick-up and delivery practices and protocol; and
• communications and training practices and protocol.

FAA has reviewed and incorporated the industry guidance applicable to schools provided by the state of Minnesota for the development of this plan. Other conditions and circumstances included in the industry guidance and addressed in the plan that is specific to our business include:

• additional protections and protocols for students, staff, contractors, and visitors;
• additional protections and protocols for personal protective equipment (PPE);
• additional protections and protocol for access and assignment;
• additional protections and protocol for sanitation and hygiene;
• additional protections and protocols for work clothes and handwashing;
• additional protections and protocol for distancing and barriers;
• additional protections and protocols for managing occupancy;
• additional protocols to limit face-to-face interaction;
• additional protections for receiving or exchanging payment; and
• additional protections and protocols for certain types of businesses within an industry.

Ensure sick workers stay home and prompt identification and isolation of sick persons
Students, staff, and contractors will be informed of and encouraged to self-monitor for signs and symptoms of COVID-19. FAA will implement leave policies that promote workers staying at home when they are sick, when household members are sick, or when required by a health care provider to isolate or quarantine themselves or a member of their household. Proper contingency plans for staff absences will be in place so that learning continues in the event of staff absences. The Department of Labor has issued guidance, listed below, that describes how workers will be compensated if they have a COVID-19 related absence.

Accommodations for workers with underlying medical conditions or who have household members with underlying health conditions have been implemented. FAA will also implement a policy for informing workers if they have been exposed to a person with COVID-19 and requiring them to quarantine for the required amount of time. In addition, the privacy of workers’ health status and health information according to HIPPA guidelines.

Social distancing – Workers must be at least six-feet apart
Social distancing of at least six feet will be implemented and maintained between workers and customers, clients, patrons, guests, and visitors in the workplace through the following engineering and administrative controls:

- Occupancy requirements, numbers of people, flow, and interactions will be implemented to ensure social distancing.
- Signage, markings and instructions will be used to address social distancing.
- Physical workplace changes, such as increased distance between workstations, worker spacing.
- Aisles, display cases, tables, counters, check-in and checkout stations, etc. will be arranged to allow for social distancing between students and staff. If spacing cannot be increased or social distancing consistently maintained, barriers, screens, shields, curtains, and partitions will be used.
- Staff will be prevented from gathering in groups in common areas and “bottlenecks,” including corridors, meeting rooms, stairways, break rooms, entrances, exits, and elevators.
- Personal protective equipment, phones, pens, computer equipment, desks, cubicles, workstations, offices, or other personal work tools and equipment will not be shared and, if used by more than one person, will be cleaned and disinfected between users.
- Car-pooling, ride-sharing, or sharing of vehicles will be addressed to limit the duration of exposure to other persons and practice social distancing.
- Recommended or required protective supplies, such as masks, nonmedical cloth face coverings, gloves, disinfectant and face shields for workers will be required at all times and provided by FAA if needed.
Basic infection prevention measures will be implemented at our workplaces at all times.

Workers will be instructed to wash their hands for at least 20 seconds with soap and water frequently throughout the day, but especially at the beginning and end of their shift, prior to any mealtimes and after using the restroom.

Everyone in the building will be required to wash or sanitize their hands prior to or immediately upon entering the facility.

Hand-sanitizer dispensers (that use sanitizers of greater than 60% alcohol) will be at entrances and locations in the workplace so they can be used for hand hygiene in place of soap and water, as long as hands are not visibly soiled.

Workers [and customers, clients, patrons, guests, and visitors] are being instructed to cover their mouth and nose with their sleeve or a tissue when coughing or sneezing, and to avoid touching their face, particularly their mouth, nose, and eyes, with their hands.

Everyone in the building will be expected to dispose of tissues in provided trash receptacles and wash or sanitize their hands immediately afterward.

Respiratory etiquette will be demonstrated on posters and supported by making tissues and trash receptacles available to all workers and other persons entering the workplace.

Operation of the building in which the workplace is located, will include necessary sanitation, assessment, and maintenance of building systems, including water, plumbing, electrical, and heating, ventilation, and air conditioning (HVAC) systems. If proper ventilation is not available, FAA will provide commercial portable ventilation systems.

Steps will also be taken to minimize airflow blowing across people.

Regular practices of cleaning and disinfecting have been implemented, including a schedule for routine cleaning and disinfecting of work surfaces, equipment, tools and machinery, vehicles, and areas in the work environment, including restrooms, break rooms, lunchrooms, meeting rooms, and drop-off and pick-up locations.

Frequent cleaning and disinfecting will be conducted in high-touch areas, including phones, keyboards, touch screens, controls, door handles, railings, copy machines, etc.

Appropriate and effective cleaning and disinfecting supplies will be purchased and available for use in accordance with product labels, safety data sheets, and manufacturer specifications, and used with required personal protective equipment for the product.

Instructions will be communicated to all workers, including employees, temporary workers, staffing and labor pools, independent contractors, subcontractors, vendors and outside technicians [and customers, clients, patrons, guests and visitors about protections and protocols, including:

1) social distancing protocols and practices;
2) drop-off, pick-up, delivery, and general in-building practices;
3) practices for hygiene and respiratory etiquette;
4) recommendations or requirements regarding the use of masks, face-coverings, and/or face-shields by workers.
Everyone will also be advised not to enter the workplace if they are experiencing symptoms or have contracted COVID-19.

The leadership team and the COVID-19 Program Coordinator are expected to monitor how effective the program has been implemented. All management and workers are to take an active role and collaborate in carrying out the various aspects of this plan, and update the protections, protocols, work-practices, and training as necessary.
EMPLOYEE RIGHTS
PAID SICK LEAVE AND EXPANDED FAMILY AND MEDICAL LEAVE
UNDER THE FAMILIES FIRST CORONAVIRUS RESPONSE ACT

The Families First Coronavirus Response Act (FFCRA or Act) requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020.

> PAID LEAVE ENTITLEMENTS
Generally, employers covered under the Act must provide employees:
Up to two weeks (80 hours, or a part-time employee’s two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or Federal minimum wage, paid at:
• 100% for qualifying reasons #1-3 below, up to $511 daily and $5,110 total;
• 50% for qualifying reasons #4 and 6 below, up to $200 daily and $2,000 total; and
• Up to 12 weeks of paid sick leave and expanded family and medical leave paid at 2/3 for qualifying reason #5 below for up to $200 daily and $12,000 total.

A part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.

> ELIGIBLE EMPLOYEES
In general, employees of private sector employers with fewer than 500 employees, and certain public sector employers, are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below). Employees who have been employed for at least 30 days prior to their leave request may be eligible for up to an additional 10 weeks of partially paid expanded family and medical leave for reason #5 below.

> QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19
An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework, because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
2. has been advised by a health care provider to self-quarantine related to COVID-19;
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
5. is caring for his or her child whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons; or
6. is experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services.

> ENFORCEMENT
The U.S. Department of Labor’s Wage and Hour Division (WHD) has the authority to investigate and enforce compliance with the FFCRA. Employers may not discharge, discipline, or otherwise discriminate against any employee who lawfully takes paid sick leave or expanded family and medical leave under the FFCRA, files a complaint, or institutes a proceeding under or related to this Act. Employers in violation of the provisions of the FFCRA will be subject to penalties and enforcement by WHD.

For additional information or to file a complaint:
1-866-487-9243
TTY: 1-877-889-5627
dol.gov/agencies/whd

WAGE AND HOUR DIVISION
UNITED STATES DEPARTMENT OF LABOR
Visitor Management
Visitors will be limited to contractors providing direct service and family members of students. Visitors will enter through a contactless visitor entry system and will go through security protocols upon entry.

Support mental health and wellness
FAA is committed to promoting mental health and well-being (beyond Covid-19) by promoting the Friendship Strong model, building resilience through social, emotional, and behavioral competence. Creating a mental health and wellness strategy annual action plan, a living document used to structure and monitor implementation of the strategy.

What will FAA be doing to promote wellness of students on a daily basis?

Scenario 1 and 2:
- Morning circles.
- Restorative practice interventions for behaviors.
- Community building and collaboration with families.
- Identifying students who are struggling and getting them supports with a staff mentor or MH practitioner.
- Art enrichment classes that promote: their arts heritage, the importance of the arts in the structure of all cultures, and the skills and attitudes to build lifelong meaning through music, dance, theater, and visual art.

Scenario 3:
- Morning small group meetings (functioning similar to morning circles)
- Restorative practice interventions for behaviors.
- Community building and collaboration with families.
- Identifying students who are struggling and getting them supports with a staff mentor or MH practitioner.
- Art enrichment classes that promote: their arts heritage, the importance of the arts in the structure of all cultures, and the skills and attitudes to build lifelong meaning through music, dance, theater, and visual art.

Professional Development
- Staff will have Trauma and Healing Centered Engagement training 2020-21 school year.
- Suicide intervention Flowsheet is complete.
● Suicide prevention training will be conducted with all staff.
● For distance learning: A staff training on the warning signs of mental health with specific indicators on how this can be identified in distance learning and referrals made to the school Psychologist and Social Workers.

Community Engagement

All Scenarios
● written/electronic survey to identify immediate and ongoing needs
● confidential check-in with a MH practitioner
● Create small support groups among staff
● Create a MH or self-care resource guide/list for staff, families
● Create opportunities for healing spaces (staff, students, and families)
● Offer therapy services in-school and out-of-school for students and families
● Enrichment classes, partnering with community artists, will be used as an outlet for the mental wellness of students with cultural connections/art/music, etc all contribute to collective healing.

Mental Health Supports
● Communicate mental health and wellness strategy and action plan.
● Continue to engage students and parents/caregivers in the development of mental health and wellness action plans.
● Provide resources with links to help navigate your own health & wellness.

● Gen Ed students are provided with initial MH interventions by social worker or school psychologist
● Individual behavioral intervention plans are made for students who are struggling.
● Referrals to school-based or outpatient MH therapy that can be provided face-to-face or through telehealth.

Technology
● Doxy.me, Google classroom/meets and Zoom will be used to deliver services in scenarios 1 and 2 which are both HIPAA and FERPA compliant

Current Resources:
In-school Programs and protocols:
● Tragic Response Protocol?
● In school Mental Health workers
● Behavior coach
● Protocol for managing unsafe student behavior

● Program guidelines for student success
● Growth Mindset
● Leader in Me
● Restorative Support Programs?
● Freedom School Program
● Youth Talk/ Boys Group
● Girls on the Run
- Coping w. Life/Restorative Practices
- Student Ambassadors Program
- Student Council Leadership Program
- Friendship Dress Down Program
- School Store Fun - Shop Like a Star
- Sock Hop Shoe Hop
- Orange T's Bullying Prevention
- End of the Trimester Extravaganza
- FAA Star Culture
- Professional Development
- My Little Shining Star/student buddy system
- Adult buddy System
- FAA Suicide Prevention & Intervention Protocol?
- Youth Prize
- Wax Museum - Black ancestors & leaders?
- Open-Door Policy
- FAA Parent Advocacy Group?
- Growing Great Leaders Planning Table?
- Youth Development?
- Ensuring School Success Planning Table
- SPED Strategy
- Friendship Family Hugging/Fist Bump Culture
- Family Involvement Committee
- Growing Great Generations/FAA Family Table
- Friendship Marketing Table
- School Climate & Wellbeing Survey

**Community Committees & Tables:**
- Friendship Strong Our Bodies Our Health (FSBH)
- Earth Day Our Community Our Health
- FAA Parent Advocacy Group?
- Growing Great Leaders Planning Table?
- Youth Development?
- Ensuring School Success Planning Table
- SPED Strategy
- Friendship Family Hugging/Fist Bump Culture

**Employee Mental Health**
All FAA employees have access to the Work-Life Assistance Program through ADP that includes free services for emotional well-being.

**Services include:**
- 9 televideo OR telephone sessions with a counselor 866-574-7256
- Childcare department, Childcare program, Personal services, and Legal benefits: 3 initial consultation - 30 minutes each
- Crisis Text Line offers free texting during stressful moments with a trained Crisis Counselor. Text HOME to 741741 to start.
THE CHOICE MODEL

- Families CHOOSE what model works best
- Commit to 1 Trimester
- Friendship will create a synchronous learning environment to accommodate your CHOICE

Next steps

- Read complete plan to be e-mailed and uploaded to website by 5pm 7/31
- Fill out form to indicate choice or receive a phone call August 3rd - 7th
- Get excited for First Day of school on September 8th!
- Mark your calendars for Friendship Academy of the Arts - Intermediate Ribbon Cutting September 4th at 12pm.