



Friendship Academy of the Arts

2020-21 Student and Family Handbook

Primary Campus
2600 E. 38th St,
Minneapolis, MN. 55406

Intermediate Campus
3320 E. 41 St,
Minneapolis, MN. 55406





Friendship Academy of the Arts District

#4079

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FAA Mission

To educate children to be confident, competent and creative citizens.

FAA Vision

Empowering scholars to be lifelong leaders and learners by developing the whole child socially, emotionally, academically and artistically.

FAA Beliefs

Our beliefs about the value of all people:

- *Every person deserves respect.*
- *Each person's intrinsic value is non-negotiable.*
- *Every student possesses the potential to learn.*

Our beliefs about our educational experience:

- *High standards stimulate achievement.*
- *Higher-level thinking and social skills are developed through exploration and self-discovery.*



- *Arts integration enhances the learner intellectually and culturally.*
- *Leadership is a critical life skill that must be intentionally developed.*
- *Family involvement is critical to learning.*

Our beliefs about the impact of our school:

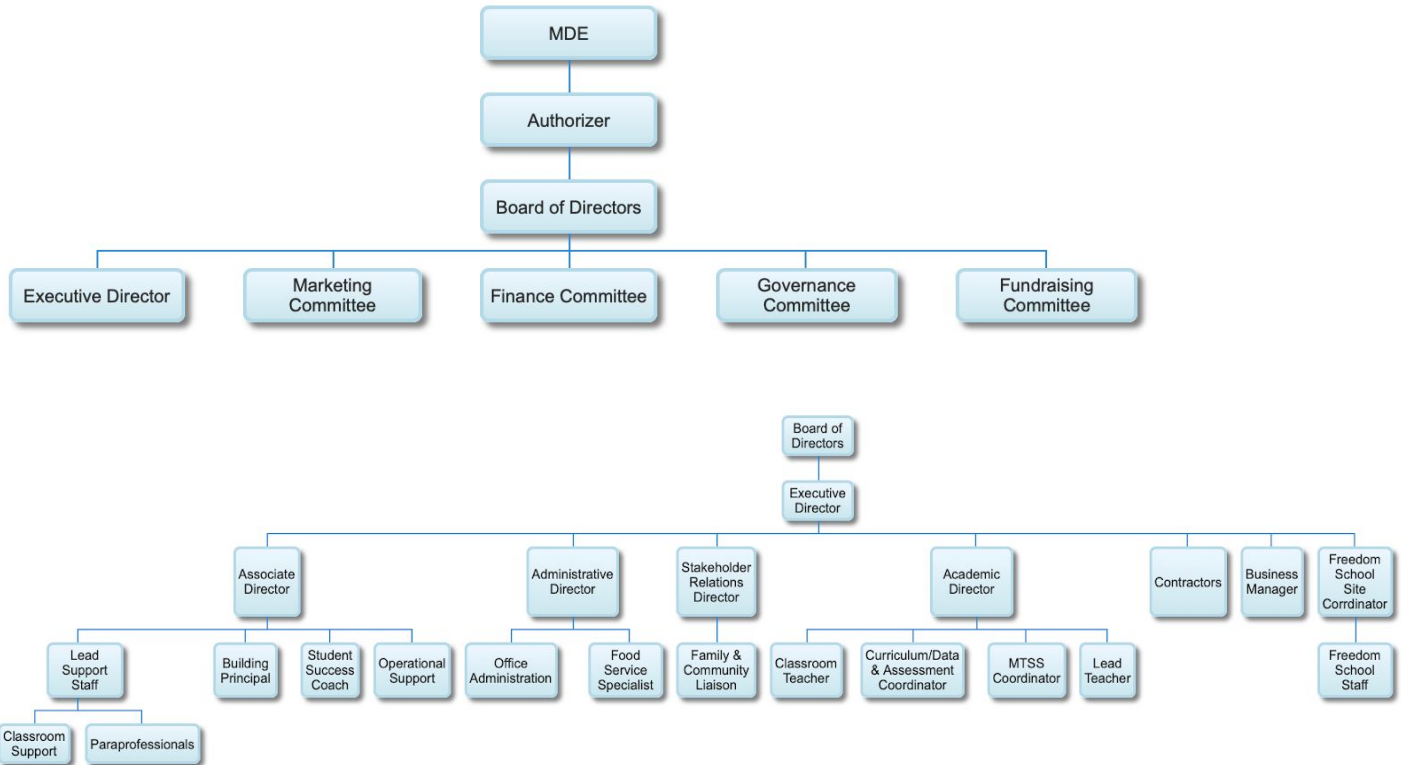
- *Learning is a lifelong process.*
- *Education provides access to unlimited opportunities*

Whole Child Model

The Friendship Way, FAA's model for how things are done at the school, differentiates it from all other schools. This model explicitly lays out the academic and cultural norms and expectations for everyone in the school community. As described in The Friendship Way, key differentiators for the school are its unique environment and approach to education. The Friendship Way comprises four interrelated pillars: Academics, Leadership, Family and Community Collaboration and Art Integration. At the heart of the model are FAA's beliefs about the importance of friendship at school and in life.



Organizational Chart



[FAA Policy Manual](#)

2020-2021 Friendship Family

Position	Name	Contact
Board Chair	Wendy Hines	debitcred@aol.com
Co-chair	Ananyasia Joseph	ananyasia@yahoo.com
Teacher/Secretary	Akuorkor Ablorh	aablorh@friendshipacademy.org
Community/Marketing	Brenda Hill	hillbj52@gmail.com
Parent/Fundraising	Maya Brown	maya.brown28@gmail.com
Community/Governance	Jules Porter	aviator.porter@gmail.com
Teacher	Vannessa Buth	vbuth@friendshipacademy.org



Executive Director	Dr. B. Charvez Russell	brussell@friendshipacademy.org
Associate Director	Carr Kpanyor	ckpanyor@friendshipacademy.org
Business Manager	Mary Riley-Craig	mriley@friendshipacademy.org
Intermediate Building Principal	Stephen Shepherd	sshepherd@friendshipacademy.org
Operational Support	Dr. Nell Collier	ncollier@friendshipacademy.org
Student Success Coach	William Wesley	wwesley@friendshipacademy.org
Student Success Coach	Jovianni Davis	jdavis@friendshipacademy.org
Administrative Director	Verlon Laird-Stevenson	vlaird@friendshipacademy.org
Office Administration	Jeanine Estime'	jestime@friendshipacademy.org
Office Administration	Yolanda Lawhorn	ylawhorn@friendshipacademy.org
Office Administration	Monique Flowers	mflowers@friendshipacademy.org
Food Service	Julon Laird	jlaird@friendshipacademy.org
Food Service	Fiona Green	fgreen@friendshipacademy.org
External/Internal Relations Director	Juan Effiom	jeffiom@friendshipacademy.org
Family/Community Liaison	Terraclynn Smith	tsmith@friendshipacademy.org
Academic Director	Kerry Kliman	kkliman@friendshipacademy.org
Curriculum/Data/Testing Coordinator	Kathleen Kocina	kkocina@friendshipacademy.org
MTSS Coordinator	Anna Nelson-Phillips	aphillips@friendshipacademy.org
Kindergarten Teacher	Janice Phillips	jphillips@friendshipacademy.org
Kindergarten Teacher	Nicole Pinkerton	npinkerton@friendshipacademy.org
1st Grade Teacher	Josilynn Thompson	jthompson@friendshipacademy.org



1st Grade Teacher	Se'lah McClain	smcclain@friendshipacademy.org
2nd Grade Teacher	Vannessa Buth	vbuth@friendshipacademy.org
2nd Grade Teacher	Gabrielle Brown	gbrown@friendshipacademy.org
3rd Grade Teacher	Almena Baskett (Elementary Lead Teacher)	abaskett@friendshipacademy.org
3rd Grade Teacher	Gina Nelson	gnelson@friendshipacademy.org
4th Grade Teacher	Angelica Sandivol-Martinez	amartinez@friendshipacademy.org
4th Grade Teacher	Haley Puckhaber	hpuckhaber@friendshipacademy.org
5th Grade Teacher	Rebecca Endert	rendert@friendshipacademy.org
5th Grade Teacher	Pete Nini	pnini@friendshipacademy.org
Middle School ELA	Joy Wollin	jwollin@friendshipacademy.org
Middle School Math	Danielle Handel (MS Lead Teacher)	nhandel@friendshipacademy.org
Middle School Science	Uma Gaffney	umagaffney@friendshipacademy.org
Middle School Social Studies	Tyler Aliperto	taliperto@friendshipacademy.org
Flex Teacher	Tiffini Forslund	tforslund@friendshipacademy.org
Special Education		
SPED Teacher	Stevanna Galvin (Co-Coordinator)	sgalvin@friendshipacademy.org
SPED Teacher	Akuorkor Abloh (Co-Coordinator)	aabloh@friendshipacademy.org
Lead Support Staff	Keturah White	kwhite@friendshipacademy.org
K Classroom Support	Carlene Williams	cwilliams@friendshipacademy.org
1st Grade Classroom Support	Keisha Wilson	kwilson@friendshipacademy.org
2nd Grade Classroom Support	Nesani Sabal	nsabal@friendshipacademy.org
5th Grade Classroom Support	Kayla Demery	kdemery@friendshipacademy.org
Middle School Classroom Support	Lerconga Joseph	ljoseph@friendshipacademy.org



Middle School Paraprofessional	Shuneisha Pearson	spearson@friendshipacademy.org
3rd Grade Paraprofessional	Micheal Lark	mlark@friendshipacademy.org
4th Grade Paraprofessional	Julia Sabal	jsabal@friendshipacademy.org
3rd Grade Paraprofessional	Cierra Sherman-Hurst	churst@friendshipacademy.org
Freedom School		
Site Coordinator	Leavon Fields	lfields@friendshipacademy.org
Asst. Coordinator	Earnest Coleman	ecoleman@friendshipacademy.org

Student's Rights and Responsibilities:

FAA District # 4079 strives to place an emphasis on maintaining a safe and positive learning environment. In general, these rights and responsibilities include:

1. The student has the right to dress and groom according to his/her choice or that of a parent as long as the clothing is appropriate for the activity in process and that the teaching/learning focus of the school is not disrupted. Hats and coats may not be worn indoors except on designated days or when necessary for warmth.
2. The students have the right to attend a school that is safe, clean and in a state of good repair. The student has a responsibility to assist in the maintenance of school, to refrain from littering or damaging property and to report to school authority those who do.
3. The student has a right to protection of his/her personal belongings by means of adequate supervision and security. The student has the responsibility to inform school officials of known thefts, to respect the property of others including staff, students and the District, and to take reasonable precautions for the protection of his/her personal property.
4. The student has the right to express opinions verbally or in writing provided they do not violate the rights of others, and to attend school in an atmosphere free of verbal assaults, profanities, obscenities, or ridicule. The student has the responsibility for the effect of his/her expressions on other individuals and/or groups.



5. The use of tobacco, alcohol and drugs (controlled substances) is prohibited.
6. School officials will attempt to prevent illegal acts or violations of school rules. Items deemed injurious or detrimental to the safety of students and welfare of that student, other students, and staff will be seized. All items seized shall be given to the proper authority or returned to the true owner.

Family and Community Collaboration

FAA knows that it “takes a village to raise a child.” Supported by research, FAA places a high value on engaging families in the school community and provides multiple opportunities to encourage parent/guardian involvement. One goal is to increase collaboration and partnership with families to educate the whole child and provide the tools and resources necessary to build capacity to support their children. Families are given the opportunity to see specifically where their child’s strengths and opportunities are as it relates to academics, social-emotional development, and artistic growth.

Family-teacher conferences are held at the beginning, three times per year, and once at the end to develop, track and reflect on individualized learning plans. Very importantly, parents/guardians are encouraged to set aside time every day to talk with each of their children about what they learned in school, and about the day’s happenings, their friends and how they are feeling. Parents/guardians are able to access information on various technology platforms and teachers frequently reach out through texts, email, phone calls, etc. In addition, an active parent/guardian-led group meets monthly for education on topics related to parenting and to discuss other areas of common interest.

Communication-Home and School

Children are more successful in school when the important adults in their lives are working together to support the efforts of the child. A concerted effort is made by the staff at Friendship Academy of the Arts school to keep parents informed of the skills, topics and activities being pursued and of the success each child is achieving.

Conferences, Open House, Back-to-School Nights, Programs, Report Cards, Progress Reports, and Newsletters are some of the formal ways parents can learn about the school experiences of their children. Equally important are the informal ways. Parents are encouraged to set aside some time every day to hear what each child had learned in school and to talk about the day's happenings, friendships, and feelings.



Parents are encouraged to call teachers or to correspond in writing. If parents have questions, they should ask them. If they have concerns, they should pursue them. If they are happy with the progress their child is making, they may express that also!

Friendship Academy has adopted a number of ways to communicate with families that will contact families throughout the school year with upcoming events as well as school closings. Some of these include Class DoJo, JMC, text messaging, and email. Please contact the school with updated contact information and to receive login info.

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Uniform Policy

Uniforms are mandatory daily as mandated by the Board of Directors of Friendship Academy of the Arts. All children are to be in complete Friendship Academy designated uniform. Any child not in complete uniform will be provided a one. If not, the parent will be asked to bring a uniform to school. Scholars that are in distance learning will be required to be dressed for class but not required to wear uniforms during online learning. See uniform brochure for complete uniforms.



UNIFORM POLICY

Tops

POLO SHIRTS< BLOUSES, FRIENDSHIP GEAR
Yellow, Sky Blue, Navy Blue, Black (Long or Short
Sleeve)

Bottoms

Navy Blue, Black, Khaki, **Shorts must be worn below
the knee**
Appropriate Jeans allowed with Friendship Gear
(No Holes in jeans and No Sagging)
Dresses and jumpers Must be finger tip above the
knee or longer

Accessories

Belt: Navy or Black
Socks/Tights: Navy Blue or Black
Shoes: YOUR CHOICE OF CLOSED TOED SHOES



FRIENDSHIP ACADEMY
OF THE ARTS
Uncovering Passion - Revealing Purpose

Academics



Friendship Academy is committed to adopting educational best practices to create high-quality instruction. Across grade levels, FAA teachers provide rigorous, standards-based instruction and use research-based strategies to help develop the whole child—academically, socially, emotionally and artistically. Throughout the school, teachers use common methods and consistent language. Lessons are data-driven and individualized learning plans are created for each student to create the equity needed helping each scholar become the best of themselves. To provide the best instruction possible, FAA collaborates with educational experts to integrate best practices into the curriculum. At FAA, parents/guardians are essential partners in their child/ren's education, and the school extends significant outreach efforts to develop this partnership.

Scholars learn grade-appropriate, complex reading, writing and math strategies focused on being able to decode content, apply critical thinking skills, ask and answer questions, and make inferences that may not be obvious in the text. Embedded throughout the instructional delivery system is continuous exposure to, and use of, the academic language and concepts that students need to be effective learners, and that they will encounter in a range of academic assessments. These concepts include comparing, contrasting, analyzing, describing and defining.

Data Driven Instruction

Instruction is driven by student data collected through formal, informal and standardized assessments, including exit slips, teacher-designed quizzes and tests, DIBELS, NWEA, and MCA. Teachers use this information often to plan their lessons, differentiate instruction and create flexible groupings. More formal reviews of student data are conducted bi-weekly with the teacher and educational assistant for each classroom and members of the academic team, comprising the instructional coach/mentor teacher, executive director, Operations Support, and special-education teacher as applicable.

Authentic Assessment

FAA has authentic assessments which take into account students' individual learning styles relative to the academic standards and individual needs.

Assessments will include the following characteristics:

- Curricula assessments
- Supplemental online platforms
- ILP milestones
- Real-world application of skills
- Demonstration of skills to an authentic audience i.e. classroom peers, teachers, and the Friendship community
- NWEA



- AimsWeb
- Minnesota Comprehensive Assessment (MCA)

Grading Systems

At Friendship Academy of the Arts, we have worked hard to develop an equitable assessment and grading system during distance and hybrid 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.

Teachers will maintain an updated gradebook in order for students and families to view, track, and monitor progress. A minimum of three assignments per subject will be graded and added each week.

Home Room

Students will discuss their grades, projects, and social emotional development with teachers, track progress, and set goals during a daily time when students meet one-on-one with home room teachers bi-weekly. Home Room teachers will be given the flexibility to develop different methods to meet with students during Advisory to discuss their grades and progress. Home room teachers will be expected to develop caring and trusting relationships with students who will be encouraged to be more engaged in their own education.

Technology

FAA will implement a digital classroom platform through Clever, MobyMax, Zoom and Google Classroom allowing teachers, students and families to quickly and efficiently access data. The overall objective is to have scholars take responsibility for learning, set realistic goals, evaluate and analyze their growth toward meeting their goals, and complete assignments online. Scholars will have the ability to upload information that demonstrates their mastery of grade-specific content.

In hybrid settings, students will engage in a synchronous environment with online curriculum resources and activities within the context of a brick-and-mortar classroom setting as well as online. Additionally, in the hybrid



classroom, teachers and students frequently have access to real-time academic progress data to help individualize their learning.

Teachers and students will be able to choose from a variety of technology platforms where they can choose the appropriate one to meet their needs. All of the platforms will be housed in their Clever account which is a single-sign on (SSO) giving them one username and password to access all apps. Apps will include academic, social emotional, and artistic development apps.

Current Technology Platforms

[Class Dojo](#) - Internal social media for staff and families

[Clever](#) - Main Hub for all apps

[Google Classroom](#)- classroom

[Zoom](#)- classroom

[MobyMax](#) - track student progress/self-paced practice (main personalized learning platform)

[Great Minds in Sync](#)- ELA and Math Instructional Delivery

[IXL](#)- skill practice (all subjects)

[Readworks](#) - Reading practice

[NWEA](#)- Assessment

[AIMS Web](#) - Assessment

[Activinspire](#) - instructional delivery

[Class Flow](#) - instructional delivery

[Class Kick](#) - Instructional delivery

[Flip Grid](#)- Instructional delivery

[Padlet](#) - Instructional delivery

[Near Pod](#)- Instructional delivery

[Kahoot](#) - Supplemental



[Prodigy](#)- Supplemental

[Khan Academy](#) - Supplemental

[Virtual Field Trips](#) - Virtual Field Trips

Individualized Learning Plans

FAA is a personalized learning school where individualized learning plans are created for every scholar. Practices supporting this strategy include goal setting with each student, and differentiated learning groups that are fluid and flexible. 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 homeroom teacher.

WIN (What I Need) Time

What I Need (WIN) time will allow learners to explore their own passions and encourage creativity in the classroom. Within a designated block of time in the school day, learners will be offered a choice of what they would like to learn, allowing them a unique opportunity to direct and take ownership of their own learning. With basic parameters from their educators, learners can select a topic they are interested in, engage in research to learn more about the topic, and find a creative way to present their findings to the class. WIN time allows learners to harness their creativity, conduct research, and develop presentation skills around a topic they feel personally invested in.

Conferences

Student achievement is reported in many ways. Whereas daily work is often one of the better methods of determining the progress, two or more formal avenues are also employed by the school. Parent/Teacher Conferences are held in October and February. A detailed conference reminder will be sent out prior to conference. These conferences provide an opportunity for parents and teachers to discuss school matters in detail. Report cards are provided twice during the year. Other means of communication include classroom newsletter, programs and requested



conferences by either parent/guardian or teacher at times other than the October/February dates. Teachers will schedule one conference per child.

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Curriculum

All of the concepts and ideas children study and learn while at school make use of the curriculum. The Board of Directors for District #4079 establishes the curriculum for each grade. Friendship Academy of the Arts School Board of Directors has adopted the Houghton Mifflin Curriculum for social studies and science and the Great Minds curriculum for reading, math, language, and arts/spelling/grammar.

Teachers will provide you with an overview of their specific grade level curriculum and curriculum objectives during our parent information night.

All of the concepts and ideas children study and learn while at school make use of the curriculum. The Board of Director's for District #4079 establishes the curriculum for each grade. Friendship Academy of the Arts School Board of Directors has adopted the Houghton Mifflin Curriculum for all academic subjects: reading, math, science, social studies and language arts/spelling/grammar.

Teachers will provide you with an overview of their specific grade level curriculum and curriculum objectives during our parent information night.



Closing Procedures

If it is necessary to close school early during the day and send students home, it may **not** be possible to provide advance notice. Parents should be alert to such a possibility, particularly during severe weather, and make plans with their children for such emergencies.

In the spring during severe weather warnings, students will be sheltered in the safest areas of the building. Students may not be dismissed while such a warning is in effect. Students are released only to a parent/guardian.

Entry and Dismissal:

1. Students are expected to enter and leave the school in an orderly manner.
2. Students will not enter the classroom before designated time without permission from a staff member.
3. Students are expected to leave the building at dismissal time. Unless they have permission from a staff member to stay longer.

Field Trips

Both transported and walking field trips are taken by classes to broaden our student's educational experiences. Parents are often asked to help with supervision. An information letter and permission form will be sent home for parental approval prior to any trip.

Ideas for field trips are always welcome. Any parent or guardian who is employed at an appropriate place for interest and feels their business may provide a good experience for children should contact the site administrator or a member of the teaching staff.

Fire Drills-Bomb Threats-Tornadoes

All staff members and students are instructed in the proper procedures to use in the event of emergencies. Unannounced drills take place in order to reinforce previously taught precautions and to reduce any anxiety that a child may have regarding emergency situations.

In the unlikely event of a bomb threat-the site administrator may evacuate the school to a designated area until the school has been searched by proper officials and an all clear has been given.



Tornado drills consist of two types of signals:

1. Tornado Watch:

Means that meteorological conditions are favorable and a tornado is possible. Staff is informed if it appears that we are at the center of weather activity and a warning is imminent.

2. Tornado Warning:

Means a tornado has actually been sighted in the area. This signal means to take cover immediately. In the event of a tornado, students move to predetermined safe sites in the school.

Lunch -FAA serves nutritious meals every school day.

School menus are posted monthly and a copy is posted on our website. Children may choose to bring a lunch from home in a lunch box /bag container **that does not require reheating in microwave or oven**. Due to the limited time available. ***Pop, candy, and chips are not permitted.***

Applications for free or reduced meals are available in the office.

Parents that wish to have lunch with their child will need to bring their own lunch.

Lunchroom/Lunch Area Conduct:

1. All food must be eaten in the lunchroom or area designated.
2. Students must assist in cleaning up their area before leaving the lunchroom.
3. Students are to take a seat immediately after receiving their lunch and remain seated until dismissed.
4. Students will show respect for all lunchroom personnel.
5. Students will use acceptable manners in the lunchroom.
6. Students must have permission to leave the lunchroom.
7. Students will leave the lunchroom in an orderly manner.
8. Noise will be kept at a tolerable level.
9. Food will not be taken from other student's lunches.

Registration



Parents may register their children in the school office anytime during the year . We encourage parents to register in person and bring their children so that we can give everyone a warm welcome. Office hours are 8:00am to 4:30pm.

Please urge new families in your neighborhood to register their children early prior to the first day of school. School staff is usually given one full day to prepare for new students.

School Pictures

School pictures will be taken in October. The school will provide parents descriptive literature provided by the photographer. Parents who wish to purchase the picture package should follow the directions on the literature and return it to school with the appropriate payment.

Vacations for Families

Each year a number of families take vacations during the school year. If your family is planning a vacation, which will necessitate a child missing school, please notify the classroom teacher and school office in advance. Students missing three or more days of school may pick up assignments when they return from vacation.

Visitors - Adults & Students

Adult visitors are always welcome at Friendship Academy of the Arts Charter School. When planning a visit to school it is best to call the teacher and make arrangements in advance. By doing this you will be assured of observing those classes in which you are most interested.

All visitors, including parents, need to sign-in in the office. Because of the need to maintain the highest safety standards for students, all adults will sign the visitor log in the main office when entering the building. The office staff will provide you with a visitor's name tag.

Pupil Fair Dismissal Act

Administrators may choose to dismiss or suspend students for misbehavior or other offenses. In the event of a suspension, written notice will be personally served upon the student at or before the time of suspension. A copy of the notice will be sent to the parent/guardian. In the event that a suspension is over five days, the student shall receive an appropriate alternative program during the term of the suspension.

Student's Rights and Responsibilities:



FAA District# 4079 strives to place an emphasis on maintaining a safe and positive learning environment. In general, these rights and responsibilities include:

1. The student has the right to dress and groom according to his/her choice or that of a parent as long as the clothing is appropriate for the activity in process and that the teaching/learning focus of the school is not disrupted. Hats and coats may not be worn indoors except on designated days or when necessary for warmth.
2. The students have the right to attend a school that is safe, clean and in a state of good repair. The student has a responsibility to assist in the maintenance of school, to refrain from littering or damaging property and to report to school authority those who do.
3. The student has a right to protection of his/her personal belongings by means of adequate supervision and security. The student has the responsibility to inform school officials of known thefts, to respect the property of others, including staff, students and the District, and to take reasonable precautions for the protection of his/her personal property.
4. The student has the right to express opinions verbally or in writing provided they do not violate the rights of others, and to attend school in an atmosphere free of verbal assaults, profanities, obscenities, or ridicule. The student has the responsibility for the effect of his/her expressions on other individuals and/or groups.
5. The use of tobacco, alcohol and drugs (controlled substance) is prohibited.
6. School officials will attempt to prevent illegal acts or violations of school rules. Items deemed injurious or detrimental to the safety of students and welfare of that student, other students, and staff will be seized. All items seized shall be given to the proper authority or returned to the true owner.

Weapons Policy

FAA is a zero tolerance school. Students are forbidden to knowingly and voluntarily possess any instrument, in school, on grounds, or at a school sponsored activity that is a weapon.

Weapons are defined as any knife of any size, firearm, whether loaded or unloaded, any device or instrument designed as a weapon or through its use capable of threatening or producing bodily harm or death. Specific example of weapons are: guns whether loaded or unloaded, including pellet guns and



non-functioning guns; knives of any sizes; metal knuckles; nunchucks; throwing stars; stun guns; explosives; poisons; and other objects that have been modified to serve as a weapon. NOTE: items such as pens, scissors, etc. can be considered a weapon if used to cause harm to others.

A student who finds a weapon on the way to school or in the school building or who discovers that he or she accidentally has a weapon in his possession and takes the weapon immediately to any staff member or the site administrator's office, shall not be considered in possession of a weapon. The consequences for possession of a weapon will be notification of police, confiscation of the weapon, suspension, and recommendation that the student is expelled for up to one year.

Board policy states that expulsion is possible for grades K-4th.

Specific Behavior Expected in the School and on School Property:

School and Classroom:

1. Students will be obedient to all persons in authority.
2. Students will use quiet voices whenever they are in the schools.
3. Students will not tease or make unkind remarks about another person.
4. Items considered dangerous or distracting to the educational process will be collected by the staff.
5. Students will not take or misuse the property of another student.
6. Students will not physically abuse others.
7. Students will walk in the school.
8. Whenever possible and appropriate students should walk in lines.
9. Respect and care should be given to equipment and instruments belonging to the school.
10. Teachers are responsible for formulating rules pertaining to their classrooms.

These rules may differ somewhat from teacher-to-teacher and may change from subject-to subject.

Bus and Bus Stop Guidelines for Students:

1. When an elementary student acts inappropriately on the bus or at the bus stop the bus driver



shall take the following action:

- 1.1 Give the student a verbal warning and send the information to the administrator/designee.
 - 1.2 If further inappropriate student behavior is observed the driver check the offence(s) on the conduct form, (informs the student if available) and sends the information to the administrator/designee that same day or the next morning.
2. When the administrator/designee receives a conduct report he/she will do the following:
- 2.1 Review the conduct report with the student, indicating verbal warning and file it for future reference.
 - 2.2 Review all bus conduct reports (offenses checked) received from the bus driver, conferencing with the student concerning its content, taking appropriate disciplinary action and mailing a copy of the report to the parent and district transportation office.
 - 2.3 Contact the parents (via student, phone and mail) regarding inappropriate bus behavior. If student has lost the privilege to ride the bus, parents are responsible for making arrangements for providing transportation to and from school during the time the child is suspended from riding the bus.
 - 2.4 Request a conference with parents of children, if behavior warrant. The bus driver, student, parent and administrator/designee will meet to discuss the suspension of the student's ridership privilege.
 - 2.5 Go to advance step in process when a student is involved with fighting, destruction of property, use of alcohol, tobacco, or drugs. Students involved with the above will be administered further disciplinary action.
 - 2.6 Upon completion of appropriate disciplinary action, copies of the bus conduct form will be sent to the parents and the transportation department. A copy will be kept in the student's discipline file.

Notes:

Birthday Celebrations

Holiday Celebrations

Uniforms

Resource Links:

[School Supply List](#)

Schedule



Drop -Off & Pick-up Area

The 26th Ave entrance is the designated drop-off/pick-up area for students. Parents and students are to enter door 26th Ave. entrance. Parents are mandated to BRING students **inside** school buildings. Safety is the utmost importance. Please drive slowly while being aware of students around you. |
*Please do not park on the side drive next to dumpsters.

Electronic Communication Devices

Use or possession of pagers, cellular telephones, and other electronic communication devices without permission of the building administrator is prohibited.

Emergency Numbers

We keep a record of parent/guardian phone numbers and emergency phone numbers in the office, which can be called in case of emergency. An emergency form is completed upon registration for each child. When information changes please contact the school and complete a new emergency form as soon as possible so that we have accurate, up-to-date information regarding your child.

If you have a regular schedule for activities, such as sports, or volunteer work, please list your schedule on the back of the emergency form along with the phone number where you can be reached.

Please call the school as soon as possible to report any changes of information on the emergency form.

Inclement Weather Emergency Dismissal School Closings

It may be necessary to close school due to severe weather, and for other reasons. Closings will be announced over the following local and television stations. **WCCO 4, KSTP 5, FOX 9, and KARE 11.**

Radio- WCCO 830AM Television on: KARE 11 and KSTP 5

Our students are transported to school by the Minneapolis Department of Transportation so, whenever, the Minneapolis Public Schools are closed, Friendship Academy of the Arts Charter School will be closed.



If, it is necessary to close school early during the day and send students home, it may not be possible to provide advance notice. Parents should be alert to such a possibility, particularly during severe weather, and make plans with their children for such emergencies.

In the spring during severe weather warnings, students will be sheltered in the safest areas of the building. Students may not be dismissed while such a warning is in effect. Students are released only to a parent/guardian.

Entry and Dismissal:

1. Students are expected to enter and leave the school in an orderly manner.
2. Students will not enter the classroom before designated time without permission from a staff member.
3. Students are expected to leave the building at dismissal time. Unless they have permission from a staff member to stay longer.

Field Trips

Both transported and walking field trips are taken by classes to broaden our student's educational experiences. Parents are often asked to help with supervision. An information letter and permission form will be sent home for parental approval prior to any trip.

Ideas for field trips are always welcome. Any parent or guardian who is employed at an appropriate place for interest and feels their business may provide a good experience for children should contact the site administrator or a member of the teaching staff.

Fire Drills-Bomb Threats-Tornadoes

All staff members and students are instructed in the proper procedures to use in the event of emergencies. Unannounced drills take place in order to reinforce previously taught precautions and to reduce any anxiety that a child may have regarding emergency situations.

In the unlikely event of a bomb threat-the site administrator may evacuate the school to a designated area until the school has been searched by proper officials and an all clear has been given.

Tornado drills consist of two types of signals:



1. Tornado Watch:

Meteorologist suggest that conditions are favorable, and a tornado is possible. Staff is informed if it appears that we are at the center of weather activity and a warning is imminent.

20 Tornado Warning:

Means a tornado has been sighted in the area. This signal means to take cover immediately. In the event of a tornado, students move to predetermined safe sites in the school.

Health Services

Children do their best work at school if they are in the possible physical and emotional health. The school personnel are available to assist parents in maintaining, improving, and promoting the health of their school age child. The following policies have been set up to help accomplish this.

- 1 Minnesota immunization law require month, day, and year for DPT, 4 polio, 1 Mumps, 1 Measles, 1 Rubella (MMR). Without proof of immunization or notarized alternative, your child will not be allowed to attend school.
- 2 Medications to be given at school, if prescribed by a physician, must come in the original prescription bottle along with written orders from the doctor AND written permission from the parent. Be mindful that Friendship Academy does not have a nurse on staff this year or a health office. Medications are to be given to the site administrator.

All medication sent to school must come to the site administrator office.

- 3 If your child has a communicable disease, please notify the main office at (612)8796703. If there is a communicable disease in your child's room at school, a notice will be sent home.
- 4 If your child has allergies or severe allergic reactions, please advise the main office and your child's classroom teacher so they can be ready to respond. Allergy medicine can be kept in the main office during the school year.
- 5 In case of illness or an accident at school, you will be notified. Transportation home and all medical care is the responsibility of the parent/guardian. If you cannot be contacted, the person you list, as an emergency contact will be called. Be sure the school has this information by filling out the emergency form.



Home Prepared Food

The State Department of Health requires that food served in schools be obtained from appropriate sources considered satisfactory by the regulatory authority. Therefore, food prepared in a home shall not be used in schools during the school day.

Kindergarten

Parents and children are invited to school throughout the year for a chance to meet teachers, look around the school, ask questions and get all forms needed for the start of school. We must see child's birth certificate to register him/her for school. Please bring your child's birth certificate and immunization record to registration.

Families who cannot attend this meeting or who move in the area during the summer can register at the school office any weekday.

Lost and Found

A lost and found site **is in a** designated area of the school. Items are kept for one full month and then unclaimed items are given to charitable organizations. All items should be labeled with student's name. This will assist in returning items to rightful owners.

Lunch -FAA serves nutritious meals every school day. Students may buy lunch/milk for \$3.00

School menus are posted monthly, and a copy is posted on our website. Children may choose to bring a lunch from home in a lunch box /bag container that DOES NOT require re-heating in microwave or oven. Due to the limited time available. *No paper or plastic bags will be accepted. Pop and candy **are** not permitted Glass containers are not permitted.

Applications for free or reduced meals are available in the office.

Parents that wish to have lunch with their child will need to bring their own lunch.

Lunchroom/Lunch Area Conduct:

1. All food must be eaten in the designated lunch area.
2. Students must assist in cleaning up their area **during lunch and when they are finished**



3. Students are to take a seat immediately after receiving their lunch and remain seated until dismissed.
4. Students will show respect for all lunch personnel.
5. Students will use acceptable manners in the **during** lunch.
6. Students must have permission to leave the lunch **area**.
7. Students will leave the lunch **area** in an orderly manner.
8. **Volume** will be kept at a tolerable level.
9. Food will not be taken from other student's lunches.

One Call Now Voice Recording Service

Friendship Academy has ONE CALL NOW telephone recording service that will contact families throughout the school year with upcoming events as well as school closing. Please contact the school with updated telephone numbers.

Registration

Parents may register their children in the school office anytime during the year. We encourage parents to register in person and bring their children so that we can give everyone a warm welcome. Office hours are 8:00am to 4:30pm.

Please urge new families in your neighborhood to register their children early prior to the first day of school. School staff is usually given one full day to prepare for new students.

School Pictures

School pictures will be taken in October. The school will provide to parents **with** descriptive literature provided by the photographer. Parents who wish to purchase the picture package should follow directions on the literature and return it to school with the appropriate payment.

Sexual Harassment and Sexual Violence Policy

Our District #4079 has adopted a Sexual Harassment and Sexual Violence policy. It is the same policy adopted by Minneapolis Public Schools District #1 Board of Education. Employees receive training in



these areas annually. Students will be informed about policies and procedures to discourage sexual harassment. Complete copies of the policy will be posted in the main office and in each classroom.

SEXUAL, RELIGIOUS AND RACIAL VIOLENCE ARE AGAINST THE LAW.

DISCRIMINATION IS AGAINST THE LAW.

Special Education

Special Education services are provided at Friendship Academy of the Arts Charter School District #4079. Students with special learning needs and/or behavior needs may receive assistance.

Before School Programming

Children may enter the building at 7:30 a.m. for the Before School Freedom School/Enrichment programming.

Tobacco

District # 4079 is a "Tobacco Free District". Tobacco products are not to be used in the building or on school grounds.

Vacations for Families

Each year a number of families take vacations during the school year. If, your family is planning a vacation, which will necessitate a child missing school, please notify the classroom teacher and school office in advance. Students missing three or more days of school may pick up assignments when they return from vacation.



Visitors — Adults & Students

Adult visitors are always welcome at Friendship Academy of the Arts Charter School. When planning a visit to school it is best to call the teacher and make arrangements in advance. By doing this you will be assured of observing those classes in which you are most interested.

All visitors, including parents, need to sign-in in the office. Because of the need to maintain the highest safety standards for students, all adults will sign the visitor log in the main office when entering the building. The office staff will provide you with a visitor's nametag.

*We discourage student visitors during the school day unless pre-arranged by Executive Director. Only registered students may attend classes at FAA.

Weapons Policy

FAA is a zero-tolerance school. Students are forbidden to possess knowingly and voluntarily any instrument, in school, on grounds, or at a school sponsored activity that is a weapon.

Weapons are defined as any knife of any size, firearm, whether loaded or unloaded, any device or instrument designed as weapon or through its use capable of threatening or producing bodily harm or death. Specific example of weapons are: guns whether loaded or unloaded, including pellet guns and non-functioning guns; knives of any sizes; metal knuckles; **num-chuks**; throwing stars; stun guns; explosives; poisons; and other objects that have been modified to serve as a weapon. NOTE: items such as pens, scissors, etc. can be considered a weapon if used to cause harm to others.

A student who finds a weapon on the way to school or in the school building or who discovers that he or she accidentally has a weapon in his possession and takes the weapon immediately to any staff member or the site administrator's office, shall not be considered in possession of a weapon. The consequences for possession of a weapon will be notification of police, confiscation of the weapon, suspension, and recommendation that the student is expelled for up to one year. Board policy states that expulsion is possible for grades K-4th.

Pupil Fair Dismissal Act

Administrators may choose to dismiss or suspend students for misbehavior or other offenses. In the event of a suspension, written notice will be personally served upon the student at or before the time of suspension. A copy of the notice will be sent to the parent/guardian. Certified mail shall be sent within 48 hours of the conference for suspension. Service by certified mail is complete upon mailing. If a



suspension is over five days, the student shall receive an appropriate alternative program during the term of the suspension.

CODE OF CONDUCT

It is the position of the Board of Directors that its mission of providing a sound educational program to the students can be achieved with appropriate student behavior. The main objective for a discipline plan is to encourage students to pursue continual growth in self-discipline. This purpose can be maintained with a set of expectations defined as clearly as possible including input from all parties involved, students, parents, and staff members.

Disciplines — Code of Conduct

Good behavior, centering on self-discipline, respect, and consideration for others, is encouraged at Friendship Academy of the Arts Charter School. Maintaining an atmosphere conducive to learning for the individual child and for all children is a priority for everyone who works with children at this school. School rules are enforced firmly, fairly, and consistently. Potential consequences for inappropriate behavior are listed in the Behavior and Discipline Code of Conduct addendum of this handbook.

FAA Board of Directors adopted The Responsive Classroom as its classroom management approach. To learn more about this classroom management approach ask your child classroom teacher and/or the site administrator.

District Responsibilities:

It is the responsibility of the Board of Directors to adopt rules and regulations that shall govern student conduct and behavior. Administration has the responsibilities to disseminate the rules and regulations to the staff and to see that they are carried out by the staff.

Parent/Guardian Responsibilities:

To ensure that all parties know and understand their own and other's rights and responsibilities, it will be important to share the contents of the Code of Conduct and to review its content, procedures and effectiveness with parents/guardian, at least on a yearly basis. Also, as sharing participants in the education of learners, parents/guardians will assist in the development of reasonable expectations in the area of appropriate student conduct and behavior. They will assist in the development of



reasonable expectations in area of appropriate student conduct and behavior. They will cooperate in a joint effort to develop and maintain positive human relations among all parties involved in the educational process.

Building Responsibilities:

A proper environment will increase the probability that students will learn. In order to help create that proper learning environment, teachers and administrators will work closely together.

Administration will review policies, regulations and the Code of Conduct with staff. This information will be included in handbooks and newspapers to remind students of these regulations.

Respectful Behavior Policy:

The Board of Director's will encourage the exchange of perspectives in an atmosphere of mutual respect. Staff, parents, students and community members should be treated in a manner which enhances self-esteem and supports the dignity of the individual.

The Board of Director's also believes that creating a positive climate for students, staff, and community is critical to the achievement of the District's mission. To create this positive climate, every individual must act with respect.

Specific Behavior Expected in the School and on School Property:

School and Classroom:

1. Students will be obedient to all persons in authority.
2. Students will use quiet voices whenever they are in the schools.
3. Students will not tease or make unkind remarks about another person.
4. Items considered dangerous or distracting to the educational process will be collected by the staff.
5. Students will not take or misuse the property of another student.
6. Students will not physically abuse others.
7. Students will walk in the school.



8. Whenever possible and appropriate students should walk in lines.
9. Respect and care should be given to equipment and instruments belonging to the school.
10. Teachers are responsible for formulating rules pertaining to their classrooms.

These rules may differ somewhat from teacher-to-teacher and may change from subject-to-subject.

Consequences for Inappropriate Behavior:

It is important that students be made aware that inappropriate behavior will result in consequences for such behavior. Fairness demands that circumstances will be considered when consequences are determined in cases of inappropriate behavior. Such consequences are determined by the site administrator or his/her designee and may include the following:

1. Warning will be given to the student, indicating the seriousness of the inappropriate behavior.
2. A student conference will be held with the appropriate staff member or administrator.
3. Parents may be contacted to inform them of the inappropriate behavior.
4. A parent conference with teacher, administrator, or their staff member or any combination may be held to address and make a plan to rectify the inappropriate behavior.
5. Detention in the school office for specified time periods may be assigned to students.
6. A referral to in-school support services may be made for students.
7. A student may be removed from his/her regular class for specified periods of time.
8. In-school suspension from regular classroom activities may result in a student being firmly supervised in the office area.
9. Student suspension under Pupil Fail Dismissal Act.
10. Student expulsion under Pupil Fail Dismissal Act.
11. Referral of student to police, other law enforcement agencies or human services for appropriate action.

Removal from Class:

When a student has demonstrated inappropriate conduct in one of the following areas, removal from the classroom may become an appropriate action:

1. Disruption of the teaching-learning situation.
2. Injuring one-self or others.
3. Damaging personal or public property.



4. Violating school regulations or civil laws.

Procedure for Removal from Class:

The following procedures will be utilized in order to implement the removal of a student from class:

1. The teacher will notify the school office of desire to remove the student from class to insure that adequate supervision is available.
2. The student will be monitored by the office personnel until the teacher and administrator or his/her designee will discuss whether or not "removal" is warranted and, if so, the length of removal. The site administrator or designee will make the final decision regarding removal.
3. The teacher shall document the actions taken by the teacher prior to the removal and reasons for the removal.
4. Parents shall be notified of removal from class by site administrator/designee.
5. In cases involving students identified as handicapped, the special education staff will be notified of the incident to determine if further assessment or a change in the Individual Education Plan is necessary.

Bus Conduct Guidelines:

Bus and Bus Stop Guidelines for Students:

1. When an elementary student acts inappropriately on the bus or at the bus stop the bus driver shall take the following action:
 - 1.1 Give the student a verbal warning and send the information to the administrator/designee.
 - 1.2 If further inappropriate student behavior is observed the driver checks the offence(s) on the conduct form, (informs the student if available) and sends the information to the administrator/designee that same day or the next morning.
2. When the administrator/designee receives a conduct report he/she will do the following:



- 2.1 Review the conduct report with the student, indicating verbal warning and file it for future reference.
- 2.2 Review all bus conduct reports (offenses checked) received from the bus driver, conferencing with the student concerning its content, taking appropriate disciplinary action, and mailing a copy of the report to the parent and district transportation office.
- 2.3 Contact the parents (via student, phone, and mail) regarding inappropriate bus behavior. If a student has loss the privilege to ride the bus, parents are responsible for planning for providing transportation to and from school during the time the child is suspended from riding the bus.
- 2.4 Request a conference with parents of children if behavior warrants. The bus driver, student, parent, and administrator/designee will meet to discuss the suspension of the student's ridership privilege.
- 2.5 Go to the advanced step in process when a student is involved with fighting, destruction of property, use of alcohol, tobacco, or drugs. Students involved with the above will be administered further disciplinary action.
- 2.6 Upon completion of appropriate disciplinary action, copies of the bus conduct form will be sent to the parents and the Minneapolis Department of Transportation. A copy will be kept in the student's discipline file.

Fall Reopening Plan

Leadership

FAA's definition of leadership is doing whatever it takes to make the community around you collectively function better, grow stronger, and prosper. It is doing the right thing even when no one is watching, and setting a positive example and guiding all members to becoming the community you hope to achieve. Leadership is deemed a critical skill at FAA 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 equip scholars for life with the skills to become strong leaders at home, in the classroom and at school, and in whatever community is important to them.



The Leader in Me is based on Steven Covey's 7 Habits of Highly Effective People and has been used around the world, transforming school cultures as it is implemented. Students will be learning the 7 Habits during classroom instruction, art and projects, and putting it into practice during student-led initiatives such as leadership assemblies, school improvement projects, and the Student Council.

Steven Covey's 8 Habits are:

1. Be Proactive
2. Begin With the End in Mind
3. Put First Things First
4. Think Win-Win
5. Seek First to Understand, Then to be Understood
6. Synergize
7. Sharpen the Saw
8. Find Your Voice

FAA students will receive ongoing social emotional training through "The Leader in Me" curriculum and will have representation on the school's leadership team. FAA believes students need an authentic voice in the decision-making process and should be involved in the entire school experience. This will include student voice about the learning experience, school environment, discipline policy and decision-making process.

The Leadership component also involves the student taking control of their own learning. Students will be aware of the goals and standards they are supposed to learn at the start of the year, meetings will be had with advisors bi-weekly to review, plan, and meet those goals. Emphasis will be placed on providing students with frequent feedback on their performance. Students will also have access to the online grading portal and performance-based assessments through which they will be able to instantly assess their progress, and they will have on-demand opportunities to meet with teachers to review and discuss data and feedback. This process will allow students and staff to implement strategies to deliver high-yielding results based on feedback and what the data reveals.

Community Involvement

Education at FAA also extends beyond the walls of the school. Service learning is a valuable component of the curriculum for learning about the needs of the community and how students can contribute, and for learning about different community organizations and careers. To date, service learning projects have included singing at a nursing home close to the school, doing community clean-ups and Earth Day initiatives. The goal is for each classroom to do at least one service-learning project each year.



Art Integration

FAA believes that every child is an artist and it is up to us to help them discover their artistic abilities. The arts play a prominent role at FAA, both in terms of being integrated into classroom learning, and as a focus of the enrichment program. A goal is to enable students to explore and tap into their creative abilities so they are confident and proud of their artistic expression. The integration of the Arts is one of the foundational pillars of FAA's personalized learning strategy. During the core instruction time, art will be integrated into instruction. Time will be allocated specifically to developing their artistic interest through discovery projects during WIN time. Students will have the opportunity to create a project based on their interest, incorporating other learnings that will be shown before the class and/or school. Art is broad so the focus will be on the students developing their creativity and problem solving skills that are transferable across subjects.

Enrichment

In addition to art being integrated into the curriculum, one hour of the school day is devoted to art enrichment. Classroom teachers and educational assistants who have a special talent or interest lead some of the enrichment activities, and others are led by gifted members of the broader Twin Cities community.

[2020-21 Calendar with A & B Days](#)

[Before School Schedule](#)

[Friendship Academy Distance Learning Screen Expectations](#)

[Friendship Store](#)

[Hallway Protocol](#)

[Student School Supply List](#)

[Virtual Learning Expectations](#)

[Google Classroom Resources](#)

[The Leader In Me Online](#)

[Connecting Families to Google Classroom](#)

[A Day in the Life of a Friendship Student](#)

[Device Filtering Letter](#)

[Distance Learning Expectations](#)

[Distance Learning Family Pack](#)

[Individualized Learning Plan Outline](#)

[Individualized Learning Plan Template](#)



[Click here for the full Personalized Learning Plan Strategy](#)
[Parent Distance Learning Week Preview](#)

Schedule

A - Week		A Group	B Group	Meals and Materials
1	Monday	In Person	Distance Learning	<ul style="list-style-type: none"> • A group pick up meals • Materials for DL • Teacher Parent Communication
2	Tuesday	Distance Learning	In Person	<ul style="list-style-type: none"> • B group pick up meals • Materials for DL • Teacher Parent Comm. & Assign.
3	Wednesday	In Person	Distance Learning	<ul style="list-style-type: none"> • A group pick up meals • Materials for DL • Teacher Parent Communication
4	Thursday	Distance Learning	In Person	<ul style="list-style-type: none"> • B group pick up meals • Materials for DL • Teacher Parent Communication
5	Friday	In Person	Distance Learning	



B - Week	A Group	B Group	Meals and Materials
1 Monday	In Person	Distance Learning	<ul style="list-style-type: none"> A group pick up meals Materials for DL Teacher Parent Communication
2 Tuesday	Distance Learning	In Person	<ul style="list-style-type: none"> B group pick up meals Materials for DL Teacher Parent Comm. & Assign.
3 Wednesday	In Person	Distance Learning	<ul style="list-style-type: none"> A group pick up meals Materials for DL Teacher Parent Communication
4 Thursday	Distance Learning	In Person	
5 Friday	Distance Learning	In Person	

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

8-10	Freedom School and Enrichment
10-10:15	Transition/Bathroom
10:15-10:30	Morning Meeting
10:30-11:30	Math
11:30-12	Lunch
12-12:30	Recess



12:35-12:50	Quiet Time
12:50-2	ELA
2-2:30	PAF
2:30-2:50	Bathroom Break/Brain Break <i>Kindergarten Grade Bathroom 2:30-2:40</i> <i>First Grade Bathroom 2:40-2:50</i>
2:50-3:30	Science/SS
3:30-4	WIN -Intervention -Small Groups -ILP's
4-4:15	Closing Circle
4:15-4:30	Snack/Bathroom
4:30 -5	Dismissal

First Grade

8-10	Freedom School and Enrichment
10-10:15	Transition/Bathroom
10:15-10:30	Morning Meeting
10:30-11:30	Math
11:30-12	Lunch
12-12:30	Recess
12:35-12:50	Quiet Time



12:50-1:20	PAF
1:20-2:30	ELA
2:30-2:50	Bathroom Break/Brain Break <i>Kindergarten Grade Bathroom 2:30-2:40</i> <i>First Grade Bathroom 2:40-2:50</i>
2:50-3:30	Science/SS
3:30-4	WIN -Intervention -Small Groups -ILP's -Leadership
4-4:15	Closing Circle
4:15-4:30	Snack/Bathroom
4:30 -5	Dismissal

Second

8-10	Freedom School and Enrichment
10-10:15	Transition
10:15-10:30	Morning Meeting
10:30-11:30	Math
11:30-12	Lunch
12-12:30	Recess
12:35-12:50	Quiet Time
12:50-2	ELA
2-2:30	PAF



2:30-2:50	Bathroom Break/Brain Break <i>Second Grade Bathroom 2:30-2:40</i> <i>Third Grade Bathroom 2:40-2:50</i>
2:50-3:30	Science/SS
3:30-4	WIN -Intervention -Small Groups -ILP's
4-4:15	Closing Circle
4:15-4:30	Snack/Bathroom
4:30 -5	Dismissal

Third Grade

8-10	Freedom School and Enrichment
10-10:15	Transition
10:15-10:30	Morning Meeting
10:30-11:30	Math
11:30-12	Lunch
12-12:30	Recess
12:35-12:50	Quiet Time
12:50-1:20	PAF
1:20-2:30	ELA
2:30-2:50	Bathroom Break/Brain Break <i>Second Grade Bathroom 2:30-2:40</i> <i>Third Grade Bathroom 2:40-2:50</i>



2:50-3:30	Science/SS
3:30-4	WIN -Intervention -Small Groups -ILP's -Leadership
4-4:15	Closing Circle
4:15-4:30	Snack/Bathroom
4:30 -5	Dismissal

Fourth-Fifth Grade

8-10	Freedom School and Enrichment
10-10:15	Transition
10:15-10:30	Morning Meeting
10:30-11:30	Math
11:30-12	Recess
12-12:30	Lunch
12:35-12:50	Quiet Time/Bathroom
12:50-2	ELA
2-2:30	Intervention
2:30-2:50	Bathroom Break/Brain Break <i>Second Grade Bathroom 2:30-2:40</i> <i>Third Grade Bathroom 2:40-2:50</i>
2:50-3:30	Science/SS
3:30-4	WIN



	-Leadership -ILP's
4-4:15	Closing Circle
4:15-4:30	Snack/Bathroom
4:30 -5	Dismissal

Middle School

8-10	Freedom School and Enrichment
10-10:15	Transition
10:15-10:30	Homeroom
10:30-11:30	Block 1
11:35-12:35	Block 2
12:35-1:05	Lunch
1:10-2:10	Block 3
2:15-3:15	Block 4
3:20-4:15	WIN -ILP -Leadership Interventions
4:15-4:30	Snack/Bathroom/Closing
4:30 -5	Dismissal

6-Blue	6-Gold	7th	8th
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ELA Math Social Studies Science	Math ELA Science Social Studies	Science Social Studies Math ELA	Social Studies Science ELA Math
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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.

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).

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.

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 front (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.

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?

In person

- 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.

Distance Learning

- 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.