



Safely **ReuKNIGHTed**

Reopening Nova Classical Academy



**NOVA CLASSICAL
ACADEMY**



**NON SCHOLAE SED VITAE DISCIMUS
WE LEARN NOT FOR SCHOOL BUT FOR LIFE**

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Reopening for 2020-2021

Dear Nova Classical Academy Community,

Since the spring of 2020, the COVID-19 pandemic has brought unprecedented change to Nova Classical Academy (Nova). In June of 2020, the Minnesota Department of Education (MDE) directed that all public schools create plans that align with three possible scenarios for the 2020-2021 school year. They are:

- Scenario 1 - In-person learning for all students
- Scenario 2 - Hybrid learning with strict social distancing and capacity limits
- Scenario 3 - Distance Learning

Because the situation surrounding the pandemic remains very fluid, we have been told that we need to develop each of these models. In addition, based on the information that health officials are seeing specific to our school community, this year we may need to transition between any of these models with as little as twelve hours of notice. As we prepare to provide our students with the best possible education, we can use what we learned from Nova's Distance Learning model last year as well as the experiences of other schools as guidance.

During the past several weeks, more than 40 Nova faculty and staff members worked collaboratively to develop plans for each of these scenarios. The decisions being made were informed by guidance from the Centers for Disease Control and Prevention, Minnesota Department of Health, Minnesota Department of Education, as well as input and survey data from the Nova community. A summary of some of the high-level takeaways from the Nova community include:

- 52.3% of Nova families indicated they were uncomfortable with returning to school.
- 35.9% of Nova families indicated they would request Distance Learning if we start the year with an in-person model.
- 49.4% of Nova families indicated that they were uncomfortable with Distance Learning.
- 41.4% of Nova staff indicated that they were uncomfortable with returning to school.
- 8% of Nova staff indicated that they have medical, or other reasons, which would make it so that they could not return to their job on-site.
- 54.7% of Nova staff prefer Distance Learning to reopening in person.

The data we gathered and reviewed has made it even more clear that there is not an approach to reopening our school that is going to be ideal for everyone. In fact, there is not an approach to reopening our school that is going to be ideal for anyone. One thing we can all agree upon is looking forward to the day when we can safely reunite the whole Nova community once again in the school that we have come to love.

In developing these plans, we have had to make extremely difficult decisions. While we know this plan will not be anybody's ideal, with everyone working together, we are confident that this plan can:

- Ensure Student AND Staff Safety
- Facilitate connection to peers, teachers, and "school"
- Support equity by meeting the individual learning needs of all students
- Keep students moving forward on a learning continuum regardless of the delivery model utilized

This year will be challenging for everyone who is a part of our school community. Now that the models for 2020-2021 have been made, we must all commit to working collaboratively and utilizing all possible resources

to ensure that our scholars receive the best possible education considering the circumstances in which we find ourselves.

This plan completes the task of defining the three learning scenarios at Nova, but our work is nowhere near complete. Following the Governor's July 30th announcement, we will begin to plan for the back-to-school process and procedures for the scenario that he has selected for the start of the 2020-2021 school year. You can expect to see additional details about this in the coming days. In addition, our team will now begin the work of creating plans to ensure a quick and smooth transition between any combination of the scenarios we have planned should they be required during the school year.

It's a Great Day to Be a Knight,

A handwritten signature in blue ink that reads "Brett Wedlund". The signature is fluid and cursive, with the first name "Brett" and last name "Wedlund" clearly distinguishable.

Dr. Brett Wedlund
Executive Director

Overview of Scenario 1 (In-Person)

Social Distancing & PPE

In this planning scenario, schools should create as much space between students and teachers as possible during the day. However, schools will not need to strictly enforce 6 feet of social distancing during primary instructional time in the classroom. Specific steps that Nova will implement include:



- All staff and students will be required to wear a cloth or disposable face mask unless they are exempted by medical documentation, IEP, or 504. Administration may approve teachers to wear face shields in lieu of masks for instruction that requires viewing of the mouth.
- Cloth masks will be available for purchase (and on-hand) if students arrive without a protective mask of their own.
- Until further notice, activities that bring together large groups of people or activities that do not allow for social distancing (i.e. assemblies, in-person field trips, large group use of playground equipment simultaneously, etc.) will be discontinued.
- Entry to the building and common spaces to promote social distancing and minimize crowding whenever possible will be staggered:
 - Students exiting the buses will enter through Door#1 (Main Entrance).
 - Students arriving from parent drop-off on Victoria Way (Linus Side) or walking will enter through Door #7.
 - Students arriving from carpool or drop-off on Mercer Street (Knight Side) will enter through Doors #5 or #6.
- Start and end times for class dismissals and other passing periods will be staggered.
- Social distancing floor/seating markings throughout the school will be provided.
- The school schedule and class rosters will be reworked to limit mixing of cohort groups (i.e. ability-leveled classes) when possible.
- Classroom seating will be arranged to maximize distance between students.
- Individuals should bring their own water instead of using communal drinking fountains. Each student should have a reusable water bottle (plastic or metal, NOT glass), clearly labeled with their first and last name. Bottle fillers will be available for refills but the drinking spout will be turned off. We will work with students on an individual basis if they are in need of a water bottle.
 - Students will be encouraged to take their bottle(s) home each day for cleaning.

Transportation

Ensuring students have the opportunity to arrive and depart Nova's grounds in a safe and timely manner is fundamental to preparing them for a meaningful learning experience during the school day. Safeguards to protect their health and safety while utilizing Nova's transportation services include but are not limited to:



- Facemasks will be required while riding the bus.
- Parents will assess students' health by answering the screening questions prior to getting on a bus. See Health Symptom Screening in the Appendix.
- Buses will be seated from the back to the front. Upon arrival, students will be released from the bus one row at a time.
- Students in the same household will be asked to sit together.
- The number of riders will be reduced to prevent groups and crowding on buses.
- Nova will systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 6 feet of social distance.

Health & Wellness

Nova is taking careful and deliberate actions to preserve and promote the safety and well-being of students and staff while attending their school day and related activities, including:



- Parents will assess students' health by answering the screening questions prior to leaving for school each day. See Health Symptom Screening in the Appendix.
- Screening will be conducted for COVID-19-related symptoms for staff and students upon entry to Nova's building. See Health Symptom Screening in the Appendix.
- Visitors will be screened from the vestibule inside the front door and will only be allowed inside the building if they have a prior appointment.
- A separate waiting space (away from the Health Office) for individuals exhibiting COVID-19-related symptoms will be provided during the school day. Parents will be required to pick up their child immediately if they are exhibiting COVID-19 symptoms.
- Individuals who are experiencing symptoms or who have been diagnosed with COVID-19 will utilize the MN Department of Health Decision Tree to determine if they are able to return to Nova. See MDH Decision Tree in the Appendix.
- Announcements, reminders, signage, and training on recommended hygiene practices and social distancing will be recurring.
- Air purifiers will be located in the Health Office and COVID-19 waiting space.
- Nova will utilize the process designated by the Minnesota Department of Health regarding informing the community of any suspected or confirmed cases of COVID-19 or potential exposure.

Cleaning & Disinfecting

In order to ensure our students, staff, and guests are safe, Nova is prioritizing the cleanliness of our school. Increased efforts to sanitize and disinfect Nova include:



- During the school day an increased sanitizing schedule will be implemented by our contracted cleaning company as well as by Nova staff.
- Extra cleaning supplies will be provided in classrooms and common areas.
- Nightly disinfecting of the entire school will occur with an electromagnetic disinfecting sprayer.
- Additional hand sanitizing stations will be installed throughout the building.
- Communication for students to wash their hands and practice good hygiene will be increased.
- Sharing of high-touch materials will be minimized to the extent possible, and cleaning and sanitation of shared materials will be increased.
- Enhanced air filtration in the ventilation system will be installed.
- Air purifiers will be located in the Health Office and COVID-19 waiting space.

Academics & School Day

Nova will take proactive and deliberate steps to assess the academic needs of each student while adjusting school routines, including:



- Nova will operate under its normal business hours. Parents are asked to keep their children in their cars until 8:15 am at which time the students will complete the health symptom screening, enter the building, and move directly to their homeroom or first class. **Students will not be permitted to enter the building before 8:15 am.**
- During the first 10 days of school, teachers will work with students to prepare them to utilize Google Classroom and other tools should we go into a Hybrid or Distance Learning Model. Teachers will continue to review these resources with all of their students at least once per month.
- Upper School (6-12) students will be permitted and encouraged to bring a backpack to their classroom to reduce congregating at their lockers.
- Attendance: Please email Nova's [attendance](#) by 9:00 am on the academic day to report absences. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability.
 - For more information regarding attendance and truancy, please see pages 22-23 of our Student Parent [Handbook](#).
- Grades and attendance will be maintained in Infinite Campus.
- Students will not be permitted to be in the school building after 4:00 pm unless they are supervised while being actively involved in a Nova-sanctioned after-school program or activity.

Equity in Education

Nova has prioritized equity to make sure to reach all scholars and to ensure that children of color, indigenous children, immigrant children, low-income families and communities, and people who have disabilities have access to the opportunities to learn and develop to their fullest potential:



- Nova will make extra effort to ensure families understand district expectations for health and safety.
- Nova will post signage for health and safety in multiple languages.
- Each case manager will check in with each student on their caseload and provide the services as outlined in the Individualized Education Plan (IEP) on an ongoing basis.
- Teachers and EAs will be responsible for providing 504, IEP, and EL accommodations and modifications.
- Each EL teacher will check in with their students and provide both in-class instruction and out of class instruction on an ongoing basis.
- Teachers and administration will take proactive measures to identify and implement interventions and supports for struggling students in collaboration with the students and families.
- Interventions (e.g. PRESS reading interventions) will continue to take place.
- Nova's Equity Coordinators will create an Equity Board in the fall of 2020.

Student & Family Support

In order to best support the emotional well-being of students and families as well as support families' efforts to partner with teachers to provide instruction, Nova will take the following steps:



- Nova will activate school counselors to develop individual and group mental health support plans for students and families.
- Students will be able to email or sign-up with their counselor for counseling sessions (virtual or in-person).
- Nova will evaluate all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 Plans) for accommodating students with special health care needs and update as needed to decrease their risk for exposure to COVID-19.
- Students will receive weekly social-emotional lessons provided by school counselors (LS) or House teachers (US).

Family Flex Learning



Should Nova be operating with students onsite under Scenario 1, parents or guardians may request that their child be provided distance learning in lieu of physical attendance, hereby referred to as “Family Flex Learning”.

- **Families opting for Flex Learning without a documented medical reason will need to indicate their desire to do so prior to August 10, 2020.**
- Students opting for Family Flex Learning without a documented medical reason **will only be able to return to onsite learning at the end of a quarter (Lower School) or Semester (Upper School)**. This ensures proper staffing of both the onsite and Family Flex learning portions of programming.
- Short-term, involuntary, Family Flex Learning of up to ten days will be accessible for students who require off-site learning due to a short-term quarantine or other COVID-19 related circumstances. Medical documentation will be required for involuntary Family Flex Learning requests beyond 10 days.
- Family Flex Learning will include independent instructional activities designed by the classroom teachers but will not follow our Scenario 3 Distance Learning model.
- Details of Family Flex Learning will be available upon request by contacting your child’s building principal.
- Parents or guardians may request Family Flex Learning by doing the following:
 - Contact Nova’s Health Office as well as your child’s principal and provide the student’s name and grade. Contact information can be found in the Whom to Contact document in the Appendix.
 - Provide the reason for the request for Family Flex Learning as either:
 - Parent/family request - personal preference
 - Medically high-risk or documented health concern about being on-site
 - Extended absence due to documented quarantine directive/recommendation

Food Services



Should Nova be operating with students onsite in Scenario 1, food services will be provided for students who are onsite. There will not be food services provided for families opting for the Family Flex Learning option. If a family needs access to Free-or-Reduced Lunch, please fill out the 2020-2021 [Application](#) for Educational Benefits.

Implementing the following will help to ensure food services is operating as safely as possible:

Breakfast

- Breakfast will be available in a grab-and-go format.
- Breakfast will be eaten in the Great Room with appropriate social distancing between students.

Lunch

- Lunch will be available in a grab-and-go format, milk will be available for sale at a separate station.
- The Great Room and classrooms will be utilized to maximize social distancing during lunch periods.
- Signage, arrows, or spacing decals on floors and benches will help with one-way flow, spacing and seating.
- A limited a la carte service for grades 6-12 will be available for purchase.
- The salad bar and other unwrapped self-service options will not be available.

After-School Snack

- Grab-and-go snacks will be available for purchase for grades K-5.
- Limited pre-packaged a la carte items will be available for purchase for grades 6-12.
- Students will queue up at the appropriate distance by following floor markers.

Overview of Scenario 2 (Hybrid Model)

The guidance from MDE has made it clear that the top logistical priority of the Hybrid model is to maintain 3 feet of social distance between individuals at all times.

Social Distancing & PPE

In this planning scenario, schools should create as much space between students and teachers as possible during the day. However, schools will not need to strictly enforce 3 feet of social distancing during primary instructional time in the classroom. Specific steps that Nova will implement include:



- All staff and students will be required to wear a cloth or disposable face mask unless they are exempted by medical documentation, IEP, or 504. Administration may approve teachers to wear face shields in lieu of masks for instruction that requires viewing of the mouth.
- Cloth masks will be available for purchase (and on-hand) if students arrive without a protective mask of their own.
- Until further notice, activities that bring together large groups of people or activities that do not allow for social distancing (i.e. assemblies, in-person field trips, large group use of playground equipment simultaneously, etc.) will be discontinued.
- Entry to the building and common spaces to promote social distancing and minimize crowding whenever possible will be staggered.
- Start and end times for class dismissals and other passing periods will be staggered, when possible.
- Social distancing floor/seating markings throughout the school will be provided.
- Classroom seating will be arranged to ensure 3 feet of space between students.
- Individuals should bring their own water instead of using communal drinking fountains. Each student should have a reusable water bottle (plastic or metal, NOT glass), clearly labeled with their first and last name. Bottle fillers will be available for refills but the drinking spout will be turned off. We will work with students on an individual basis if they are in need of a water bottle.
 - Students will be encouraged to take their bottle(s) home each day for cleaning.
- Core instruction will be delivered in the regular classroom environment. Specialist teachers may deliver instruction in the regular classroom or in an alternative classroom.
- Cohort-mixing and ability-grouping for math and reading classes in K-5 will not occur. Due to the need to maintain student cohorts in order to limit exposure, all students will receive grade-level content, with opportunities for additional supports for students that have been identified by our student support teams as needing that support.
- Small group interventions (PRESS, EL, reading, math) and accelerated math classes will still take place, while maintaining social distancing and increased sanitation practices.

- All students and staff will be required to comply with MN Executive Order 20-81 (Face Coverings) while they are at school or on buses.
- The number of individuals allowed in school facilities will not exceed 50% of capacity.
- Student seating in classrooms will be spaced 3 feet apart.
- Three feet of social distancing will be maintained throughout all common spaces of the building.

Transportation

Ensuring students have the opportunity to arrive and depart Nova's grounds in a safe and timely manner is fundamental to preparing them for a meaningful learning experience during the school day. Safeguards to protect their health and safety while utilizing Nova's transportation services include but are not limited to:



- Facemasks will be required while riding the bus.
- Parents will assess students' health by answering the screening questions prior to getting on a bus. See Health Symptom Screening in the Appendix.
- Buses will be seated from the back to the front. Upon arrival, students will be released from the bus one row at a time.
- Students in the same household will be asked to sit together.
- The number of riders will be reduced to prevent groups and crowding on buses.
- Nova will systematically review and evaluate school transportation capacity with the goal of creating as much space between riders as possible, recognizing that it is not always feasible to have 3 feet of social distance.
- The number of students on transportation vehicles will be limited to 50% maximum occupancy.

Health & Wellness

Nova is taking careful and deliberate actions to preserve and promote the safety and well-being of students and staff while attending their school day and related activities, including:



- Parents will assess students' health by answering the screening questions prior to leaving for school each day. See Health Symptom Screening in the Appendix.
- Screening will be conducted for COVID-19-related symptoms for staff and students if these symptoms are observed or reported. See Health Symptom Screening in the Appendix.
- Visitors will not be permitted in the building while students are onsite.
- A separate waiting space (away from the Health Office) for individuals exhibiting COVID-19-related symptoms will be provided during the school day. Parents will be required to pick up their child (and all family members) immediately if they are exhibiting COVID-19 symptoms.

- Individuals who are experiencing symptoms or who have been diagnosed with COVID-19 will utilize the MN Department of Health Decision Tree to determine if they are able to return to Nova. See MDH Decision Tree on Page 2 of the Health Symptom Screening in the Appendix.
- Announcements, reminders, signage, and training on recommended hygiene practices and social distancing will be recurring.
- Air purifiers will be located in the Health Office and COVID-19 waiting space.
- Nova will utilize the process designated by the Minnesota Department of Health regarding informing the community of any suspected or confirmed cases of COVID-19 or potential exposure.

Cleaning & Disinfecting

In order to ensure our students, staff, and guests are safe, Nova is prioritizing the cleanliness of our school. Increased efforts to sanitize and disinfect Nova include:



- Each classroom will have its own sanitizing station.
- During the school day an increased sanitizing schedule will be implemented by our contracted cleaning company as well as by Nova staff.
- Extra cleaning supplies will be provided in classrooms and common areas.
- Nightly disinfecting of the entire school will occur with an electromagnetic disinfecting sprayer.
- Additional hand sanitizing stations will be installed throughout the building.
- Communication for students to wash their hands and practice good hygiene will be increased.
- Sharing of high-touch materials will be minimized to the extent possible, and cleaning and sanitation of shared materials will be increased.
- Enhanced air filtration in the ventilation system will be installed.
- Air purifiers will be located in the Health Office and COVID-19 waiting space.

Academics & School Day

Nova will take proactive and deliberate steps to assess the academic needs of each student while adjusting school routines, including:



- Nova will operate under its normal business hours. Parents are asked to keep their children in their cars until 8:15 am at which time the students will enter the building and move directly to their homeroom or first class. **Students will not be permitted to enter the building before 8:15 am.**
- Attendance: Please email Nova's [attendance email](#) by 9:00 am on the academic day to report absences. Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability.
 - For more information regarding attendance and truancy, please see pages 22-23 of our Student Parent [Handbook](#).
- Grades and attendance will be maintained in Infinite Campus for onsite students and in Google

Classroom for offsite students.

- Students will not be permitted to be in the school building after 4:00 pm unless they are attending Nova's essential worker child care.
- Grades 6-12 students will attend classes via Distance Learning Monday, Tuesday, Thursday, Friday.
- Wednesdays will continue to be Self-Directed Learning Days for all students. K-5 students will have virtual morning meetings on Wednesdays, opportunities to engage with their specialist Google Classrooms, enrichment activities, or tutoring and other individualized student support.
- Due to the need to create smaller groups of students, students may be assigned to a new homeroom teacher as a part of a transition to a Hybrid Model. This will be dependent on the number of families that opt into Off-site Learning and the need to balance homeroom cohort numbers to ensure social distancing.

Equity in Education

Nova has prioritized equity to make sure to reach all scholars and to ensure that children of color, indigenous children, immigrant children, low-income families and communities, and people who have disabilities have access to the opportunities to learn and develop to their fullest potential:



- Nova will make extra effort to ensure families understand district expectations for health and safety.
- Nova will post signage for health and safety in multiple languages.
- Each case manager will check in with each student on their caseload and provide the services as outlined in the Individualized Education Plan (IEP) on an ongoing basis.
- Teachers and EAs will be responsible for providing 504, IEP, and EL accommodations and modifications.
- Each EL teacher will check in with their students and provide both in-class instruction and out of class instruction on an ongoing basis.
- Teachers and administration will take proactive measures to identify and implement interventions and supports for struggling students in collaboration with the students and families.
- Interventions (e.g. PRESS reading interventions) will continue to take place.
- Nova's Equity Coordinators will create an Equity Board in the fall of 2020.
- Students receiving Special Education, English Learner, or other services may be asked to attend school in-person during distance learning days or on Wednesdays in the Hybrid Scenario to receive direct services. Service providers will work directly with families in these instances.
- Educational Assistants will be assigned to regular check-ins with students per their Individualized Educational Plan (IEP), 504 or EL Plan either on-site at Nova or virtually.

Student & Family Support

In order to best support the emotional well-being of students and families as well as support families' efforts to partner with teachers to provide instruction, Nova will take the following steps:



- Nova will activate school counselors to develop individual and group mental health support plans for students and families.
- Students will be able to email or sign-up with their counselor for counseling sessions (virtual or in-person).
- Nova will evaluate all current plans (e.g., Individual Healthcare Plans, Individualized Education Plans or 504 Plans) for accommodating students with special health care needs and update as needed to decrease their risk for exposure to COVID-19.
- Students will receive weekly social-emotional lessons provided by school counselors (LS) or House teachers (US).

Off-site Learning



Should Nova be operating with students fully onsite on in a hybrid model, parents or guardians may request that their child be provided distance learning in lieu of physical attendance, hereby referred to as Off-site Learning.

- Should Nova move into a fully onsite or hybrid model, parents or guardians must indicate their choice by the communicated deadline.
- Students opting for Off-site Learning **will only be able to return to onsite learning at a potential designated entry point, decided upon and communicated by school administration.** This ensures proper staffing of both the onsite and Off-site Learning portions of programming.
- Off-site Learning will rely heavily on synchronous and asynchronous (recorded) instruction and independent instructional activities designed by a Nova teacher, but *will not mirror our Distance Learning model.*
- Short-term, involuntary, Off-site Learning will be accessible for students who require Off-site Learning due to a short-term quarantine or other COVID-19-related circumstance. Medical documentation may be required for involuntary, Off-site Learning requests longer than 10 days.
- Should you have a need for short-term, involuntary, Off-site Learning please:
 - Contact Nova's Health Office, as well as your child's principal, and provide the student's name and grade. Contact information can be found in the Whom to Contact document in the Appendix.

Food Services

Should Nova be operating with students with students fully onsite or in a hybrid model, food service will be provided for students. If a family needs access to Free-or-Reduced Lunch, please fill out the 2020-2021 [Application](#) for Educational Benefits.



Implementing the following will help to ensure food service is operating as safely as possible:

On-Site Students (K-5)

Breakfast

- Breakfast will be available in a grab-and-go format.
- Breakfast will be eaten in the Great Room with appropriate social distancing between students.

Lunch

- Students can bring their own lunch from home or participate in Nova's food service.
- Lunch will be served on trays for each student.
- The Great Room will be utilized to maximize social distancing during lunch periods.
- Signage, arrows, or spacing decals on floors and benches will help with one-way flow, spacing and seating.
- The salad bar and other unwrapped self-service options will not be available.

After-School Snack

- Grab-and-go snacks will be available for purchase for grades K-5.
- Students will queue up at the appropriate distance by following floor markers.

Scholar Zone and Child Care for Children of Healthcare and Emergency Staff

Should Nova implement a return to in-person learning for all students (Scenario 1), Scholar Zone will operate under its normal procedures, providing before and after-school care. Should Nova implement either a Hybrid Model (Scenario 2) or Distance Learning Model (Scenario 3) during the 2020-2021 school year, Scholar Zone will no longer be operating, and we will continue to providing care for children of healthcare and emergency workers.



Should Scenarios 2 or 3 occur, our usual Scholar Zone child care will be closed, and we will refund any payments and registrations during the closure. We will be providing child care for elementary-age students (12 years of age and younger) of parents who are healthcare and emergency staff (see guidelines below). Students in child care (12 years of age and under) whose grade levels are not eligible for in-person or hybrid instruction will be supervised in an alternate setting.

Should we find ourselves in these scenarios, a form will be sent to preregister for dates when child care is needed. The hours of child care for children of healthcare and emergency staff will be 8 am-5 pm. It will be free of charge and lunch will be provided. Parents who are healthcare or emergency staff must provide a work badge or proof of employment at drop-off. Masks will be required and temperatures will be taken at drop-off.

Healthcare & emergency staff is as described below:

- Employees of healthcare providers and systems, including hospitals and clinics.
- Post-acute and long-term care facilities, including nursing and assisted living facilities.
- Other health systems and organizations, such as home care workers, personal care assistants, ambulance/emergency personnel, direct care and treatment.
- Other emergency staff, including:
 - First responders (police, paramedics, etc.)
 - Firefighters
 - Personnel providing correctional services
 - Essential court personnel
 - Minnesota state veterans' homes staff
 - State and local public health agency employees
 - MNsure navigators
 - County financial/eligibility workers
 - County case managers
 - Any county staff in emergency management or health and human services

Activities & Athletics

Nova believes that extracurricular activities play a vital role to the physical and mental well-being of our scholars and desires to offer these activities when they can be done safely.

Because of the varied nature of the athletics and extracurricular programming that we offer, we are not prepared to make statements about their ability to occur at this time. We will make and communicate any cancellations or changes to extracurricular programming as decisions are made about individual programming.



Overview of Scenario 3 (Distance Learning)

Nova recognizes the importance of providing a consistent education for our students whenever possible. To help work toward this, the following will occur during an extended school closure:

- An online model will be the primary method for delivering Nova's Distance Learning Plan. Nova will work with families to ensure access to the internet and devices, when needed.
- Teachers will be expected to designate two hours each weekday as Academic Support hours during which time they will be available by appointment for phone and/or video calls or other methods of check-in. The two hours may be split (e.g. 10-11 am and 1-2 pm).
- Grades and attendance will be maintained in Infinite Campus.
- The primary tools for communication between teachers and families will be Google Classroom, Google Hangouts (only Grades 9-12), student email addresses (only Grades 6-12), and parent-provided email addresses from Infinite Campus. The Google Classroom format will help make it easy for students to (a) communicate with their teachers and classmates; (b) receive work and resources; and (c) send assignments back to teachers.
 - Nova parents should review their emails in Infinite Campus in order to ensure correct delivery of pertinent information.
- Nova will provide training for students on how to use Google Classroom and other related technology resources.
- Teachers may use other communication platforms such as a classroom or grade-level website, Zoom, Google Meet, or SeeSaw in addition to Google Classroom.
- Teachers will be responsible for providing 504, IEP and EL accommodations and modifications.
- Special Education Educational Assistants will be assigned to students/subject areas. The educational assistants will reach out to students to provide support based on IEP accommodations.
- Each case manager will check in with each student on his/her caseload at least once per week.
- Each EL teacher will check in with their students at least once per week.
- Interventions (i.e. PRESS reading interventions) will continue to take place.
- Students will be able to email or sign-up with their counselor for virtual counseling sessions.
- Bullying Prohibition: Nova has adopted strict policies prohibiting bullying and cyberbullying. Please see the Bullying Prohibition [Policy 514](#) for a full explanation. Nova will be enforcing its bullying and cyberbullying policies during Distance Learning. Consequences for violating this policy are severe, and can include expulsion.

- If you are concerned whether or not your child is experiencing bullying, bullying incidents typically involve a combination of these three factors: An imbalance of power, intent to cause harm, and repetition. Reporting incidents of bullying is critical for the welfare of all students.
- Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under policy 514 shall report the alleged acts immediately to an appropriate school district official (teacher, administrator, counselor, educational assistant)).
- These expectations apply to actions of students during school hours, before and after school, and while using the school network or any Nova owned computer or IT Devices. It should be noted that Nova's anti-bullying policy extends to students before or after school, on or off school grounds, and at any time.
- Nova's Google Classroom system is linked to student-issued Google accounts. All interaction between students using Nova provided accounts and programs, including emails, is recorded and subject to review by administration. Follow this link to Nova's [Internet Acceptable Use](#) policy.

Changes from the 2019-2020 Distance Learning Plan

Nova's 2020-2021 Distance Learning Plan will look similar to last year's distance learning plan. However, based on our experience in the spring as well as feedback that Nova families provided, we have made some changes. The most notable of these are:

- Wednesdays will be "Self-Guided Learning Days" for all students. There will also be additional opportunities for interactions between teachers and students on these days.
- Attendance will be taken once per day instead of once for each period.
- Activities, format, and expectations will be streamlined so that there is increased consistency between classrooms.

You will find additional information related to these changes in the sections below.

Attendance

Even in a Distance Learning model, regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability.



- All absences must be reported daily in the same manner as if students were attending school within the building. Submit an [Email](#) or leave a message on the attendance line 651.209.6320 by 9 am if your child will be absent.
- For more information regarding attendance and truancy, please see pages 22-23 of our [Student Parent Handbook](#).
- It is the student's responsibility during Distance Learning to participate in the daily attendance activity each day that school is in session. Students must be aware of and follow the correct procedures when absent from an assigned class. Finally, it is the student's responsibility to complete any missed assignments due to an absence.
- Final daily attendance will be recorded in Infinite Campus. Attendance in a class/classes may be recorded in the following ways:
 - Lower School (K-5): Teachers will track attendance based on the daily attendance activity, therefore participation is essential to be marked present each day. Teachers will notify administration of students who are not actively participating in their classes.
 - Upper School (6-12): Students will login to Infinite Campus and use the COVID-19 Attendance tool to "check-in" with their House procurator each school day. This will count as attendance for the full school day.
- Students will be required to participate and engage in the lessons and activities provided by their teachers in all classes.

Lower School (K-5) Distance Learning Model

The following principles will guide the Distance Learning model being implemented for Lower School students.



- Learning will be focused mainly around literacy and numeracy to maintain current skills and build knowledge around prioritized content from Nova's Classical Education Curriculum Essentials and Nova's Curriculum maps.
- Students will have both online and off-line learning activities.
- Teachers may provide asynchronous (available to be completed at any time) instruction which will be recorded and made available for students to watch at their convenience.
- Each teacher will have a daily interaction with each student. This could take many formats, such as video recordings, attendance questions, and/or exit tickets.
- Virtue education or social-emotional learning lessons or activities will be planned and delivered a minimum of once per week by either the classroom teacher or school counselor.
- Teachers will be communicating weekly plans to parents by Monday of the upcoming week.
- Parents will view student progress, feedback, and grades in Google Classroom.

- Teachers will post at least one five-minute video of themselves and/or have a video chat connection each week. This will allow for some normalcy and for students to still feel connected to teachers during this time, helping students feel less isolated. This video may focus on academic content or on the well-being and engagement of the students in the class.
- Lower School teachers will provide an alternate check-in for students who cannot attend a teacher scheduled live stream.

Self-Directed Learning Days (Wednesdays)

When Nova utilizes a Distance Learning model, regular class days will occur on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays will be designated as Self-Directed Learning Days. This schedule will be in place unless otherwise specified by the 2020-2021 calendar with scheduled breaks and intermittent days off. Students will participate in daily attendance activities as usual and complete supplemental tasks assigned by their teachers. Attendance will be taken the same way on Wednesdays as on other days of the week.

Activities could include:

- Supplemental reading and/or math practice
- Make-up assignments
- Revising previous assignments
- Participating in art, music, PE, and Latin activities
- Engaging in virtue and/or social-emotional learning activities
- Other work as assigned

Lower School students will be scheduled to participate in a one-on-one video conference or phone check-in with one of their teachers every other Wednesday.

Instruction

To best meet students' needs, instruction must be provided to students. This can take various formats, including but not limited to the following:



- Teachers creating pre-recorded instructional videos that focus on teaching a concept for students to watch.
- Teachers posting quality, already-created videos that directly address the standard(s) for students to watch.
- Teachers sharing and utilizing textbooks, novels, articles, primary source documents, texts, or other supporting readings to guide students in thinking about a particular topic or skill.
- Participating in synchronous lessons (live stream of a lesson where many participate at the same time).

Practice

To ensure students are not completing busywork and are instead completing standards-aligned meaningful practice/work, teachers must ensure students are continuing to learn new material. This can take various formats, including but not limited to the following:



- Students engaging with educational, standards-aligned resources, such as IXL, Khan Academy, or Scholastic at Home.
- Students practicing or studying with academic content, using flashcards or related tools such as Quizlet.
- Students completing comprehension questions, graphic organizers or note-taking templates regarding assigned readings.

Assessment

To monitor students' understanding and provide interventions when necessary, each lesson must include some form of authentic assessment. This can take various formats, including but not limited to the following:



- Students submitting independent practice work for feedback.
- Students completing online quizzes that include higher-order thinking questions, rather than just literal questions.
- Teachers reviewing assignment comments or conducting live stream discussions to ensure student understanding.

Lower School students will be graded in certain subjects based on their grade level, which will be communicated to families. Grading will be the same as if we were in Scenario 1.

Lesson Guidelines



- Each Lower School teacher will provide a weekly schedule with objectives, assignments, or expectations for each subject with appropriate links for students and parents to access each day/week.
- This schedule will be sent through Google Docs to applicable Specialists, Educational Assistants, EL teachers, and Special Education teachers no later than Wednesday for the coming week. This will allow additional teachers and Educational Assistants to address their instructional requirements.
- The Special Education and EL teachers will approve or provide specific accommodations or modifications back to classroom teachers by that Friday to allow teachers to make appropriate adjustments.
- The Lower School homeroom teacher will then send differentiated schedules, including alternate

instruction based on the modifications from the EL and Special Education teachers, to the students in their homerooms no later than Monday morning.

- As during the regular school year, general education teachers will be responsible for adapting instruction to meet IEP, 504, and EL modifications.
- Approximate time frames for learning in Lower School can be found in [Appendix A](#).

Upper School (6-12) Distance Learning Model

The following principles will guide the distance learning plan being implemented for Upper School students.



- Learning will be mainly focused around prioritized content from the Nova Classical Curriculum Maps and course syllabi provided by teachers.
- Students will have both online and off-line learning activities.
- Teachers will upload documents, assignments, and/or videos and multimedia for students to access on a daily basis. Students will have one or more daily activities to engage in and/or respond to.
- Attendance will be recorded through Infinite Campus. Students will login each day school is in session to their Infinite Campus portal and record their presence with their House procurator, which will reflect as attendance for the full school day.
- Each teacher will make at least one three-to-five minute video of him/herself or have a video chat connection each week. This will allow for some normalcy and for students to still feel connected to teachers during this time, helping students feel less isolated. This video may focus on academic content or on the well-being and engagement of the students in the class.
- Upper School teachers will provide an alternate check-in for students who are unable to attend a teacher hosted live stream lesson or activity. The teacher will record the live stream for students to access at a later time. All students, regardless of attendance to the live stream or not, are responsible for the content presented/recorded and any following or related assignments.
- Required texts and documents will be posted online, or a physical copy will be available for students. Please contact the Upper School Principal with any concerns regarding having access to materials for your child's courses.

Self-Directed Learning Days (Wednesdays)

When Nova utilizes a Distance Learning model, regular class days will occur on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays will be designated as Self-Directed Learning Days. This schedule will be in place unless otherwise specified by the 2020-2021 calendar with scheduled breaks and intermittent days off.

Wednesday activities are designed to provide flexibility for students to engage according to their individual

schedule and circumstances, allow students to “catch up” on prior works while continuing their learning, and will not require direct or synchronous instruction from their teacher(s). Attendance will be taken the same way on Wednesdays as other days of the week. Self-directed Wednesday assignments or activities may resemble, but are not limited to:

- Continuation of prior lessons, or completion of longer assignments (essays, projects, etc.)
- Independent reading
- Review or practice of previous content
- Revisions of previous assignments, quizzes, or tests
- Supplemental works or assignments for Honors, AP, or CIS courses
- Upper School teachers will have additional availability for Academic Support hours on Wednesdays and students can make appointments to get assistance from their teachers through a video or phone call.
- Each Wednesday, the House procurator will host a 30 minute chat for students to connect socially, at a time cooperatively determined by the students and procurator.

Instruction

To best meet students’ needs, instruction must be provided to students. This can take various formats, including but not limited to the following:



- Teachers creating pre-recorded instructional videos that focus on teaching a concept or skill for students to watch.
- Teachers posting quality already-created videos that directly address the standard(s) and subject area for students to watch.
- Teachers sharing and utilizing textbooks, novels, articles, primary source documents, texts, or other supporting readings to guide students in thinking about a particular topic or skill.
- Students answering higher-level thinking questions on discussion boards, thereby learning from one another.
- Students submitting all assignments through Google Classroom and marking assigned lectures or other materials as turned in when completed.

Practice

To ensure students are not completing busy work and are instead completing standards-aligned meaningful practice/work, teachers must ensure students are continuing to learn new material. This can take various formats, including but not limited to the following:



- Students responding to provided writing prompts, problem solving exercises, or other instances

utilizing critical thinking and analysis skills. Student responses may take various forms as directed by the teacher.

- Students annotating or translating passages of a given text.
- Students engaging in recitations or oral presentations of prepared works.
- Students practicing or studying with academic vocabulary, using flashcards or related tools such as Quizlet.
- Students engaging with educational, standards-aligned resources, such as IXL, Grammar Flip, Learning.com, Scholastic at Home, and/or others as provided.
- Students completing graphic organizers or note-taking templates and summaries regarding assigned readings.

Assessment

To monitor students' understanding and provide interventions when necessary, each lesson must include some form of authentic assessment. This can take various formats, including but not limited to the following:



- Students submitting independent practice work for feedback.
- Students completing online quizzes that include higher-order thinking questions, rather than just literal questions.
- Teachers reviewing assignment comments or conducting live stream discussions to ensure student understanding.

Lesson Guidelines



- Each Upper School teacher will provide a weekly schedule or calendar on Google Classroom with objectives and assignments for each subject along with appropriate links for students to access and assist with their organization. This schedule and/or calendar will be posted within Google Classroom and updated for the upcoming week by Sunday evening. Parents can sign up to view the list of assignments by being added as a Guardian on their student's Google Classroom, this needs to be done once by a teacher, then the parent will get an email daily/weekly from Google Classroom with the list of assignments from all Google Classrooms.
- Teachers may need to make adjustments to the schedule of assignments. Students and parents will be notified the day before (or earlier) of any changes to the weekly schedule. This notice may occur within the Google Classroom Stream, email, or other class announcement.
- Each week the Special Education and EL teachers will approve or provide specific accommodations and modifications to classroom teachers to allow teachers to make appropriate adjustments.
- As during the regular school year, general education teachers are responsible for adapting instruction to

meet IEP, 504, and EL modifications.

- For teachers that host a live stream as a part of their course instruction, it must be scheduled during the assigned class time according to the class schedule (unless approved by administration). The stream must be recorded and made available for the remainder of the class within three days of the end of the streamed session. Attendance for any live stream activity is not required; however, students may be responsible for content and/or activities and assignments that follow up from live stream lessons.
- To ensure students are not being overwhelmed with the topic, lessons and discussions about COVID-19 need to be reviewed and approved by the principal at least 3 days in advance.
- Approximate time frames for learning in Upper School can be found in [Appendix B](#).

Food Services

Should Nova be operating in Distance Learning specified in Scenario 3, all students will have access to food service. Families needing access to Free-or-Reduced Lunch should fill out the 2020-2021 [Application](#) for Educational Benefits.



- Meals will be provided through either curbside pickup or the bus delivery model of bundled meals.
- Days and hours to be determined.

Equity in Education

We will follow the outline for Equity in Education in Scenario 2 as well as the following:



- Nova's Response to Intervention (RtI) teams will meet weekly to discuss students in grades K through 12 who are not progressing as expected in Distance Learning. Students who are identified as needing additional support by the RtI teams will be extended the opportunity to meet virtually with teachers and Educational Assistants for targeted academic guidance.
- Educational Assistants will be assigned to complete regular virtual check-ins with students per their 504, EL, or Individualized Educational Plan (IEP).

Student & Family Support

In order to best support the emotional well-being of students and families as well as support families' efforts to partner with teachers to provide distance learning instruction, Nova will take the following steps:



- Students can email or sign-up with their counselor for virtual counseling sessions.

- Nova will activate school counselors to develop virtual individual and group mental health support plans for students and families.
- Students will receive regular social-emotional lessons from the School Counselor, posted in Google Classroom and/or presented via live stream (K-8).
- Counselors will offer forums for parents about how to best support students at home.

Scholar Zone and Child Care for Children of Healthcare and Emergency Staff

Should Nova implement a return to in-person learning for all students (Scenario 1), Scholar Zone will operate under its normal procedures, providing before and after-school care. Should Nova implement either a Hybrid Model (Scenario 2) or Distance Learning Model (Scenario 3) during the 2020-2021 school year, Scholar Zone will no longer be operating, and we will move to providing care for children of healthcare and emergency workers.



Should Scenarios 2 or 3 occur, our usual Scholar Zone child care will be closed, and we will refund any payments and registrations during the closure. We will be providing child care for elementary-age students (12 years of age and younger) of parents who are healthcare and emergency staff (see guidelines below).

Should we find ourselves in these scenarios, a form will be sent to preregister for dates when child care is needed. The hours of child care for children of healthcare and emergency staff will be 8 am-5 pm. It will be free of charge and lunch will be provided. Parents who are healthcare or emergency staff must provide a work badge or proof of employment at drop-off. Masks will be required and temperatures will be taken at drop-off.

Healthcare & emergency staff is as described below:

- Employees of healthcare providers and systems, including hospitals and clinics.
- Post-acute and long-term care facilities, including nursing and assisted living facilities.
- Other health systems and organizations, such as home care workers, personal care assistants, ambulance/emergency personnel, direct care and treatment.
- Other emergency staff, including:
 - First responders (police, paramedics, etc.)
 - Firefighters
 - Personnel providing correctional services
 - Essential court personnel
 - Minnesota state veterans' homes staff
 - State and local public health agency employees
 - MNsure navigators
 - County financial/eligibility workers
 - County case managers
 - Any county staff in emergency management or health and human services

Activities & Athletics



Nova believes that extracurricular activities play a vital role to the physical and mental well-being of our scholars and desires to offer these activities when they can be done safely.

Because of the varied nature of the athletics and extracurricular programming that we offer, we are not prepared to make statements about their ability to occur at this time. We will make and communicate any cancellations or changes to extracurricular programming as decisions are made about individual programming.

Appendix A: Approximate Instructional Time Frames for Learning in Lower School

Kindergarten to Second Grades	
30 minutes per day	Reading (Science/History connections as appropriate)
15 minutes per day	Writing
20-30 minutes per day	Mathematics
20 minutes per day	History and/or Science and/or choice board activities
10-15 minutes per day	Reviewing teacher feedback, fixing work, and submitting corrections
20-25 minutes per week (Wednesdays)	Art, Music, and PE teachers will provide a range of activities that continue to support the current program
Flex Learning <i><u>Avoid screens or personal electronics</u></i>	Reading aloud and independent reading Writing: Practice printing or cursive, journaling, writing letters to friends/family, writing stories Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials
30 minutes per day	Service: Helping others or the family (cleaning through the home, assisting with household chores, etc.)

Approximate Academic Time: 2-2.5 hours per day

Total Distance Learning Time: approximately 3-3.5 hours per day

Approximate Instructional Time Frames for Learning in Lower School

Third to Fourth Grades	
45 minutes per day	Reading (Science/History connections as appropriate)
20-25 minutes per day	Writing
30-40 minutes per day	Mathematics
30 minutes per day	History and/or Science
60 minutes/week 90 minutes/week	Latin (3rd Grade) Latin (4th Grade)
10-15 minutes per day	Reviewing teacher feedback, fixing work, and submitting corrections
20-25 minutes per week (Wednesdays)	Art, Music, and PE teachers will provide a range of activities that continue to support the current program
Flex Learning <u>Avoid screens or personal electronics</u>	Reading aloud and independent reading Writing: Practice printing or cursive, journaling, writing letters to friends/family, writing stories Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials
30 minutes per day	Service: Helping others or the family (cleaning through the home, assisting with household chores, etc.)

Approximate Academic Time: 3-3.5 hours per day

Total Distance Learning Time: approximately 3.5-4.5 hours per day

Approximate Instructional Time Frames for Learning in Lower School

Fifth Grade	
50-60 minutes per day	Reading/Language Arts (Science/History connections as appropriate)
25-30 minutes per day	Writing
30-40 minutes per day	Mathematics
20-30 minutes per day	History
20-30 minutes per day	Science
30 minutes per day	Latin / Read 180
10-15 minutes per day	Reviewing teacher feedback, fixing work, and submitting corrections
20-25 minutes per week (Wednesdays)	Art, Music, and PE teachers will provide a range of activities that continue to support the current program
Flex Learning <u>Avoid screens or personal electronics</u>	Reading aloud and independent reading Writing: Practice printing or cursive, journaling, writing letters to friends/family, writing stories Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures with blocks or other available materials
30 minutes per day	Service: Helping others or the family (cleaning through the home, assisting with household chores, etc.)

Approximate Academic Time: 3.5-4 hours

Total Distance Learning Time: approximately 4-5 hours per day

Appendix B: Approximate Instructional Time Frames for Learning in Upper School

Sixth to Eighth Grade	
25-30 minutes per day	English/Language Arts
25-30 minutes per day	Study Skills (6th and 7th) / Read 180 or Math 180
25-30 minutes per day	Mathematics
25-30 minutes per day	Science
25-30 minutes per day	History
25-30 minutes per day	Latin, Read 180, and Math 180
25-30 minutes per day	Art, Music, and PE will provide a range of activities that continue to support the current program
30 minutes per day Flex Learning <u>Avoid screens or personal electronics</u>	Physical activity outside (as conditions permit) Independent reading Board games and challenges with math/strategy/critical thinking Puzzles Designing and building structures, arts and crafts with available materials Personal hobby or pastime
30 minutes per day	Service: Helping others or the family (cleaning through the home, assisting with household chores, etc.)

Timeframes provided are approximate - each student may vary on the amount of time to complete readings, practice, review, and assignments. Students are expected to work continuously on one subject at a time for the times given.

Approximate Academic Time: 3.5-4 hours

(Instruction, lecture, required readings, etc.)

Total Distance Learning Time: approximately 4-5 hours per day

(Includes instruction, lecture, required readings, and work time on given assignments.)

Approximate Instructional Time Frames for Learning in Upper School

Ninth to Twelfth Grade	
30-35 minutes per day	Each scheduled high school course
30 minutes per day Flex Learning <u>Avoid screens or personal electronics</u>	Physical activity outside (as conditions permit) Independent reading Browse newspaper(s) Creative pursuits - learning a new skill or topic Personal hobby or pastime
30 minutes per day	Service: Helping others or the family (cleaning through the home, assisting with household chores, etc.)

Timeframes provided are approximate - each student may vary on the amount of time to complete readings, practice, review, and assignments. Students are expected to work continuously on one subject at a time for the times given.

Approximate Academic Time: 3.5-4 hours

(Instruction, lecture, required readings, etc.)

****Students enrolled in Honors, Advanced Placement (AP) or College in the Schools (CIS) courses can expect additional time and works for those courses.*

Total Distance Learning Time: approximately 5 hours per day

(Includes instruction, lecture, required readings, and work time on given assignments.)

Appendix C: Whom to Contact

For questions about:	Contact
Course, assignment, or resource inside of Google Classroom	Class Instructor's Email found at: https://www.novaclassical.org/faculty-staff/
Score or grade on an assignment in Google Classroom or Infinite Campus	Class Instructor's Email found at: https://www.novaclassical.org/faculty-staff/
Google Classroom	mmaciej@novaclassical.org
Google passwords	Lower School: mmaciej@novaclassical.org Upper School: bheitzig@novaclassical.org
An academic issue or other issues related to any of the learning scenarios	Lower School: btousignant@novaclassical.org Upper School: mpelofske@novaclassical.org
Student mental health or general well-being concern	Students in K-8: ecranberg@novaclassical.org Students in 9-12: dshuman@novaclassical.org
Access to internet or technology devices	mmaciej@novaclassical.org
Special Education	nferguson@novaclassical.org
504 Plans	nferguson@novaclassical.org
English Learners	Lower School: kjohnson@novaclassical.org Upper School: nfrost@novaclassical.org
Students experiencing homelessness or housing instability	mmaciej@novaclassical.org
Students diagnosed with, or exposed to, COVID-19	healthoffice@novaclassical.org
Onsite child care for children of emergency workers	nhussain@novaclassical.org
Food Services	khyvarinen@novaclassical.org
Attendance (including reporting an absence)	attendance@novaclassical.org
Infinite Campus	mmaciej@novaclassical.org
COVID-19 Coordinator	bwedlund@novaclassical.org
Update family contact information	Lower School: vgabor@novaclassical.org Upper School: bheitzig@novaclassical.org

Appendix D: Health System Screening Documents

AT-HOME COVID SCREENING FOR STUDENTS & STAFF



Students and staff are asked to self-screen for COVID symptoms **EVERY DAY** before coming to school or work.

Consider these questions for **yourself**, your **student**, and **everyone in your household**.



Does anyone have fever, chills or muscle pain?

Does anyone have a new or worsening cough?



Does anyone have difficulty breathing?

Has anyone experienced a new loss of taste or smell?



Does anyone have a sore throat, new onset of nasal congestion, or a runny nose?

Does anyone have vomiting, nausea or diarrhea?



Does anyone have new or severe headache or excessive fatigue?

Has anyone had close contact with someone who has tested positive for COVID-19?



Please pay attention to symptoms if you have traveled to or from an area where local health department is reporting large numbers of COVID-19 cases.

If the answer to any of these questions is “yes”,
PLEASE CONSULT THE MDE DECISION TREE.

Contact your health care provider or school health office for guidance.

Appendix E: Minnesota Department of Health Decision Tree

MINNESOTA DEPARTMENT OF HEALTH

STAY SAFE MN

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 (PDE) (www.health.state.mn.us/diseases/corona/navirus/waiting.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](http://www.hennepin.us/daycaremanual) (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.



Minnesota Department of Health | health.mn.gov | 651-201-5414 | 1-877-676-5414 | 625 Robert Street North PO Box 64975, St. Paul, MN 55164-0975
Contact health.communications@state.mn.us to request an alternate format.

06/02/2020

Appendix F: Educational Benefits



Nova Classical Academy

Non scholæ sed vitæ discimus.

Dear Parent/Guardian:

Our school provides healthy meals each day. **Breakfast costs \$1.75; K-5 lunch \$3.70 and 6-12 \$3.90.**

Your children may qualify for free or reduced-price school meals. To apply, complete the enclosed Application for Educational Benefits following the instructions. A new application must be submitted each year. At public schools, your application also helps the school qualify for education funds and discounts.

State funds help to pay for reduced-price school meals, so all students in grades K-5 who are approved for either free or reduced-price school meals will receive school meals at no charge. State funds also help to pay for breakfasts for kindergarten students, so all participating kindergarten students receive breakfasts at no charge.

Return your completed Application for Educational Benefits to: **Nova Classical Academy Attn: Kim Hyvarinen, 1455 Victoria Way, Saint Paul, MN 55102.**

Who can get free school meals? Children in households participating in the Supplemental Nutrition Assistance Program (SNAP), Minnesota Family Investment Program (MFIP) or Food Distribution Program on Indian Reservations (FDPIR), and foster, homeless, migrant and runaway children can get free school meals without reporting household income. Alternatively, children can get free school meals if their household income is within the maximum income shown for their household size on the instructions.

To apply for free school meals, please complete the Application for Educational Benefits form.

COMMON QUESTIONS:

I get WIC or Medical Assistance. Can my children get free school meals? Children in households participating in WIC or Medical Assistance do not automatically qualify for free meals. Children may be eligible for free or reduced-price school meals depending on other household financial information. Please fill out an application.

Who should I include as household members? Include yourself and all other people living in the household, related or not (such as grandparents, other relatives, or friends).

May I apply if someone in my household is not a U.S. citizen? Yes. You or your children do not have to be U.S. citizens for your children to qualify for free or reduced-price school meals.

What if my income is not always the same? List the amount that you normally get. If you normally get overtime, include it, but not if you get overtime only sometimes. For seasonal work, write in the total annual income.

Will the income information or case number I give be checked? It may be. We may also ask you to send written proof.

How will the information be kept? Information you provide on the form, and your child's approval for meal benefits, will be protected as private data. For more information see the back page of the Application for Educational Benefits.

If I don't qualify now, may I apply later? Yes. Please complete an application at any time if your income goes down, your household size goes up, or you start getting SNAP, MFIP or FDPIR benefits.

Please provide the information requested about children's racial identity and ethnicity, which helps to make sure we are fully serving our community. This information is not required for approval of school meal benefits.

If you have other questions or need help please contact Kim Hyvarinen at khyvarinen@novaclassical.org.

Sincerely,

Kim Hyvarinen
Food Services Director, Nova Classical Academy

How to Complete the Application for Educational Benefits

Complete the Application for Educational Benefits form for school year 2020-21 if any of the following applies to your household:

- Any household member currently participates in the Minnesota Family Investment Program (MFIP), or the Supplemental Nutrition Assistance Program (SNAP), or the Food Distribution Program on Indian Reservations (FDPIR) or
- The household includes one or more foster children (a welfare agency or court has legal responsibility for the child) or
- The total income of household members is within the guidelines shown below (**gross earnings before deductions**, not take-home pay). Do not include as income: foster care payments, federal education benefits, MFIP payments, or value of assistance received from SNAP, WIC, or FDPIR. Military: Do not include combat pay or assistance from the Military Privatized Housing Initiative. The income guidelines are effective from July 1, 2020 through June 30, 2021.

Maximum Total Income

Household size	\$ Per Year	\$ Per Month	\$ Twice Per Month	\$ Per 2 Weeks	\$ Per Week
1	23,606	1,968	984	908	454
2	31,894	2,658	1,329	1,227	614
3	40,182	3,349	1,675	1,546	773
4	48,470	4,040	2,020	1,865	933
5	56,758	4,730	2,365	2,183	1,092
6	65,046	5,421	2,711	2,502	1,251
7	73,334	6,112	3,056	2,821	1,411
8	81,622	6,802	3,401	3,140	1,570
Add for each additional person	8,288	691	346	319	160

Step 1: Children

List all infants and children in the household, their school and grade if applicable, and birthdate. Attach an additional page if needed to list all children. Check the box if a child is in foster care (a welfare agency or court has legal responsibility for the child).

Step 2: Case Number

If any household member currently participates in SNAP, MFIP or FDPIR, write in the case number and then go to Step 4. If you do not participate in any of these programs, leave Step 2 blank and continue on to Step 3.

Step 3: Adult and Child Incomes / Last 4 Digits of Social Security Number

- Social Security Number/Total Household Members.** An adult household member must provide the last four digits of their Social Security number or check the box if they do not have a Social Security number. Report the total number of household members and ensure all household members are listed individually on the application in the child or adult section as applicable.
- Child Income.** If any children in the household have regular income, such as SSI or part-time jobs, list the total amount of regular incomes received by all children, and check the box for the frequency: weekly, bi-weekly, twice a month, or monthly. Do not include occasional earnings like babysitting or lawn mowing.
- Adult income.** Report the names of adult household members and income earned in this section.
 - List all adults living in the household not listed in Step 1, whether related or not, such as grandparents, relatives, or friends.
 - Gross Earnings from Work.** This is usually the money received from working at jobs where a paycheck is received. For each income, check the box to show how often the income is received: weekly, bi-weekly, twice per month, or monthly.
 - List gross incomes before deductions, not take-home pay. Do not list an hourly wage rate. For adults with no income to report, enter a '0' or leave the section blank. For seasonal work, write in the total annual income.
 - Are you Self-Employed or a Farmer?** List the net income per month or year after business expenses. Do not list the same income twice on the application. A loss from farm or self-employment must be listed as 0 income and does not reduce other income.
 - Any Other Gross Income.** List gross incomes before deductions from all other sources, such as SSI, unemployment, child support, public assistance, social security, rental income or annuities.

Step 4: Signature and Contact Information An adult household member must sign the form. If you do not want your information to be shared with Minnesota Health Care Programs, check the "Don't share" box in Step 4.

Optional: Please provide the information on ethnicity and race that is requested on the second page of the form. This information is not required and does not affect approval for school meal benefits. The information helps to ensure we are meeting civil rights requirements and fully serving our community.



2020-21 Application for Educational Benefits

Complete one application per household for all children. Please use pen (not a pencil). Mail or return completed form to Nova Classical Academy

STEP 1: List ALL Household Members who are infants, children, and students up to and including grade 12 (if more spaces are required for additional names, attach another sheet of paper).

Definition: A Household Member is "Anyone living with you and shares income and expenses, even if not related." Children in Foster care are eligible for free meals. Read *How to Complete the Application for Educational Benefits* for more information. Adults over grade 12 living in the same household should be reported in Step 3. If your children attend different districts or charter/nonpublic schools, return an application at each one.

Child's First Name (list all children in household)	MI	Child's Last Name	School	Grade	Birthdate	Foster Child (Y)
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>
						<input type="checkbox"/>

STEP 2: Do Any Household Members (including you) currently participate in one or more of the following assistance programs: SNAP, MFIP or FDIPIR? Medical assistance does not qualify. If NO > Go to STEP 3.

If YES > Enter SNAP, MFIP or FDIPIR Case Number (between 4-9 digits, do not report EBT card number) _____ then go to STEP 4 (Do not complete STEP 3)

STEP 3: Report income for ALL Household Members (Skip this step if you answered 'Yes' to STEP 2)

A. Last Four Digits of Social Security Number (SSN) of Adult Household Member: XXX-XX- Or Check if Adult has No SSN: ☐ **Total Number of All Household Members (Children + Adults)**

B. Child Income.
Sometimes children in the household earn or receive income, such as from a part time job or SSI. Please include the TOTAL income received by all children listed in STEP 1. Do not include income received by adults in the box to the right.

Total Income Received by All Children	Weekly	Bi-weekly	2x Month	Monthly
\$	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

C. All Adult Household Members (including yourself). For each Household Member listed, if they do receive income, report total gross income only. If they do not receive income from any source, write "0" or leave any fields blank. You are certifying (promising) that there is no income to report. Not sure what income to include here? Flip the page and review "Sources of Income" for information. "Sources of Income" will help you with the Child Income section and All Adult Household Members section.

Names of All Adult Household Members (First and Last)	Gross Earnings from Working at Jobs				Are you Self-Employed or a Farmer?		Any Other Gross Income					
	Weekly	Bi-weekly	2x Month	Monthly	Monthly	Yearly	Net income from Farm or Self-Employment. Do not duplicate elsewhere.	Weekly	Bi-weekly	2x Month	Monthly	SSI, Unemployment, Public Assistance, Child Support, and others on Page 2
List all Household members not listed in STEP 1 (including yourself) even if they do not receive income. Include children who are temporarily away at school or in college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	\$

STEP 4: Contact information and adult signature. "I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws."

☐ I have checked this box if I do not want my information shared with Minnesota Health Care Program as allowed by state law.

Printed name of adult signing form	Daytime Phone
Street Address (if available)	Apt# City Zip
SIGN HERE: Signature of Household Adult _____ Date _____	

Do Not Fill Out: For School Office Use		Conversions to Annualize All Income:	
Weekly	X52	Bi-weekly	X26
2X Month	X24	Monthly	X12
Annualize	X1		
All Total Income (include child and adult income)		Household Size:	
\$		Categorical Eligibility	
Determined Official Signature: _____		Free After Verified	
Confirming Official Signature: _____		Reduced	
Date: _____		Denied	

See Page 2 for Additional Information. Return completed form to the school at the address listed at the top of the form. Do not mail to the Minnesota Department of Education or United States Department of Agriculture.

OPTIONAL: Children's Racial and Ethnic Identities

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals. Respond to both Step One, *Ethnicity* and Step Two, *Race*.

Step One: Ethnicity (check one): ☐ Hispanic or Latino ☐ Not Hispanic or Latino

Step Two: Race (check one or more): ☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American ☐ Native Hawaiian or Other Pacific Islander ☐ White

INSTRUCTIONS: Sources of Income

Sources of Income for Children

Sources of Child Income	Examples
<ul style="list-style-type: none"> Earnings from work Social Security Disability Payments Survivor's Benefits Income from person outside household Income from any other source 	<ul style="list-style-type: none"> A child has a regular full or part-time job where they earn a salary or wages A child is blind or disabled and receives Social Security A Parent is disabled, retired, or deceased, and their child receives Social Security benefits A friend or extended family member regularly gives a child spending money A child receives regular income from a private pension fund, annuity, or trust

Sources of Income for Adults

Earnings from Work	Public Assistance / Alimony / Child Support	All Other Income
<ul style="list-style-type: none"> Salary, wages, cash bonuses (before deductions or taxes) Net income from self-employment (farm or business) If you are in the U.S. Military: <ul style="list-style-type: none"> Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances) Allowances for off-base housing, food and clothing 	<ul style="list-style-type: none"> Cash Assistance from State or local government Supplemental Security Income Unemployment benefits Worker's compensation Alimony payments Child support payments Veteran's benefits Strike benefits 	<ul style="list-style-type: none"> Social Security Disability benefits Regular income from trusts or estates Annuities Investment income Rental income Regular cash payments from outside household

The **Richard B. Russell National School Lunch Act** requires the information on this application. You do not have to give the information, but if you do not, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the adult household member who signs the application. The last four digits of the social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) Program or Food Distribution Program on Indian Reservations (FDPPIR) case number or other FDPPIR identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We MAY share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

At public school districts, each student's school meal status also is recorded on a statewide computer system used to report student data to MDE as required by state law. MDE uses this information to: (1) Administer state and federal programs, (2) Calculate compensatory revenue for public schools, and (3) Judge the quality of the state's educational program.

Nondiscrimination statement: In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, you have two options: 1. Complete the [USDA Program Discrimination Complaint Form](#), (AD-3027) found online at [Filing a Program Discrimination Complaint as a USDA Customer](#), http://www.ascr.usda.gov/complaint_filing_cust.html and at any USDA office; or, 2. Write a letter addressed to USDA; provide in the letter all of the information requested in the form. To request a copy of the complaint form, call 866-632-9992. Submit your completed form or letter to USDA by one of the following methods:

- (1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
 - (2) Fax: 202-690-7442; or
 - (3) Email: program.intake@usda.gov.
- This institution is an equal opportunity provider.