



New Century School 2020-2021

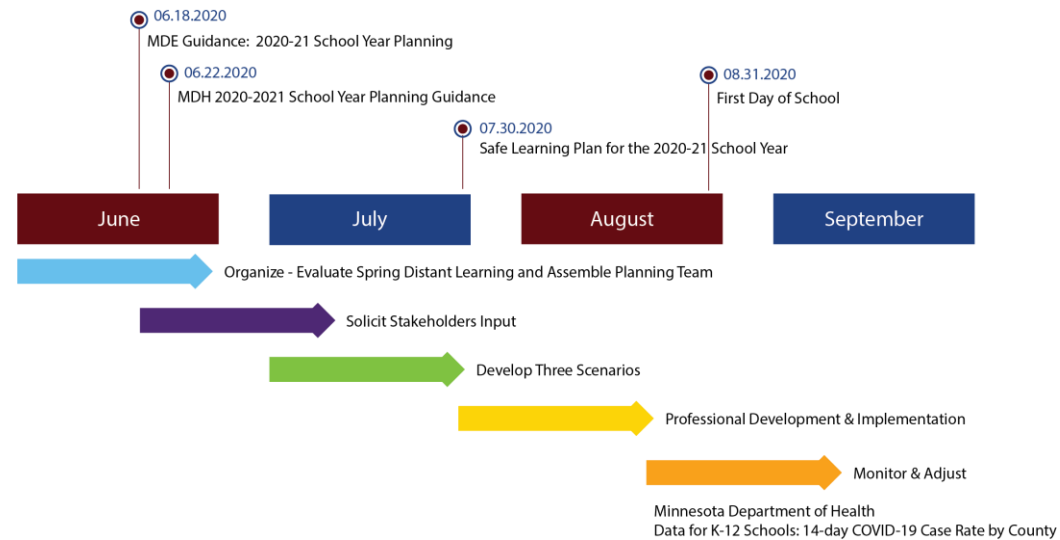
This New Century School 2020-2021 School Plan was created in response to the Covid 19 Pandemic. New Century School is committed to providing a safe and healthy school for all our staff and students. To ensure that, we have developed the following Preparedness Plan in response to the COVID-19 pandemic. School leaders and staff are all responsible for implementing this plan. Our goal is to mitigate the potential for transmission of COVID-19 in our schools, and that requires full cooperation among staff and management. Only through this cooperative effort can we establish and maintain the safety and health of our staff and schools.

Our staff and students are our most important assets. We are serious about safety and health and keeping our staff working at New Century School. Staff involvement is essential in developing and implementing a successful COVID-19 Preparedness Plan. We have involved our staff in this process by having an open-door policy so staff can express concerns at any time. Our Preparedness Plan follows Minnesota Department of Education, Centers for Disease Control and Prevention (CDC) and Minnesota Department of Health (MDH) guidelines and federal OSHA standards related to COVID-19.

Since June, the 2020-2021 Planning Team has met iteratively to develop scenarios in preparation for what will indubitably be a very challenging 2020-2021 school year.

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Critical Dates and Developments



Published in June, the MDE/MDH Guidance for Minnesota Public Schools: 2020-21 School Year Planning provided guidance and recommendations for public schools to develop three distance learning models for 2020-2021:

- Model 1: In-person learning for all students
 - Model 2: Hybrid learning with strict social distancing and capacity limits
 - Model 3: Distance learning only
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| Models | In-person learning for all students | Hybrid | Distance Learning |
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| <p><i>Definition of Model</i></p> | <ul style="list-style-type: none"> • Create as much space between students and teachers as is feasible during the day • Not held strictly to enforcing 6 feet of social distancing during primary instructional time in the classroom • Implemented if state COVID-19 metrics continue to stabilize and/or improve | <ul style="list-style-type: none"> • Limit the overall number of people in school facilities and on transportation vehicles to 50% maximum occupancy • Sufficient social distancing with at least 6 feet between people must occur at all times • Contactless pick-up and/or delivery of meals and school materials for days that students and staff are not in the school building • School-age care program for students of critical workers • Implemented if COVID-19 metrics worsen at the local, regional or statewide level OR within individual school(s) if they experience clusters of cases within a classroom or the school | <ul style="list-style-type: none"> • Schools may be open to provide emergency childcare or other functions • Implemented if local, regional or statewide COVID-19 metrics worsen significantly enough to require the suspension of in-person learning <div data-bbox="1493 829 1896 898" style="border: 1px solid black; padding: 5px; background-color: #f0f0f0;"> <p>Distance Learning as a Choice</p> </div> <p>Regardless of the scenario that MDE advises, NSC will offer Distance Learning throughout the year for any family who does not want their student(s) to attend an in-person or hybrid schooling option for the 2020-2021 school year.</p> |
| <p>Safe Learning Plan for the 2020-21 School Year</p> | | | |

1. The Plan prioritizes the safety of students and staff;
2. Prioritize in-person learning, especially for younger learners and those with most need;
3. Recognize differences in potential spread among different ages;
4. Support planning, while permitting flexibility for districts;
5. Take into account disease prevalence at a local level.

New Century School followed the guidance in determining the learning model. New Century School will retrieve and report data on a weekly basis from: <https://www.health.state.mn.us/diseases/coronavirus/stats/wschooll.pdf>. Recommended policy options based on 14-day case rate range:

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| Policy Option | Range(14-day case rate per 10,000 people) |
| In-person learning for all students | 0 to less than 10 |
| Elementary in-person, Middle/High School hybrid | 10 to less than 20 |
| Both hybrid | 20 to less than 30 |
| Elementary hybrid, Middle/High School distance | 30 to less than 50 |
| Both distance | 50 or more |

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| Models | In-person learning for all students | Hybrid | Distance Learning |
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Operations Guidance

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| Health Expectations | <p>New Century School is committed to providing a safe and healthy school for all our staff and students. To ensure that, we have developed the following Preparedness Plan in response to the COVID-19 pandemic. Managers and staff are all responsible for implementing this plan. Our goal is to mitigate the potential for transmission of COVID-19 in our schools, and that requires full cooperation among staff and management. Only through this cooperative effort can we establish and maintain the safety and health of our staff and schools</p> <p>In an effort to minimize the spread of COVID-1, New Century School follows the Minnesota Department of Health 2020-</p> |
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| | <p>21 Planning Guidance for Schools. Required practices are foundational to minimizing the risks of exposure to COVID-19 for students, staff, and families. These practices are considered the minimum level of implementation and are not less restrictive.</p> <p>Per Governor Walz’s Executive Order 20-81, as of July 25, 2020, masks are required indoors in public spaces in Minnesota. This includes school buildings. The MDH planning guidance has been updated to reflect the EO requirements.</p> |
| <p>Supplies for Schools</p> <p>Sources:</p> <p>MDH: Recommended Supplies for Schools</p> <p>CDC: K-12 Schools and Child Care Programs</p> <p>CDC: Cloth Face Masks Fact Sheet</p> | <p>All students and all staff</p> <ul style="list-style-type: none"> ● Cloth mask coverings or face shields, including a supply of cloth face coverings and/or face shields available for staff and students who forget to bring their own. ● Liquid soap ● Running water ● Paper towels ● Tissues ● If soap, water, and paper towels are not readily available, alcohol-based hand rubs (ABHR) for use if hands are not visibly dirty. Only ABHRs with 60% alcohol or more are recommended in relation to COVID-19. <p>For health services staff/office</p> <ul style="list-style-type: none"> ● Non-latex disposable gloves. ● Eye protection (face shield or goggles) ● Surgical masks for health service staff when providing care to ill students ● Cloth face coverings and/or surgical masks (to be provided to ill students with fever and cough) ● Thermometers (forehead/strip or digital thermometers with a disposable sleeve) ● Disinfecting wipes ● N95 Respirators are not necessary in the school health office at this time unless you are administering nebulization treatments or a peak flow meter check ● CDC: K-12 Schools and Child Care Programs: FAQs for Administrators, Teachers, and Parents <p>For custodial staff</p> <ul style="list-style-type: none"> ● Non-latex disposable gloves or work gloves. ● Paper towels. ● List N: Disinfectants for Use Against SARS-CoV-2 (COVID-19) <p>United States Environmental Protection Agency (EPA) information.</p> |

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| | <ul style="list-style-type: none"> • American Chemistry Council: Novel Coronavirus (COVID-19)—Fighting Products (PDF) The American Chemistry Council's (ACC) Center for Biocide Chemistries (CBC) compiled a list of products for use during the COVID-19 outbreak. <p>Educational/Training materials and resources</p> <ul style="list-style-type: none"> • Hand Hygiene Video, posters, teaching materials, and more related to hand-washing • Coronavirus Disease 2019 (COVID-19) Print Resources CDC handouts and posters • Stay Home If You're Sick (PDF) CDC poster • Infectious Diseases in Childcare Settings and Schools Manual Hennepin County infectious disease manual |
| Health Expectations and COVID-19 Screening Process - Monitoring (and excluding for illness) | |
| | <p>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.</p> <p>Symptomatic For people (e.g., children, care providers, or staff) who have symptoms consistent with COVID-19, they must return home and not enter the school until they have satisfied the entry and reference the exclusion criteria. People with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:</p> <ul style="list-style-type: none"> • Fever or chills • Cough • Shortness of breath or difficulty breathing • Fatigue • Muscle or body aches • Headache • New loss of taste or smell • Sore throat • Congestion or runny nose • Nausea or vomiting |

- Diarrhea

This list does not include all possible symptoms.

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.

Establish a dedicated space for symptomatic people who are waiting to go home. Distinguish this space from areas where student health services will be delivered to those who are well and need routine types of care (e.g., medication administration or first aid).

- The designated space should accommodate social distancing of at least 6 feet for multiple people if needed.
- Develop cleaning processes for the dedicated space between uses and as needed. Immediately isolate symptomatic people in the designated space at school and send them home. Ensure that symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member who is at least 6 feet away. Both the symptomatic student and the supervising adults should wear a face covering or a surgical mask.

COVID-19 Test Results

If you're waiting for COVID-19 test results, follow the [MDH Guidelines](#)

For people who received a laboratory test for COVID-19

Positive test result

- Stay home at least 10 days since symptoms first appeared AND
- 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
 - No fever for at least 3 days without medication AND
 - Improvement of other symptoms.
 - Siblings and household members also stay home for 14 days.
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| | <hr/> <p>COVID-19 Diagnosis without a lab test OR with symptoms consistent with COVID-19 without a medical evaluation (e.g., monitoring symptoms at home)</p> <ul style="list-style-type: none">• Stay home at least 10 days since symptoms first appeared AND• No fever for at least 3 days without medication AND• Improvement of other symptoms.• Siblings and household members also stay home for 14 days. <hr/> <p>Other - nonCOVID-19 - Diagnosis (e.g., norovirus, strep throat) that explain the symptoms, or when a health care provider says symptoms are connected to a pre-existing condition:</p> <ul style="list-style-type: none">• Stay home until symptoms have improved• Follow specific return guidance from the health care provider or follow the Infectious Diseases in Childcare Settings and Schools Manual (www.hennepin.us/daycaremanual).• If symptoms related to a pre-existing condition change or worsen, talk to a health care provider to determine next steps.• Siblings and household members do not need to stay home. |
| MDH Decision Tree for COVID-19 | All staff resource and guidance |

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 (PDF)
(www.health.state.mn.us/diseases/coronavirus/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

[MN Symptom Screener for Staff](#)¹

Daily screening for staff

¹ Account established on 07.06.2020 and is administered by HR..



MN Symptom Screener

The MN Symptom Screener is a tool to augment an organization's COVID-19 or infectious disease screening processes. It makes it easier to collect information about our employee population and potentially see infection trends. Early detection of infection trends makes it easier to modify distancing and infection control measures to prevent further spread.

The MN Symptom Screener is not a tool to record and track individual symptoms. It will not provide a roster of employees who show symptoms. It will not identify an individual employee at the point of screening who should not be allowed to work. While the same information collected by the screener can be used to assess whether an employee should be at work, the one-to-one identification of the employee and any related actions are the responsibility of the employer at that screening point with or without MN Symptom Screener use.

New Century School will use the screener in the following ways:

- Using the screener will help form and structure an organization's screening process when combined with policies and processes for handling infectious situations.
- The screener dashboard output report logs the number of screening measurements a day. That measure is a way to monitor the thoroughness of our screening protocols and/or be an early indicator of a change in overall attendance.
- The screener dashboard also shows temperatures and other symptoms on a given day and going back seven days. This allows us to look at symptom trends to detect an outbreak. If coughs and muscle aches are showing unusual increases over a few days, for example, we may need to increase our monitoring and management of potentially infected employees.

New Century School has created a MN Symptom Screener account. Employees can access the account through this portal: [MN Symptom Screener](#)

Employees will respond to the following prompts:

- Location
- Temperature

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| | <ul style="list-style-type: none"> • Have you had any of the following symptoms since your last day at work or the last time you were here that you cannot attribute to another health condition? <ul style="list-style-type: none"> ○ Fever (100.4 F or higher) or feeling feverish, Yes/No ○ Chills, Yes/No ○ A new cough, Yes/No ○ Shortness of breath, Yes/No, ○ A new sore throat, Yes/No ○ New muscle aches, Yes/No, ○ New headache, Yes/No ○ New loss of smell or taste, Yes/No | |
| MDH Visitor and Employee Health Screening Checklist | <p>Prior to entering the school, all staff must have completed the MN Symptom Screener. Staff and all visitors must respond to the posted notice regarding symptoms. If staff and/or visitors answered 'Yes' to one or more of the questions, we are unable to allow entrance into the school and recommend monitoring health and seek a medical opinion if the symptoms persist.</p> <p>If permitted to enter the school, a mask is required by the Department of Health (see below for details).</p> | NA |



Visitor and Employee Health Screening Checklist

Have you had any of the following symptoms since your last day at work or the last time you were here that you cannot attribute to another health condition?

Please answer "Yes" or "No" to each question. Do you have:

- Fever (100.4°F or higher), or feeling feverish?
- Chills?
- A new cough?
- Shortness of breath?
- A new sore throat?
- New muscle aches?
- New headache?
- New loss of smell or taste?

If you answered 'Yes' to one or more of these questions, we are unable to allow you to enter the school and recommend that you monitor your health and seek a medical opinion if the symptoms persist.

If you are permitted to enter the school, a mask is required by the Department of Health.

Thank you for understanding. Please, stay healthy.



Staff and visitors who report to the school will be given a daily health screening. This will include a temperature check. Anyone reporting symptoms of COVID-19 or having exposure to someone who has tested positive to COVID-

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| | <p>19 or is suspected to have COVID-19 should stay at home and contact his/her supervisor and/or the office/Human Resources immediately. If a staff member calls in from home and informs the school that they have a confirmed COVID-19 case or a member of their family does, that staff member will be instructed to stay home and monitor symptoms until further notice. For anyone who becomes sick at work, that staff member will be separated from other staff, and sent home immediately until further notice.</p> | |
| <p>Social Distancing and Minimizing Exposure</p> | <ul style="list-style-type: none"> ● 6 feet of social distancing during primary instructional time in the classroom. ● Signage for distancing ● Open windows for ventilation ● Eliminate use of lockers to avoid congregation ● Outdoor instructional space(s) | |
| <p>Personal Protective Equipment (PPE)</p> | <p>Precautions include:</p> <p>Training by school health staff/nurse</p> <p>Cloth face masks and/or face shields. 10-50% of virus carriers are asymptomatic. Wearing a mask helps control the virus and has been shown to lower COVID-19 spread.</p> <p>Face Coverings</p> <p>All staff, visitors and other people present in school buildings and district offices or riding on school transportation vehicles are required to wear a face covering. Face coverings are meant to protect other people in case the wearer does not know they are infected. A face shield (a clear plastic barrier that covers the face) allows visibility of facial expressions and lip movements for speech perception and may be used as an alternative to a face covering in certain situations. Face coverings should not be placed on anyone under age 2.</p> <p>The State of Minnesota will provide the following supplies to all public schools:</p> <ul style="list-style-type: none"> ● Every K-12 student will receive one cloth face covering. ● Every school staff member will receive one cloth face covering. ● Every school will receive three disposable face masks per student. ● Every school will receive face shields for all licensed teachers and 50% of non-licensed staff. | <p>NA</p> |

General Requirements (Per Executive Order 20-81):

- All staff and visitors shall wear face coverings when in the building.
- Signage that is visible to all persons—including staff and visitors— will be posted at all entrances and throughout the school instructing them to wear face coverings as required by Executive Order 20-81.
- When possible, accommodations will be provided to persons, including staff and visitors who state they have a medical condition, mental health condition, or disability that makes it unreasonable for the person to maintain a face covering.
 - Accommodations could include permitting use of an alternate form of face covering—a face shield, for example— or providing service options that do not require a customer to enter the business.
- Staff should not enforce face covering requirements when it is unsafe to do so.
- Staff will not restrain, assault, or physically remove staff or visitors who refuse to comply with Executive Order 20-81 when it would not otherwise be legal to do so.

Face coverings will be required for all staff and visitors:

- In all indoor spaces of the businesses, including when waiting outside to enter the building prior to entry.
- When working outdoors in situations where social distancing cannot be maintained.

Acceptable types of Face Coverings

- Types of face coverings can include:
 - a paper or disposable mask,
 - a cloth mask,
 - a neck gaiter,
 - a scarf,
 - a bandanna, or
 - a religious face covering.
- The face covering must cover the nose and mouth completely.
- Any mask that incorporates a valve that is designed to facilitate easy exhaling, mesh masks, or masks with openings, holes, visible gaps in

the design or material, or vents are not sufficient face coverings because they allow droplets to be released from the mask.

- A face covering is not a substitute for social distancing but is especially important in situations when maintaining at least a 6-foot distance from other individuals who are not members of the same household is not possible.
- Face shields (a clear plastic barrier that covers the face) may not provide the same source control for droplets as face masks, but they may be an option in situations where wearing a face mask is problematic. For optimal protection, the shield should extend below the chin and to the ears, and there should be no exposed gap between the forehead and the shield's headpiece.

Persons exempted from the face covering requirement include:

- Persons who have medical or other health conditions, disabilities or mental health, developmental, or behavioral needs that make it difficult to tolerate wearing a face covering.
- Any person who has trouble breathing, is unconscious, sleeping, incapacitated, or is otherwise unable to remove the face covering without assistance.
- Persons at their school when wearing a face covering would create a safety hazard to the person or others as determined by local, state, or federal regulators or school safety guidelines.
- Alternatives to masks such as clear face shields may be considered for those with health conditions or situations where wearing a mask is problematic. Face shields may also be used as an alternative to face coverings.

Face covering can be temporarily removed:

- While eating or drinking, if you can maintain 6 feet of physical distance from others who are not a member of the same party.
- When someone asks to verify an identity for lawful purposes.
- While communicating with someone who is deaf or hard of hearing, or who has a medical condition, disability, or mental health condition that makes communication with that individual while wearing a mask difficult, provided that social distancing is maintained to the extent

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| | <p>possible between persons who are not members of the same household.</p> <ul style="list-style-type: none"> • When alone, such as when working in an office or a cubicle with walls higher than face level when social distancing is maintained, in an enclosed indoor area. • In such situations, staff should still carry face coverings to be prepared to wear when no longer alone. <p>Access to support for immune compromised families and students Protecting vulnerable populations 1:1 para training</p> <ul style="list-style-type: none"> ○ Potential for different color of face shield for vulnerable students ○ Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities). <p>For special needs students: We will consider barriers with use of cloth face masks for some students (i.e., what impact/ability does this individual student have to wear a cloth face covering and what coverage is necessary for school staff that will interact with this student)</p> | |
| District and School Inventory | | |
| Staff | | |
| <p>How many staff members are expected to return for the new school year?</p> <p>To what extent do you expect these numbers to change before or during the school year (e.g., teachers leaving/retiring due to transition to distance learning, teachers leaving/retiring due to health</p> | <p>52</p> <p>Unknown at this time</p> | <p>52</p> <p>NA</p> |

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| concerns regarding in-person instruction)? | | |
| How many district staff have active teaching licenses? | Currently 21 | |
| What is the supply of substitute teachers, nurses, and support staff across the district? | All support staff who have a current teaching license will be on-call for substitution. All support staff who are able to obtain a substitute license must do so and also be available for on-call substitution. | |
| What budget is available to increase the supply of teachers and staff to meet long-term or short-term identified needs? | In addition to general education and compensatory funds, New Century School will apply for Federal Funding: GEER, ESSER & CRF (see below for details). | |
| What is the breakdown of the staff – administrators, licensed teachers, support staff with a teaching license, support staff without a teaching license, full-time nurses, part-time nurses, etc.? | Administrators - 2 Licensed teachers - 16 Support staff with teaching license - 5 Part-time nurses - 1 District Support Staff- 7 Instructional Leadership and Support - 4 Specialists - 7 Paraprofessionals - 4 Special Education - 8 Building and Food Services - 5 | |
| How many substitutes do you have identified and available by school? | 3 | |
| Building | | |
| What additional spaces does the district have access to outside of the | YMCA on University for middle school students has hosted New Century School students and this relationship will continue in 2020-2021. | NA |

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| schools that could be used for learning? | | | |
| How many classrooms are available? | 22 (not including gyms) | | NA |
| What is the size of each classroom? | | | NA |
| <p>Are desks or tables that accommodate 6 ft. of social distancing available in each classroom?</p> <p>What additional spaces are available (e.g., gym, lunch room, auditorium, etc.)?</p> | <p>Yes, at 50% capacity</p> <p>None</p> | <p>Yes</p> <p>Gym/lunch room, outside space, other classrooms that are not in use due to only 50% of students in the building</p> | NA |
| <p>Cleaning protocols:</p> <p>Know the difference between cleaning, disinfecting, and sanitizing.</p> <ul style="list-style-type: none"> • Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. • Disinfecting kills germs on surfaces or objects. Disinfecting works by | <p>Regular cleaning practices are being implemented, including routine cleaning and disinfecting of work surfaces, equipment, and areas in the work environment, including restrooms, break rooms, lunchrooms and meeting rooms. Frequent cleaning and disinfecting will be conducted in high-touch areas, such as phones, keyboards, touch screens, controls, door handles, elevator panels, railings, copy machines, printers, etc. Commonly touched items such as these will be cleaned accordingly. See School Disinfecting Schedule below. All staff should clean up after themselves when using common items as well as their own equipment at their desks as well as after using the restrooms.</p> <p>Appropriate and effective cleaning and disinfecting supplies have been purchased and are available for use in accordance with product labels, safety data sheets and manufacturer specifications, and are being used with required personal protective equipment for the product..</p> <p>Classrooms will be limited to essential teaching tools. Limiting the number of personal items in the classroom will lighten the cleaning load for staff. During this time, rugs and all other non-standard furniture (couches, chairs, bean bag</p> | | <p>Frequently touched surfaces and objects will need to be cleaned and then disinfected to further reduce the risk of germs on surfaces and objects.</p> <ul style="list-style-type: none"> • First, clean the surface or object with soap and water. • Then, disinfect using an EPA-approved disinfectant. • If an EPA-approved disinfectant is unavailable, you can use 1/3 cup of bleach added to 1 gallon of water, or 70% alcohol solutions to disinfect. Do not mix bleach or other cleaning and disinfection products together. Bleach solutions will be effective for disinfection up |

using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

chairs, etc.) will not be allowed in the classroom. Markings will be placed on the floors and walls, indicating 6 feet for desk spacing. Classroom surfaces and objects that are frequently touched, especially shared manipulatives will be routinely cleaned and sanitized. This may also include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, nap pads, toilet training potties, desks, chairs, and cubbies. During this time, other items in classrooms that cannot be cleaned and sanitized will not be used. Books should not be shared nor used by more than one student within a 24-hour period. A bin will be provided to identify books that are being held in abeyance until they can be used again.

All cleaning materials should be kept secure and out of reach of children. Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children from inhaling toxic fumes.

New Century School will adhere to CD Guidelines: [Routinely clean, sanitize, and disinfect](#) or limit the use of surfaces and objects that are frequently touched and shared, such as gym or physical education equipment, art supplies, toys and games. This may also include cleaning objects/surfaces not ordinarily cleaned daily such as doorknobs, light switches, classroom sink handles, countertops, cots, desks, chairs, cubbies, and playground structures. Use the cleaners typically used at your facility. Guidance is available for the selection of appropriate sanitizers or disinfectants for child care settings.

Use all cleaning products according to the directions on the label. For disinfection, most common EPA-registered, fragrance-free household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available [here](#). If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection. Follow the manufacturer's instructions for concentration, application method, and contact time for all cleaning and disinfection products.

to 24 hours. Find additional information at [CDC's website on Cleaning and Disinfecting Your Facility](#).

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| | <p>Provide EPA-registered disposable wipes to staff members so that commonly used surfaces such as keyboards, desks, and remote controls can be wiped down before use. If wipes are not available, please refer to CDC's guidance on disinfection for community settings.</p> <p>All cleaning materials should be kept secure and out of reach of children. Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children from inhaling toxic fumes.</p> <p>Toys that cannot be cleaned and sanitized should not be used.</p> <p>Toys that children have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Clean with water and detergent, rinse, sanitize with an EPA-registered disinfectant, rinse again, and air-dry. You may also clean in a mechanical dishwasher. Be mindful of items more likely to be placed in a child's mouth, like play food, dishes, and utensils.</p> <p>Machine washable cloth toys should be used by one individual at a time or should not be used at all. These toys should be laundered before being used by another child.</p> <p>Do not share toys unless they are washed and sanitized before being moved from one group to the other.</p> <p>Set aside toys that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked for "soiled toys." Keep the dish pan and water out of reach from children. Washing with soapy water is the ideal method for cleaning. Try to have enough toys so that the toys can be rotated through cleanings.</p> | |
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| | <p>Children's books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.</p> <p>(Pre-School) Use bedding (pillows, blankets) that can be washed. Keep each child's bedding separate, and consider storing in individually labeled bins, cubbies, or bags. Cots and mats should be labeled for each child. Bedding that touches a child's skin should be cleaned weekly or before use by another child.</p> <p>Signage Posters will be present within the school, including at the following locations:</p> <ul style="list-style-type: none"> • At handwashing sinks to remind building occupants of good handwashing practices • On entry doors to remind people who have symptoms not to enter • At entries notifying people of the screening methods • On floors and walls as reminders to maintain social distancing • At entries notifying people that face coverings are required • The total occupancy of each room as well as the 50% occupancy will be posted outside of each room. | |
| Transportation | | |
| Bus drop-off and pick-up | <p>All bus/van drop-offs and pick-ups will be in the back of the school at appropriate middle and elementary school entrances.</p> <p>The number of people on transportation vehicles will be limited to 50% maximum occupancy per MDE and MDH guidelines. Sufficient social distancing will be maintained with at least 6 feet between people at all times (e.g., one student per seat (households may sit together)), one seat between students). Students will be advised to load the bus from back to front. Face covering or face shield are required in all district buses and vehicles. Hand sanitizer will be available on all buses for students and staff. When possible, windows and roof hatches will be opened (weather permitting) to maximize air circulation. Buses and other vehicles will be disinfected between each school trip (handrails, seat</p> | |

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| <p>How many staff will be needed to monitor student arrival and dismissal?</p> <p>Parent drop-off and pick-up</p> | <p>backs, doors). All buses will be sanitized with an electrostatic sprayer at the end of each day.</p> <p>At each entrance/exit, 2 staff for temperature checks in the morning</p> <p>Parent drop-off and pick-up practices and protocol</p> <ul style="list-style-type: none"> • All parent drop-off and pick-up will be through door #3. All parent pick-up will need to be called in by 1:30pm. Parents will wait outside in their cars and students will be walked out. • When possible, arrival and drop off times may be staggered to limit direct contact with parents as much as possible. • Childcare providers will greet children outside as they arrive. • A parent will be designated to be the drop off/pick up volunteer to walk all children to their classroom, and at the end of the day, walk all children back to their cars. • It is recommended that the same parent or designated person should drop off and pick up the child every day. If possible, older people such as grandparents or those with serious underlying medical conditions should not pick up children, because they are more at risk for severe illness from COVID-19. | | |
| <p>How many buses are or could be made available in the district?</p> | <p>8</p> | <p>8</p> | |
| <p>How much variation is there in the size and maximum capacity of buses in the district?</p> | | | |
| <p>How have the buses been currently or historically used (i.e., transportation to/from school, transportation for multiple schools, athletic events, food service delivery)?</p> | <ul style="list-style-type: none"> • Transportation to school/home • Field Trips • Extracurricular activities • Food and school work delivery during distance learning | | |

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| Technology-Device & Access | | | |
| How many devices (tablets, laptops) does the district have in inventory? | 400 | | |
| How many students have access to a device that is not issued by the district and what type of devices do students have access to (e.g., tablet, laptop, desktop, mobile phone)? Are these devices shared with other adults or students in the household? | 12 Tablets and laptops | | |
| How many students have access to reliable internet at home? | 365 | | |
| Students | | | |
| How many students are expected to be enrolled in the fall? | 380 | | |
| How many of these students have pre-existing conditions that may compromise their immune systems? | 7 | | |
| What is the breakdown (%) of how students arrive at and depart from school (i.e., school bus, dropped off via car, drive themselves, walk, public transportation)? | Bus: 99% Drop/Collect: 1% | | |
| Communication with Students, Families and Staff | | | |

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| | <p>New Century School will engage families, staff, and students through surveys, activities, and celebrations. New Century School staff will be using a wide variety of communication tools to connect with students and families in the way that works best for the families. The New Century School Board, administration, and the PTO developed a comprehensive communication system. The system outlines communication protocol, media, tools, language, and roles. New Century School's Development and Communication committee will guide the school's communication plan. Some of the communication media and strategies include sending letters in multiple languages, use of social media and the school website, the family liaison inviting families to the school for parent events and making individual calls to each family weekly, the school admin and PTO reaching out to families and community organizations. Staff will also be connecting with families at least weekly through phone calls, as well as text messaging, Whatsapp messaging and emailing for smaller communication needs.</p> | <p>New Century School will engage families, staff, and students through surveys, activities, and celebrations. New Century School staff will be using a wide variety of communication tools to connect with students and families in the way that works best for the families. The New Century School Board, administration, and the PTO developed a comprehensive communication system. The system outlines communication protocol, media, tools, language, and roles. New Century School's Development and Communication committee will guide the school's communication plan. Some of the communication media and strategies include sending letters in multiple languages, use of social media and the school website, the family liaison inviting families to the school for parent events and making individual calls to each family weekly, the school admin and PTO reaching out to families and community organizations. Staff will also be connecting with families at least weekly through phone calls, as well as text messaging, Whatsapp messaging and emailing for smaller communication needs.</p> | <p>New Century School will engage families, staff, and students through surveys, activities, and celebrations. New Century School staff will be using a wide variety of communication tools to connect with students and families in the way that works best for the families. The New Century School Board, administration, and the PTO developed a comprehensive communication system. The system outlines communication protocol, media, tools, language, and roles. New Century School's Development and Communication committee will guide the school's communication plan. Some of the communication media and strategies include sending letters in multiple languages, use of social media and the school website, the family liaison making individual calls to each family weekly, and the school admin and PTO reaching out to families and community organizations.</p> <p>Teachers will be connecting with students daily through email and Google Classroom messages and updates, as well as video conferencing with Google Hangout and Meetings. Staff will also be connecting with</p> |
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| | Teachers will set up office hours during which any parent or student is free to visit or contact them with any questions or concerns regarding education procedures and assignments. | Teachers will set up office hours while ensuring Social distancing guidelines are followed. Parents or students are free to visit or contact them with any questions or concerns regarding education procedures and assignments. Teachers will schedule families if they desire to visit during office hours. | families at least weekly through phone calls, as well as text messaging, Whatsapp messaging and emailing for smaller communication needs. |
| | | Teachers will set up virtual "office hours" in which any parent or student is free to contact them with any questions or concerns regarding distance education procedures and assignments. | |
| Student and Family Engagement | | | |
| | <ul style="list-style-type: none"> • New Century School has invited families to share their children's hopes and dreams for the school year. • New Century School administration and teachers will mail out welcome letters to families. • New Century School will consider collaborating with community organizations to increase family support. • New Century School has a monthly family engagement activities calendar. • New Century School has a dedicated team, including a family liaison focused on family engagement. • New Century School has a process for continuous improvement through feedback from stakeholders including students and families. | | |
| | New Century School will conduct fun family engagement activities and celebrations while maintaining social distancing and health guidelines. | New Century School will conduct fun family engagement activities and celebrations virtually. | |
| Nutrition | | | |
| | Serve individually plated meals or pre-packaged boxes/bags in classrooms, | Simultaneously providing meals at school for some students while | . |

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| | <p>while ensuring the safety of children with food allergies.</p> <p>Use disposable food service items (e.g., utensils, dishes).</p> <p>Recess: Close monitoring of communal use shared spaces such as playgrounds with shared playground equipment; otherwise, stagger use, physical distance, and clean and disinfect between use.</p> | <p>serving other students who are distance learning.</p> <p>Serve individually plated meals or pre-packaged boxes/bags in classrooms, while ensuring the safety of children with food allergies.</p> <p>Use disposable food service items (e.g., utensils, dishes). Two menu systems will be required, one menu for school service and one for distance learning service.</p> <p>Recess: Close monitoring of communal use of shared spaces such as playgrounds with shared playground equipment; otherwise, stagger use, physical distance, and clean and disinfect between use.</p> | |
| Internet and Device Access | <p>1:1 Chromebooks & iPads Platforms: Google Classroom & Seesaw</p> | | |
| | | <p>New Century School leadership and family liaison have created a plan for ensuring that every child has access to hardware devices and internet services. We conducted a technology access survey of our parents and we determined many of our parents have access to broadband technology. To facilitate access for parents lacking such technology, we developed support systems and shared the information with our eligible families:</p> | |

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| | | <p>AT&T offers a discount for those who qualify for SNAP: Two months free. At least one person in household participates in the Supplemental Nutrition Assistance Program (SNAP);</p> <p>Charter/Spectrum's Free Broadband, WiFi offers subsidized services for eligible (qualify through SNAP or SSI) families;</p> <p>Comcast Internet for Low-Income Families.</p> | |
| <p>Federal Funding: GEER, ESSER & CRF</p> | <p>CARES Act funding streams administered by the Minnesota Department of Education. Governor's Emergency Education Relief (GEER) funds can be used for technology and summer school programming. Elementary and Secondary School Emergency Relief (ESSER) funds are allocated two ways:</p> <ul style="list-style-type: none"> • 90% of these funds are distributed in a formula to districts and charter schools using the same formula used for Title I, Part A funds under the Elementary and Secondary Education Act. • 9.5% of these funds are distributed through grants that provide funding to districts and charter schools that don't receive a formula allocation, receive less than \$10,000 from their formula allocation, and/or receive a smaller share of ESSER funds than their share of the state's historically underserved student populations. <p>On August 17, New Century School submitted the applications for CARES Act Fund Allocations: GEER, ESSER 90% and ESSER 9.5%, totally \$119,750.</p> <p>Coronavirus Relief Fund (CRF) funds support school operations as well as student, family and staff support. The funds are allocated based on the following:</p> <ul style="list-style-type: none"> • 60% operating costs - Allocated 100% by school average daily membership (ADM) as reported at year end for the 2018-19 school year. • 40% student, family and staff support costs - Allocated 40% on ADM and 60% on the historically underserved population of students each school serves <p>The expenditure of these funds does not need to match the 60%/40% breakdown above. These funds may be used to cover any expenses that were incurred during the period that begins on July 1, 2020, and ends on December 30, 2020. The allocation to New Century School is: \$125,117.</p> | | |
| <p>Transportation</p> | <p>Guidance:</p> | <p>Guidance:</p> <ul style="list-style-type: none"> • Maximum occupancy: 50% | <p>Contactless delivery or curbside pick-up of meals. Provide both breakfast</p> |

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| | <ul style="list-style-type: none"> • Maintain 6 feet from people who are not in the same household while waiting at a bus station or selecting seats on the bus • Clean and disinfect seats and handrail between pick-ups and drop-offs • Face masks are required (and provided if necessary) • Several schools drop off doors to reduce crowding • Sanitizers available on busses • Windows opened halfway while driving to allow for a better air circulation when weather permits • Provide efficient routes with DHS guidelines for Sped Students identified through IEP and discuss parent providing transportation and document. | <ul style="list-style-type: none"> • Maintain 6 feet from people who are not in the same household while waiting at a bus station or selecting seats on the bus. • Clean and disinfect seats and handrail between pick-ups and drop-offs. • Face masks are required (and provided if necessary) • Several schools drop off doors to reduce crowding • Sanitizers available on busses • Windows opened halfway while driving to allow for a better air circulation when weather permits • Provide efficient routes with DHS guidelines for Special Education Students identified through IEP | <p>and lunch to students. Meals will be delivered and paraprofessionals will be trained and assigned to implement the meal program</p> <p>The catering company delivers meals to New Century School, New Century School staff prepare and package the meals. Accompanied by school staff, bus drivers deliver the packaged meal to students' homes.</p> <p>New Century School staff and the catering company will follow MDE's full meal guidelines when preparing and packaging meals.</p> |
| <p>COVID-19 Preparedness Plan – Worker Protection</p> | <p>New Century School has implemented leave policies that promote staff staying at home when they are sick, when household members are sick, or when required by a health care provider to isolate or quarantine themselves or a member of their household. A separate policy for leaves is available and can also be found in the employee handbook and includes a Family First Coronavirus Response Act (FFCRA) Policy. Accommodations for staff with underlying medical conditions or who have household members with underlying health conditions have been implemented. A copy of this can also be found in the employee handbook.</p> <p>See attachment: Worker protections related to COVID-19</p> <p>New Century School has also implemented a policy for informing staff if they have been exposed to a person with COVID-19 at school and requiring them to quarantine for the required amount of time. Staff and parents will be informed as soon as the information is available.</p> | | |

- If there was a staff member with a confirmed case of COVID-19, the coordinator will work with them via the phone to trace their steps at work to help determine who they were in contact with and therefore who they potentially exposed.
- All staff who were in contact with someone who has a confirmed case of COVID-19 will be instructed to go home and self-isolate until further notice. They are also encouraged to contact medical professionals to determine the best course of action.
- All staff who were in contact with another staff member who was exposed to a confirmed COVID-19 case, will be asked to go home until further notice.
- All staff who were in contact with someone who is now showing signs of sickness or who is suspected of being exposed to COVID-19 will be instructed to either closely self-monitor or go home until further notice.

In addition, a policy has been implemented to protect the privacy of staff health status and health information. All health screening information and/or forms will be stored in secure files by Human Resources. Any other private information will be stored and secured in staff personal files.

Handling suspected or confirmed positive cases of COVID-19

- New Century School will designate a COVID-19 Program Coordinator, who will be responsible for responding to COVID-19 concerns and will help coordinate with local health authorities regarding positive COVID-19 cases. All school staff and families will have this information available to them.
- Staff and families are to self-report to the school if they have symptoms of COVID-19, a positive test for COVID-19, or had a close exposure to someone with COVID-19 within the last 14 days in a manner that is consistent with applicable laws and privacy policies, including the Family Educational Rights and Privacy Act (FERPA).
- Signage will be posted at the main entrance(s) requesting that people who have been symptomatic not enter the building.
- New Century School will follow the MDH Decision Tree for People with COVID-19 Symptoms in Youth, Student, and Child Care Programs (see attachment below) to determine when a staff member may return to school following illness or COVID-19 testing.
 - It is not required for staff members to have documentation of a negative viral test or a letter certifying release from isolation in order to return to school, but they must follow MDH guidance regarding when to return to school.
- A dedicated space for symptomatic people who are waiting to go home will be in Room 108 in the Elementary School. This space will be distinguished from areas where student health services will be delivered to those who are well and need routine types of care (e.g., medication administration or first aid).
 - The designated space will accommodate social distancing of at least 6 feet for multiple people if needed.
 - The space will follow all cleaning processes for the dedicated space between uses and as needed.
- Symptomatic people will be immediately isolated in the designated space at school and sent home.

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| | <ul style="list-style-type: none"> • New Century School will ensure that symptomatic staff who are waiting to be picked up remain under the visual supervision of another staff member who is at least 6 feet away. Both the symptomatic staff and the supervising staff should wear a face covering or a surgical mask. • Cleaning and disinfecting procedures will follow the COVID-19 Cleaning and Disinfecting Guidance for Schools and Child Care Programs (www.health.state.mn.us/diseases/coronavirus/schools/clean.html). • Transporting an ill staff member home or to medical care if needed will be facilitated by the school. Staff will be released to go home on their own. If they need transportation, the school will reach out to family members for assistance. • MDH will be notified of any confirmed COVID-19 cases among staff (as required by Minnesota Rules, Chapter 4605.7050). An MDH inbox has been established for school COVID case reporting: health.schoolcc.followup@state.mn.us. • Staff, families, and the public will be notified as needed if a person with COVID-19 was on the school premises while infectious and will be done in coordination with local health officials while maintaining confidentiality in accordance with FERPA and all other state and federal laws. Information will be distributed through letters, email, the school's phone call system, social media, and the school's website as needed. | |
| Disciplinary Incident Reporting | <p>The New Century School Student Discipline Policy (506) as well as the Pupil Fair Dismissal Act (PFDA, Minnesota Statutes, sections 121A.40-121A.575) will guide all disciplinary actions and reports. New Century School will follow the requirements and definitions provided in the Disciplinary Incident Reporting System (DIRS) User Guide when reporting disciplinary incidents, regardless of the learning setting.</p> <p>New Century School staff will follow the school's code of conduct/student disciplinary policies and DIR guidance/requirements when documenting behavior incidents.</p> <p>Students and staff will be trained on the students' disciplinary policies and all disciplinary Incidents and corresponding protocols.</p> | |
| | See above | Reportable incidents will be reported in DIRS following normal reporting procedures, submitting the supplemental DIRS COVID-19 Reporting: Incidents Occurring at Alternate Locations form . |
| Meeting the Distance Learning Needs of Families | New Century School will offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning. | |

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| | | <p>Distance learning students receive the same calendar days/hours of instruction as the regular school program.</p> <p>New Century School will ensure that the students have sufficient access to a device and Internet to fully participate in distance learning and will provide specific support to students and families on Internet safety and security, digital literacy, and digital learning technologies.</p> <p>Attendance will be taken at least once per day for all students enrolled.</p> <p>Attendance is considered interaction with a teacher on an instructional day. A student could be reported in attendance by participating in a video class or chat; a phone call with the student or, for younger students, with the parent; posting completed coursework to the learning management system or turning in complete coursework on a given day. Students for whom no teacher has direct interaction on a given day are reported as absent for that day.</p> <p>The distance learning curriculum will follow the same academic standards and pacing provided to students in school.</p> <p>Instruction will include daily interaction with the student's teachers and full access to the instructional materials, technology and resources provided to students in the building and as needed for distance learning.</p> <p>Support for special education, EL learners and social-emotional learning will be provided to distance learning students.</p> <p>Students participating in distance learning will participate in statewide assessments as comparable to students in hybrid or in-person instruction.</p> <p>New Century School will offer distance learning to enrolled students who may be medically vulnerable or otherwise unable or unwilling to return to in-person or hybrid learning.</p> <p>Distance learning students receive the same calendar days/hours of instruction as the regular school program.</p> <p>New Century School will ensure that the students have sufficient access to a device and Internet to fully participate in distance learning and will provide specific support to students and families on Internet safety and security, digital literacy, and digital learning technologies.</p> |
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| | | <p>Attendance will be taken at least once per day for all students enrolled. Attendance is considered interaction with a teacher on an instructional day. A student could be reported in attendance by participating in a video class or chat; a phone call with the student or, for younger students, with the parent; posting completed coursework to the learning management system or turning in complete coursework on a given day. Students for whom no teacher has direct interaction on a given day are reported as absent for that day.</p> <p>The distance learning curriculum will follow the same academic standards and pacing provided to students in school.</p> <p>Instruction will include daily interaction with the student's teachers and full access to the instructional materials, technology and resources provided to students in the building and as needed for distance learning.</p> <p>Support for special education, EL learners and social-emotional learning will be provided to distance learning students.</p> <p>Students participating in distance learning will participate in statewide assessments as comparable to students in hybrid or in-person instruction.</p> | |
| Models | In-person learning for all students | Hybrid | Distance Learning |
| Student and Family Support | | | |
| Commitment | Connect | We will provide access for all and connect with students and families, with colleagues, with leadership, and with community agencies. | |
| | Community | We will strengthen our community of learners. Creating a community is critical when we are spatially separated; social and emotional learning is important because teaching is as much about creating relationships as it is about content. | |
| | Care | We will always care for one another, respect one another, support one another, find and welcome everyone, and recognize that the current circumstances put more weight on all of us. | |

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| Student and Family Engagement and Relationship Building | New Century School prides itself for its strong emphasis on community and wellbeing. The New Century School Administration and PBIS team have worked very hard to create a positive culture that nurtures the whole child, embracing a holistic approach to education and value mental health and wellness of all our community members. We are acutely aware of the challenges learners face when wellbeing is ignored. We understand the various traumas our community has faced this summer and are prepared to provide support and resources. | | |
| Open House (To show, and share Hopes and Dreams) | Invite families by grade levels with social distancing in mind, mandate the wearing of masks, and taking temperatures at the door before entrance | Invite families by grade levels with social distancing in mind, mandate the wearing of masks, and taking temperatures at the door before entrance | Virtually hosted |
| One Call (Share supplies information, individual student's needs, the schedule, daily routines, bus routes etc.) | Telephone contact by families for updates and information sharing including schedules of the bus route and seating arrangements | Telephone contact by families for updates and information sharing including schedules of the bus route and seating arrangements | Telephone contact by families for updates and information sharing. |
| Teachers share the information about curriculums and expectations via letters sent to the families. | Letters go home with students. | Letters go home with students on the days that they are at school. | Letters are mailed to families. |
| <p>Nurture Classroom Communities.</p> <p>Advisory group of parents, students, and staff.</p> <p>Activities calendar for engaging families throughout the school year.</p> | <p>Teachers create a warm, nurturing, loving, and supportive classroom. They set expectations and have students develop their classroom rules together. Teachers will emphasize what "be kind, be respectful and be compassionate," looks like, sounds like and feels like.\</p> <p>Teachers will also teach the school's behavior expectations ; safe, on task, always respectful, responsible</p> | <p>Teachers create a warm, nurturing, loving, and supportive classroom. They set expectations and have students develop their classroom rules together. Teachers will emphasize what "be kind, be respectful and be compassionate," looks like, sounds like and feels like.</p> <p>Teachers will also teach the school's behavior expectations ; safe, on task, always respectful, responsible</p> | <p>Teachers create nurturing classroom communities by:</p> <ul style="list-style-type: none"> ● Reaching-out and checking-In with Students and Parent ● Hosting social gathering for students to interact with one other ● Arranging a virtual spirit week ● Including parents in learning /teaching experiences, ● Including opportunities for asynchronous participation |

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| | (S.O..A.R) and demonstrate what each expectation looks like/feels like across the building. | (S.O..A.R) and demonstrate what each expectation looks like/feels like across the building. | |
| Help children build social-emotional skills they need to become part of the classroom community. | <p>Include social emotional learning activities in the lessons, for instance: Communication, Cooperation, Emotion Regulation, Empathy, Impulse Control, and Social Initiation.</p> <p>Build conversation around social emotional learning by introducing books about friendship, conflict, and dialogue to the parents to set a stage and serve as visual models for social experiences.</p> | <p>Include social emotional learning activities in the lessons, for instance: Communication, Cooperation, Emotion Regulation, Empathy, Impulse Control, and Social Initiation.</p> <p>Build conversation around social emotional learning by introducing books about friendship, conflict, and dialogue to the parents to set a stage and serve as visual models for social experiences.</p> | <p>Include social emotional learning activities in the virtual learning activities for instance: Communication, Cooperation, Emotion Regulation, Empathy, Impulse Control, and Social Initiation.</p> <p>Build conversation around social emotional learning by introducing books about friendship, conflict, and dialogue to the parents to set a stage and serve as visual models for social experiences.</p> |
| Families share contact information | Establish connections between families and students' collaboration while social distancing. | Establish connections - including virtual - between families and students' collaboration while social distancing. | Establish virtual connections between families and students' collaboration. |
| Notes of appreciations and encouragement | Teachers will encourage students to write letters to each other and parents. They will send weekly newsletters about daily progress, and provide resourceful materials. | Teachers will encourage students to write letters to each other and parents. They will send weekly newsletters about daily progress, and provide resourceful materials. | Teachers will encourage students to write letters to each other and parents. They will send weekly newsletters about daily progress, and provide resourceful materials. |
| Celebrating successes | Friday fun week to celebrate events, and activities, while social distancing. | Friday fun week to celebrate events, and activities, while social distancing. | Each class will host a virtual celebration on Fridays to celebrate events, and activities. |

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| Safe student interactions | Provide activities, games that students can engage in while at break and social distancing. | Provide activities, games that students can engage in while at break and social distancing. Students will be given breaks to interact and connect with peers during online time. | Students' interaction time is built into the schedule for them to connect with peers online. |
| Family engagement during online instructions | NA | The school will host weekly classroom check-ins for all families and create office hours for 1:1 time with students and families, when students are learning online. | The school will host weekly classroom check-ins for all families and create office hours for 1:1 time with students and families. |
| Mental Health and Well-being | <p>New Century School prides itself for its strong emphasis on community and wellbeing. New Century School Administration and PBIS team have worked very hard to create a positive culture that nurtures the whole child, embracing a holistic approach to education and value mental health and wellness of all our community members. We are acutely aware of the challenges learners face when wellbeing is ignored. We understand the various traumas our community has faced this summer and are prepared to provide support and resources.</p> <p>New Century School will train staff on SEL and consider incorporating SEL activities into all subjects. Training will be conducted in small groups.</p> <p>New Century School will provide Restorative Practice training for teachers, families, students. Training will be conducted in small groups and the school will follow all CDC recommendations for group meetings during training.</p> <p>New Century School will provide trauma informed teaching professional development, following all CDC recommendations for group meetings during training.</p> <p>New Century School will engage mental health support staff such as school psychologist, nurse, etc.</p> <p>New Century School will initiate a community wide mental health DE stigmatization campaign.</p> | | |

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| | <p>New Century School will continue to utilize its individual and family support plans.</p> <p>New Century School will consider collaborating with community mental health providers.</p> | | |
| | | | <p>New Century School will identify and collaborate with other organizations providing well-care, nutrition support, mental health support and health education if schools are closed and, thereby inaccessible.</p> <p>Some additional mental health resources that will be shared with families include:</p> <ul style="list-style-type: none"> • MN insurance for families without insurance who meet qualifications • Fraser (Adult and Child Services) • Washburn • Crisis Text Line • Crisis Text Line • Walk-In Counseling Center • Urgent Care for Adult Mental Health • Greater Minneapolis Crisis Nursery |
| Restorative Practices Resources | <p>New Century is a SWPBIS (School Wide Positive Behavior and Interventions and Supports) School. SWPBIS and Restorative Practice intersect. SWPBIS provides systems to guide adult behaviors. Systems within SWPBIS guide adult behavior that is consistent, predictable, positive and Restorative Practice provides a range of alternatives behaviors for adults to engage in that are not exclusionary reactions to behavior. New Century School will Provide Restorative Practice training and resources for staff, students, and families.</p> | | |

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| | <p>Resources and Restorative Practice Training considerations include:</p> <ul style="list-style-type: none"> • RP philosophy, values, and principles. • Effective use tiered levels of restorative practices to affirm emotions, build community and repair harm caused • Community building Circles • Training on talking restoratively in schools for all staff members interacting with students. <p>New Century School will follow all CDC recommendations for group meetings during training.</p> | | | |
| | <table border="1"> <tr> <td data-bbox="625 435 1050 500"></td> <td data-bbox="1050 435 1480 500"></td> <td data-bbox="1480 435 1906 500">Virtual RP training</td> </tr> </table> | | | Virtual RP training |
| | | Virtual RP training | | |
| Mental Health Supports for Students | <p>The school psychologist will provide services to identified students as well as several mental health providers who work at the school and will respond to needs that may arise for students not connected to mental health providers.</p> <p>New Century School will consider collaborating with community mental health providers and help connect students and families to mental health services as needed. Other assets/personnel include:</p> <ul style="list-style-type: none"> • Nurse • PBIS Team • Morning meetings and circle time • Addressing grief and loss focus groups • "Taking care of Self" student activities <p>New Century School Staff will encourage students to discuss their questions and concerns.</p> | | | |
| School Climate and Social-Emotional Learning | <p>New Century School Conducts continuous assessment of school climate and makes improvements, as necessary. The district's assessment goals include analyzing data on perception of students, families, and school staff on various topics including safety, relationship, teaching and learning, and institutional dimension.</p> <p>The school's family handbook along with the PBIS handbook clearly communicate rules about physical violence, verbal abuse, harassment, and bullying.</p> <p>New Century School has a behavior matrix that clearly outlines school wide behavior expectations posted in hallways, classrooms, cafeteria, washrooms, gyms, etc.</p> <p>Minor/Major Behavior grid and consequences.</p> | | | |

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| | <p>The first week of school is dedicated to teaching students' school wide behavior expectations. The expectations are retaught after each break.</p> <p>New Century School is committed to cultivating an emotionally safe and culturally sustaining learning environment by ensuring families feel a sense of belonging. We do this by prioritizing relationships and a positive school culture.</p> <p>Staff members are extensively trained on the power of relationship building in the classrooms, families are encouraged to visit the school and classrooms, etc.</p> <p>New Century School has a resourceful family /cultural liaison, a strong PBIS program, and we are adding Restorative Practices.</p> | | | |
| | <table border="1"> <tr> <td data-bbox="621 610 1050 850"></td> <td data-bbox="1050 610 1478 850"></td> <td data-bbox="1478 610 1906 850"> <p>New Century School will utilize creative ways to sustain a positive school climate through virtual classroom tours, schoolwide tours, virtual PBIS and SEL meetings, as well as RP virtual circles.</p> </td> </tr> </table> | | | <p>New Century School will utilize creative ways to sustain a positive school climate through virtual classroom tours, schoolwide tours, virtual PBIS and SEL meetings, as well as RP virtual circles.</p> |
| | | <p>New Century School will utilize creative ways to sustain a positive school climate through virtual classroom tours, schoolwide tours, virtual PBIS and SEL meetings, as well as RP virtual circles.</p> | | |
| <p>Bullying and Harassment</p> | <p>The school's bullying prevention policy (514) and handbooks have adequate guidelines. The school policies and handbooks cover cyberbullying. Teachers closely document any behavior related concerns, including bullying. New Century School's behavior support staff are available to teachers and monitor daily behavior related issues while maintaining communication with caretakers. Administration will take necessary steps to ensure safe online space for every individual. If a scholar demonstrates a persistent and unsafe behavior online, the administration will determine an alternative means to provide learning materials for said scholar that does not include online interaction</p> | | | |
| <p>English Learner Students</p> | <p>New Century School will continue to be proactive in communicating with families in order to ensure they understand the process of identifying EL eligibility and services. Families are free to ask questions pertaining to LIEP adapted plans. New Century School will send out information to families COVID-19 Guidance for Identifying Students for Temporary English Learner Programming in their preferred language(s).</p> | | | |

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| | <p>Within 14 calendar days of enrollment, parents or guardians must be notified when a student is enrolled in EL programming. New Century School will send a parent notification letter to the parents/guardians in a language accessible to them.</p> | | |
| <p>Students Experiencing Homelessness</p> | <p>New Century School will share the homeless liaison's information with its community. The contact information will be available on the school website, and social media accounts.</p> <p>The homeless liaison will identify homeless students and ensure they have a full and equal opportunity to succeed in school.</p> <ul style="list-style-type: none"> • Homeless students who move will have the right to remain in New Century School if that is in the student's best interest. • New Century School will ensure homeless students have access to all programs and services for which they are eligible. | | |
| <p>Migrant Students</p> | <p>New Century School serves a considerable number of migrant students and is dedicated to support them and will:</p> <ul style="list-style-type: none"> • Ensure health and safety information is translated. • Utilize multiple modes of communication such as JMC, WhatsApp, Zoom, Seesaw, Google Hangouts, Social Media, and letters. • Post signage in various languages all around the building. • Have additional PPE available for migrant families. • Offer after school support available to families working after school hours. • Provide meals available to migrant families on non school days and weekends. • Be considerate and strategic when creating schedules for migrant students. • Consider providing childcare for younger students not scheduled for instruction. • Ensure migrant students have access to the internet and required learning devices. | | |
| <p>Students Receiving Special Education Services</p> | <p>SPECIAL EDUCATION SERVICE DELIVERY MODEL</p> | | |
| | <p>New Century School will continue to provide services in the least restrictive environment possible including both inclusive model, pull out model, and 1:1 service learning, as identified on</p> | <p>New Century School's special education hybrid learning approach is best summarized as a mixture between in-person, online instruction and paper packets. Additional platforms used will include Google</p> | <p>New Century School's special education distance learning plan will provide both online and paper materials to students for distance learning. To access online materials, students will receive school</p> |

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| | each student's special education program plan. | classrooms, Seesaw, phone calls and audio/video conferences with students. | Chromebook/iPad to receive instruction. The following platform and service delivery methods will be used: Google classrooms, Seesaw, paper packets, phone call, and audio/video conference |
| | INDIVIDUALIZED EDUCATION PROGRAM | | |
| | <p>The Special education team/administration will continue to meet to assure qualifying individual student needs are being met, to monitor student New Century School progress and provide change as needed, to discuss service delivery model for all staff and identify any changes required for FAPE.</p> <p>Complete any backlog prior to school start in Fall as able using DHS guidelines; communicate new deadlines to parents where applicable for spring evaluations</p> <p>IEP meetings will be either in-person, virtual or phone conference according to family preference and needs.</p> | <p>A Hybrid Learning Plan will be developed to determine in-person and virtual IEP instruction. This plan will identify the types of services, frequency and durations of services on-site and in the virtual setting.</p> <p>Complete evaluations 1:1 as available using DHS guidelines and identify online assessment capability</p> <p>IEP meetings will be either virtual, phone conference or in-person according to family preference and needs</p> | <p>The Individualized Distance Learning Plan (IDL) will be reviewed and amended according to student needs.</p> <p>Complete evaluations 1:1 as available using DHS guidelines and identify online assessment capability</p> <p>All IEP meetings will be virtual</p> |
| | PARENT PARTICIPATION AND FAMILY SUPPORT | | |

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| | <p>Maintain effective communication regarding school health and opportunities to gather in small groups or virtually.</p> <p>Provide additional information as needed as it relates to school health climate - ensure parents know where to gather this information</p> <p>Increased communication regarding additional needs identified on return to school</p> <p>Develop a support forum for greater community understanding</p> <p>Identify additional community resources as needed</p> | <p>Maintain effective communication regarding school health and opportunities to gather in small groups or virtually.</p> <p>Identify lead communication/ mode of communication for onsite/ for distance learning 2.0</p> <p>Allow for the potential to change based on individual health needs.</p> <p>Professional Development/ Instruction on DL technology to families/Students</p> <p>Develop daily communication sheets for higher need students to stay in touch/progress report</p> <p>Identify additional community resources as needed</p> | <p>increased scheduling to assure consistent communication</p> <p>Increased virtual SEAC presence for Q & A</p> <p>Identify Lead Communicator for parents</p> <p>Increased access to technology</p> <p>Professional Development/ Instruction on DL technology to families/Students</p> <p>Assign Para support through IEP and assure the connection with regular team meetings</p> <p>Identify additional community resources as needed</p> |
| | RELATED SERVICES | | |
| | <p>Provide in a group or 1:1 onsite with DHS guidelines</p> | <p>Provide in a group or 1:1 onsite with DHS guidelines</p> | <p>Provided through HIPPA/FERPA compliant platform</p> <p>Assure teletherapy policies in place. Document for MA billing purposes.</p> |

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| | <p>Consideration prioritizing of some services or utilization of virtual support in an effort to mitigate risk</p> <p>Consider virtual coaching of an on-site proxy if possible.</p> <p>Assure teletherapy policies and procedures are in place. Document for MA Billing purposes.</p> | <p>Consideration prioritizing of some services or utilization of virtual support in an effort to mitigate risk</p> <p>Consider virtual coaching of an on-site proxy if possible.</p> <p>Services Provided through HIPAA/FERPA compliant platform</p> <p>Assure teletherapy policies and procedures are in place. Document for MA billing purposes.</p> <p>Formal check-in for work packets scheduled weekly Group or 1:1 services</p> | <p>Formal check-in for work packets scheduled weekly Group or 1:1 services</p> <p>Document only synchronous Services</p> <p>Update IDLP</p> |
| | <p>MENTAL HEALTH SUPPORTS</p> | | |
| | <p>Scheduled support with school social workers in large/small/ individual groups per IEP.</p> <p>Consider virtual provision to limit exposure.</p> <p>Identify any updates from student supported with outside providers</p> | <p>Scheduled support with school social worker via HIPAA/FERPA compliant format</p> <p>Schedule based on need</p> <p>Consideration prioritizing of some services or utilization of virtual support in an effort to mitigate risk</p> <p>Consider virtual coaching of an on-site proxy if possible.</p> | <p>Scheduled support with school social worker via HIPAA/FERPA compliant format</p> |

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| | PERSONAL PROTECTIVE EQUIPMENT (PPE) | | |
| | <p>Follow DHS guidelines for Personal Protective Equipment (PPE) and social distance guidelines</p> <p>Training by School Health Staff</p> <p>Access to support for immune-compromised families and students</p> <p>Identify and update health protocols for individuals or programs</p> <p>1:1 para training</p> <p>Consider barriers with the use of cloth face masks for some students (i.e. what impact/ability does this individual student have to wear a cloth face covering and what coverage is necessary for the district or charter school staff that will interact with this student)</p> | Follow DHS required for any onsite interaction | |
| | <p>Consider prioritizing face to face contact for some services and maintaining a virtual presence for others to minimize exposure.</p> | <p>Consider the services a student may receive through a distance and which services may be delivered face to face</p> | N/A |
| | SPECIAL EDUCATION STAFFING | | |
| <p>Caseload management remains as identified in workload/caseload and is IEP/Program driven</p> <p>Assure equitable case management/ services provision across settings</p> <p>Para support identified through IEP/Program model</p> | <p>Consider case management with regard to strong family and student relationships; strategies such as looping may be helpful</p> | | |

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| | <p>Provide specific technology training</p> <p>Consider Specific Training for paras working with low incidence/ behavior needs; cross-train staff</p> <p>Account for immune-compromised staff needs</p> <p>Revise schedules to assure IEP/IDLP minutes are appropriately served</p> | <p>Collaborate across disability categories to find meaningful support/ service models</p> <p>Provide guidance for technology, communication, and supervision as needed</p> | |
| Technology and Digital Literacy | <p>MDE is assembling a team of experts from school districts to create differentiated learning modules for students, families, and staff in the use of technology devices. This team will create modules to support the following:</p> <ul style="list-style-type: none"> • Students: Create modules to develop digital citizenship, internet safety, and device use that is both device agnostic and device specific • Families: Create modules to support families in safety and security in device use, digital citizenship, instructional platforms, and device use that is both device agnostic and device specific • Staff: Create a learning community model through weekly webinars to support the learning and use of best practices in use and instruction that are both device agnostic and device specific <p>MDE will make these learning modules available as soon as they are developed.</p> | | |
| Academic Guidance | | | |
| | In-person learning for all students | Hybrid | Distance Learning |
| Equity | <p>New Century School will continue to work to ensure every student, every day, receives high quality instruction to ensure each student has what they need to reach their full potential.</p> | | |
| | <p>New Century School will ensure that all staff members engage in anti-bias training to ensure that equitable instructional practices are in place to eradicate systemic racial biases.</p> | <p>New Century School will engage in a hybrid model of online learning and in person protocols to engage all staff member in anti-bias training to ensure awareness of and systemic bias in instructional practices and</p> | <p>New Century School will provide anti-bias training via online professional development or video engagement supported by collaborative discussion to develop awareness of systemic bias in instructional practices.</p> |

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| | | engage staff in building equitable practices for all students | |
| | Observation and feedback will be provided for in-person instruction to support continuous growth in instructional practices that recognize and support the needs of unique learners regardless of race, culture, sexual orientation, gender, or any other uniqueness. | Observation and feedback will be provided to ensure in-person and online learning is equitable for all students. | Observation and feedback of instructional schedules, direct student face to face time and instruction will be provided via online learning to ensure all students have equitable access to high leverage online instruction with a high level of engagement. |
| Learning Loss | <ul style="list-style-type: none"> • Beginning of the year assessments in literacy, math given to all students to measure present status • All staff participate in Data Analysis to determine current instruction needs • Scope and sequence adjustment and alignment created for semester one to include catch up growth | | |
| | Grade-level teachers will meet to review what was taught during the distance learning period this spring | All considerations in scenario 1 & 3 | Develop student feedback and/or grading plans for distance learning and make any needed policy adjustments |
| | Gaps will be identified through collaborative conversation in Professional Learning Communities | Prioritize student groups that could be brought back to buildings, with these considerations: <ul style="list-style-type: none"> • Students with previously identified specific learning disabilities • Students who were already far behind and currently show evidence of lack of progress • Students who need “keep up” growth who may have | Develop individualized plans for all students representing special populations (e.g., students with disabilities, English learners, gifted and exceptional students, etc.). |

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| | | previously been on grade level, but who are now behind. | |
| | Prioritize a strong review and inclusion of spring focus standards and key skills in the first several weeks of school with attention all year; develop scope and sequence for infusion of critical standards not addressed or mastered from previous year and align to current year's standards. | a) Younger student learning loss may be highest. b) High school juniors and seniors may need more immediate support for college prep and transition. C) All students could benefit from time in building with teachers | Plan inclusion and pull-out structures for special education students in need of additional support. |
| | Identify a process to determine student learning gaps and target individual student learning needs. | Prioritize what can/should be taught in physical classrooms compared to distance learning. | Consider additional support for students with IEPs: a) Face to face or virtual, b) Meeting with parents and previous teacher and special ed teachers, c) Co-planning and teaching with classroom teacher and special ed teachers. |
| | Explore and determine which extended learning strategies are effective for local usage: extended year or day, looping teachers, additional tutoring, etc. | Determine best schedules for students with an IEP and for those students who are 2 or more grade levels behind in reading.. | Determine support structures needed to supplement instruction for English learners (e.g., interpreters, software options, etc.). |
| | Provide or expand intervention time within school day to help fill learning gaps for individual students | | Plan for progress monitoring in a virtual setting for students, especially younger students. |

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| | | | <p>Plan for an increased small group or one one one time with the teacher in the virtual setting.</p> <p>Adjust online learning to match specific student needs including those who can engage in higher level project-based learning and those who need more face to face time to master skills to enhance independent learning.</p> |
| Attendance and Membership | <p>New Century School exceeds the minimum number of annual instructional hours and minimum of 165 instructional days.</p> <p>Regardless of the scenario, daily attendance is recorded via the Student Information System JMC.</p> | | |
| | | <p>Attendance is considered interaction with a teacher on an instructional day. A student could be reported in attendance by participating in a video class or chat; a phone call with the student or, for younger students, with the parent; posting completed coursework to the learning management system or turning in complete coursework on a given day. Students for whom no teacher has direct interaction on a given day are reported as absent for that day. Documented interaction with a teacher must exist for the student to be considered in attendance.</p> <p>Staff. Staff will participate in daily online chats/emails, audio conference and/or videoconference (ZOOM). Staff will interact by PLCs and departments.</p> <p>Student. Student attendance and participation in their distance learning program is extremely important. Student attendance means that we can verify and document that each student engaged in learning during the day. Staff will</p> | |

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| | | <p>take attendance daily, which can be verified by electronic communication, including use of audio video tools, participation in online and telephone morning meetings or any other way that we can be sure that the student participated in learning (Seesaw). Meetings could be recorded (Google afforded this feature on 03.24.2020; in addition, students can replay or watch if absent during the class recording.)</p> <p>Attendance can also be verified by non-licensed staff who will be used in roles to outreach to families and scholars using the telephone and other communication tools.</p> | | |
| Assessment | <p>New Century School will continue to use formative and summative assessments to benchmark student progress in relation to grade level standards. Grade level and content teachers will collaboratively administer assessments in line with the New Century School scope and sequence to equitably align standards mastery for all students and to ensure effective planning for whole group, small group and individualized learning.</p> | | | |
| | In person assessments | In-person assessment prioritized unless assessments used are already online | Assessments given online | |
| | Teachers begin the year using the end of the previous year summative assessments in the contents of math and literacy. Assessments, grading and analysis will be conducted in-person by content or grade level. | Teacher BOY Analysis In-Person Socially Distanced in small groups | Teacher BOY Analysis in small groups online/Zoom | |
| | Teachers administer beginning of the year screeners to measure student mastery of skills | Assessments may need to be modified to administer them online or in person. Depending on the screener used, it can be administered online in the same way as would be administered in person. | Assessments may need to be modified to administer them online. Depending on the screener used, it can be administered online in the same way as would be administered in person. | |

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| | Create a communication outline describing the student academic plan for 2020-21. | | |
| | Set expectations for virtual programs/structures to continue to be used or embedded into classroom lessons, which will make a future transition easier if needed. | | |
| | MCA Reading & Math: 03.08-05.07.2021 Science: 03.08-05.14.2021 | | |
| | Learning Model - yes | Yes, on-in-person days | No |
| | MCA Science: 03.08-05.14.2021 | | |
| | Learning Model - yes | Yes, on-in-person days | No |
| Grading | Access for ELL : 01.25-03.10.2021 | | |
| | Learning Model-yes | Yes, on-in-person days | No |
| | New Century School will follow the Guiding Principles of MDE's Equitable Grading System during Covid-19. As per these principals, a student should not be reported as a failure and retained or given an F during this unprecedented situation | | |
| | New Century School will not report a student as a failure and retain or give an F during this unprecedented situation, as per Equitable Grading System During Covid-19 guideline. | The Guideline will be followed 50% of the time | The Guideline will be 100% of the time |
| | How to report academic progress for students who have not demonstrated | "In Progress" and Students will be given additional time during and after | "In Progress", Students will be given additional time during and after |

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| | mastery, In " Progress" | distance learning to demonstrate mastery and complete content | distance learning to demonstrate mastery and complete content |
| English Learner Students | <p>New Century School will continue to be proactive in communicating with families in order to ensure they understand the process of identifying EL eligibility and services. Families are free to ask questions pertaining to LIEP adapted plans. New Century School will send out information to families COVID-19 Guidance for Identifying Students for Temporary English Learner Programming in their preferred language(s).</p> <p>Within 14 calendar days of enrollment, parents or guardians must be notified when a student is enrolled in EL programming. New Century School will send a parent notification letter to the parents/guardians in a language accessible to them.</p> | | |
| | <p>Meaningful access for English learners includes differentiated supports for academic content as well as strategies to increase English language acquisition. New Century School will continue to provide and support ELL students with academic and language development tools and services they are already using: Beside the main curriculum, the other resources in the reading program include: Lexia, Lalilo, A-Z learning, RazKids, IXL, and Read Works.</p> <p>All ELL staff have access to their students' classes and work with their grade level teachers. ELL staff will use the digital platforms to provide small group instruction (pull-out model) and co-teach with homeroom and subject teachers (push-in model). New Century</p> | <p>New Century School will follow the MDE adopted standardized procedures for identifying English language learners. New Century School will provide in-school English language proficiency (ELP) assessments for the purpose of screening for English learner (EL) program eligibility. New Century School will strictly adhere to the guidance of MDH during screening.</p> <p>The alternative guidance for identifying students for EL programming will be followed if in-school ELP assessments cannot be provided in a way that adheres to MDH guidance. New Century School continues to provide in writing how English language development services will be provided to English</p> | <p>Qualifying students will take approved ELP screener if MDH guidelines for social distancing can be strictly followed. Otherwise, alternative guidance for identifying students for English learner programming will be used such as Conducting a phone interview with the family to determine if the child would benefit from temporary English language programming.</p> <p>Parents will be informed that they have the right to opt out of EL programming at any time and also the right to re-enroll their child in the program at any time. Email or text messages are acceptable modes for parents or guardians to provide such written notice to opt out of EL</p> |

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| | <p>School will support each student's individual learning plans while maintaining rigorous and high expectations. The ELL teachers will continue teaching reading comprehension strategies, use of graphic organizers, and model strategic thinking through the use of think aloud. Google Hangouts and Google Classroom will be the platform to model learning activities.</p> <p>The ELL teachers in conjunction with classroom teachers will scaffold and explain thoroughly whenever students need help.</p> <p>Content teachers will provide multiple representations of concepts, sentence frames, differentiated texts, and vocabulary instruction with an explicit focus on academic language. The frequency of services will depend on the proficiency level.</p> | <p>learners during hybrid learning. New Century School ensures that EL have access to academic content and facilitate student progress towards English language proficiency (ELP)</p> <p>During hybrid instruction, New Century School will focus on these three main areas: connections with families, relationships with students, and collaboration among teachers providing instruction.</p> <p>English learners will continue to receive services as per the LIEP plan. The frequency of the services depends on the learner's proficiency level.</p> | <p>programming during the distance learning period.</p> <p>Collaboration between content and EL teachers will be prioritized and clearly planned for from the beginning of the school year. Content teachers should provide multiple representations of concepts, sentence frames, differentiated texts, and vocabulary instruction with an explicit focus on academic language.</p> <p>English learners will receive language acquisition support through video conferencing such as google meets. English learners will receive services depending on their English language proficiency level.</p> |
| <p>Students Experiencing Homelessness</p> | <p>New Century School will share the homeless liaison's information with its community. The contact information will be available on the school website, and social media accounts.</p> <p>The homeless liaison will identify homeless students and ensure they have a full and equal opportunity to succeed in school.</p> <ul style="list-style-type: none"> • Homeless students who move will have the right to remain in New Century School if that is in the student's best interest. | | |

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| | <ul style="list-style-type: none"> • New Century School will ensure homeless students have access to all programs and services for which they are eligible. | | |
| | <ul style="list-style-type: none"> • New Century School will ensure transportation is provided to or from school at the request of a parent, guardian, or, in the case of an unaccompanied youth, the local liaison. | | |
| | | New Century School will ensure homeless students have access to all necessary learning materials, including technology and access to the internet. | |
| Migrant Students | <p>New Century School will ensure Health and safety information is translated.</p> <p>New Century School utilizes multiple modes of communication such as JMC, WhatsAPP, Zoom, Seesaw, Google Hangouts , Social Media, and letters.</p> <p>New Century School will post signage in various languages all around the building.</p> <p>New Century School will have additional PPE available for migrant families.</p> <p>New Century School will consider having after school support available to families working after school hours.</p> <p>New Century School will consider having meals available to migrant families on non school days and weekends.</p> | <p>In addition to scenario A, New Century School:</p> <p>Will be considerate and strategic when creating schedules for migrant students.</p> <p>Consider providing childcare for younger students not scheduled for instruction.</p> <p>Will ensure migrant students have access to the internet and required learning devices.</p> | <p>New Century School will provide electronic devices and internet access to each student.</p> <p>New Century School will strive to build community and make sure families are equipped with all necessary supports.</p> |

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| Students Receiving Special Education Services | New Century School is committed to providing individualized services to students with unique needs for learning supports, balancing the effort to maximize effectiveness of specialized instruction and related services; and minimizing COVID-19 infection risk through application of CDC and MDH recommended safety measures. | | |
| | CURRICULUM | | |
| | Assure equitable access to grade level curriculum | Assure equitable access to grade level curriculum | Identify by grade/ Modified and Adapt per IEP |
| | Identify by grade/ Modified and Adapt per IEP | Identify by grade/ Modified and Adapt per IEP | Identify additional opportunities for online practice |
| | Identify additional opportunities for online practice | Identify additional opportunities for online practice | Identify system for delivery, rubric and support for paper materials |
| | NON-VIOLENT CRISIS INTERVENTION | | |
| | Provide for all relevant staff in online/hybrid format as available | Provide for all relevant staff in online/hybrid format as available | Identify staff to support family behavior intervention plans |
| Identify staff needing refresher vs initial and prioritize additional training needed | Identify staff needing refresher vs initial and prioritize additional training needed | Consider additional training for staff and families | |
| Identify crisis response team in conjunction with appropriate PPE equipment | Identify crisis response team in conjunction with appropriate PPE equipment | | |
| CHILD FIND PROCESS | | | |

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| | <p>Child Find team meet as regularly scheduled/consider virtually to mitigate exposure</p> <p>Pursue interventions and documentation as usual virtually or in group format</p> <p>Identify DHS safe assessment practices</p> | <p>Consider team meet virtually to mitigate exposures</p> <p>Pursue interventions for both virtual and onsite learning and documentation as usual either virtually or in small group/individual</p> <p>Identify and implement DHS safe assessment practices</p> | <p>Child Find staff to meet virtually during nonstudent contact time to review progress and develop virtual interventions</p> <p>Consider more frequent checks related to interventions provided remotely.</p> |
| <p>Providing screening while protecting children and families</p> | <p>Conduct daily health checks (e.g., temperature screening and/or or symptom checking).</p> <p>Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC’s supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC’s General Business FAQs for screening staff.</p> <p>Parent drop-off and pick-up practices and protocol</p> <ul style="list-style-type: none"> • Visitors will be required to check in each time they enter the school. Visitors will also be asked to complete the health screening as well as wash and/or sanitize their hands upon entering the school. Visitors will be required to wear any PPE that the school is requiring including face masks/covers and/or gloves. • Hand hygiene stations will be set up at the entrance(s) of the school, so students and parents or other visitors can clean their hands before they enter. Hand sanitizer with at least 60% alcohol will be provided next to parent sign-in sheets. Keep hand sanitizer out of children’s reach and supervise use. When possible, sign-in stations will be outside or in the entryways, and sanitary wipes for cleaning pens between each use will be provided or “clean” and “used” bins will be available to pens. | | |

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| | <ul style="list-style-type: none"> • When possible, arrival and drop off times may be staggered to limit direct contact with parents as much as possible. • Childcare providers will greet children outside as they arrive. • A parent will be designated to be the drop off/pick up volunteer to walk all children to their classroom, and at the end of the day, walk all children back to their cars. • Infants should be transported in their car seats. • It is recommended that the same parent or designated person should drop off and pick up the child every day. If possible, older people such as grandparents or those with serious underlying medical conditions should not pick up children, because they are more at risk for severe illness from COVID-19. | | |
| Academic Content Area-Specific Information | <p>Training will be provided for MyView2020</p> <p>https://mysavvastraining.com/assets/files/documents/Foundational%20Skills_ScopeSequence_1588884194.pdf</p> <p>https://mysavvastraining.com/assets/files/documents/myView_Scope_Sequence_1588883916.pdf</p> | | |
| Models | In-person learning for all students | Hybrid | Distance Learning |
| <i>Educator Support and Professional Learning</i> | | | |
| Mental Health and Well-being | <p>New Century school is committed to the well-being of staff. In fact, the health and safety of staff during COVID is indubitably related to the well-being of students since the relationships between students and staff is a critical constant for stability and continuity. New Century school has a tiered system of support for all students and is working towards implementing a similar process for staff.. The school has designated a health and wellness coordinator who will be working closely with staff.</p> <p>The wellness coordinator will be providing various trainings on wellness and mental health as well as match employees to available community resources. Additional useful resources can be accessed in the links below:</p> <ul style="list-style-type: none"> • Self Care for Teachers https://www.pbisrewards.com/blog/self-care-for-teachers/ | | |

- Adult SEL <https://www.panoramaed.com/blog/comprehensive-guide-adult-sel#:~:text=Adult%20SEL%20is%20the%20process.own%20social%20and%20emotional%20competencies.&text=Adult%20self%2Dcare%20practices%20to.stress%20and%20manage%20their%20emotions.>
- Mental health support (NAMI): <https://namimn.org/support/mental-health-support-and-information-on-covid-19>
- Mental Health Minnesota: <https://mentalhealthmn.org/support/community-resources/statewide-mental-health-resources/> Mental health resources <http://www.mhresources.org/>
- Podcast: How to Conquer Anxiety
- Self Care in the time of Corona Virus https://childmind.org/article/self-care-in-the-time-of-coronavirus/?utm_source=newsletter&utm_medium=email&utm_content=%20Parents%20Guide%20to%20Problem%20Behavior&utm_campaign=Weekly-03-03-20

New Century School will offer Professional Development around self-care, recognizing the signs of compassion fatigue, secondary trauma and healthy coping skills.

- Restorative Practice Training
- Peer Mentorship Program
- Safe circles
- Monthly community building circles
- Professional Learning Communities

New Century School has built in staff paid time off in its calendar. Staff can utilize one paid, off day every calendar month and are encouraged to do so. More importantly, NCS is a tight knit community and coaches as well as administrators do frequently check in with staff and are ready to jump in and provide support to any staff member that portrays signs of fatigue, stress etc.

Professional learning and training opportunities include self-care, recognizing the signs of compassion fatigue, secondary trauma and healthy coping skills.

The following supports are available to teachers who need assistance with classroom behavior management:

- PBIS
- Dean of Students
- Educational Assistants
- Coaching
- Parent Liaison
- Student Support Room
- Buddy Room System

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| | <p>New Century school leadership evaluates staffing models for adequacy and efficacy on a monthly basis and reports to the Board of Director. Moreover, on a weekly basis, school leadership monitors trends, especially the Data for K-12 Schools: 14-day COVID-19 Case Rate by County - including data that can be used in making decisions about a safe learning model. The data, local factors, and school capacity shape planning decisions for the future iterations of the learning model(s).</p> <p>In an effort to support the well-being of staff and their families, New Century School has adopted the FMLA Leave Expansion and Emergency Paid Sick Leave Policy (Coronavirus) to assist employees affected by the COVID-19 outbreak with job-protected leave and emergency paid sick leave. This policy will be in effect from April 2, 2020, until December 31, 2020. The existing FMLA leave policy still applies to all other reasons for leave outside of this policy.</p> <p>Resources</p> <ul style="list-style-type: none"> • MDE's Supporting Students and Families COVID-19 • American Academy of Pediatrics COVID-19 Planning Considerations: Return to In-person Education in Schools • National Center for School Mental Health • Mental Health Technology Transfer Center Network Responding to COVID-19 School Mental Health • Plan Ahead to Support the Transition Back by the Center for Mental Health in Schools at University of California, Los Angeles (UCLA) highlights essential supports for the transition to schools reopening. • Resilient Educator COVID-19 Toolkit equips teachers with actionable strategies and advice in working with and supporting children, parents, and families during these difficult times. Rich teacher wellness and self-care resources nurture teachers to become more resilient. • Compassion Resilience Toolkit offers information, activities, and resources for school leadership and staff to understand, recognize, and minimize the experience of compassion fatigue and increase compassion resilience. • Trails to Wellness by the University of Michigan Trails offers a menu of strategies for self-care, each grounded in empirical research. |
| Teacher Development and Evaluation | <p>PLC leader/other lead teacher peer check-ins with new and struggling staff throughout the year with feedback meetings shortly after.</p> <p>Administration will engage in informal and formal observations and feedback throughout the year to continuously improve the quality of our teaching and learning to be sure every child succeeds.</p> <p>Professional Development will be determined by data and observation trends observed and collaboratively developed by the leadership team.</p> |

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| Training on delivering virtual learning | Training will be provided on delivering virtual learning during in class learning time to ensure students develop facility in using online learning platforms. | | |
| PLC team meeting format | Professional Learning Communities will meet weekly by grade level during designated planning time. The PLC focus will alternate to include collaborative backwards planning, data analysis and small group instructional practice | | |
| | During in-person learning, PLC's will meet in a collaborative space with social distancing. Special care will be taken to address staff concerns in regard to safety and wellness during these meetings. Particularly in the beginning of the year, some time will be spent on ensuring safe measures are in place for the health of all. | Whenever possible, PLC's will be conducted in person to allow for full collaborative discussion. However, care will be taken to acknowledge staff safety concerns and as much as possible, data will be stored in an online database to ensure ease of collaborative data discussions | PLC's will happen online in Zoom. To ease data discussions, Google sheets will be use to house data for collaborative discussion. |
| | August/September focus will be on Learning Loss based on summative curriculum assessments from the previous grade level. | | |
| New Staff | <p>13 New Staff Members</p> <p>New Century School will ensure the success of new staff members by providing specific professional orientation including the following contents:</p> <ul style="list-style-type: none"> • New Century School Rituals and Routines • Vision/Mission/Purpose • Curriculum/Assessment Orientation: MyView 2020 and Math Curriculum including Scope and Sequence, Assessment map and Lesson Planning expectations and ELD resources. • Orientation to the School - people/places/expectations | | |

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| | <ul style="list-style-type: none"> • PBIS/School discipline policies: Including room set up expectations (virtual and in person), school culture and climate norms • Working with students with exceptionalities while online/distance | | |
| | <p>New staff will return to work one day prior to regular staff for room set up and preparation. During returning staff set up, new teachers will engage have in-person, socially-distanced professional development for the purpose of orientation.</p> | <p>Hybrid: Small group/online. Content may be modified to fit hybrid learning needs</p> | <p>Distanced via Zoom</p> |
| | <p>Ensure all teachers can include both in person and online modalities in classroom instruction to ensure an easy move to distanced learning if necessary.</p> | <p>Train and support staff on distance learning instructional strategies and technology platforms.</p> | |
| Technology Use | <p>As a STEM focused school, New Century School is committed to digital literacy and the Distance Learning Plan includes the distribution of Personal Computers, Chromebooks and/or ipads to students and staff. Staff and students have access to Google Classroom and the associated GSuite platform of apps.</p> <p>New Century School will ensure that the students have sufficient access to a device and internet to fully participate in distance learning and will provide specific support to students and families on internet safety and security, digital literacy, and digital learning technologies.</p> <p>In the event of malfunctions, lost, or stolen equipment, New Century School will repair or replace equipment to ensure a continuity of learning. Distribution (to-and-from school) will be managed through the food/nutrition distribution protocols.</p> | | |
| | | <p>New Century School students receive daily interaction with their teacher(s) and access to appropriate educational materials delivered digitally and materially through school-to-home-to-school distribution.</p> | |

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| | | <p>Teachers will continue to carry forward their instrumental role in guiding, supporting, and challenging students in both online and offline learning activities. Teachers will monitor student progress through online activities in various digital platforms. Teachers will provide daily, specific and constructive feedback for each student. Teachers will adjust lessons as needed to meet the learning needs of their students. Teachers will be available for office hours for questions, and one-on-one support through Google Hangouts, ZOOM, FaceTime, etc. All learning materials and teacher contact information will be posted on the Flex Boards and updated weekly. The educational assistants have been trained and scheduled to provide small group and individualized instruction.</p> <p>New Century School supports two platforms: GSuite and Seesaw. Programs and apps (e.g., IXL) will be hyperlinked and interfaced so that teachers and students have access to a plethora of tools accessible through the two platform portals.</p> <p>The instructional media and methods have been customized by age (e.g. KG vs. MS), subject (Science vs. Social Studies), teacher technology skills, and students academic and language skills as well as technology skills and access to the internet.</p> <p>The digital learning is both asynchronous and synchronous:</p> <p><i>Asynchronous:</i> Interactions happen via Learning Management Systems (Google Classroom/Seesaw) without real-time interactions.</p> <p>Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement.</p> |
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| | | <p><i>Synchronous:</i> Interactions happen in real time, at the same time. Students may virtually attend class together via video conference, livestream, or chat. For this aspect of distance learning, we will access virtual classrooms for synchronous meetings.</p> <p>Teachers will be communicating with parents on a daily basis to ensure routine and structure. Teachers will provide guidance to support families on ways to navigate online tools and materials. Teachers will keep an open communication with parents through phone calls, emails, google classroom, Zoom, and WhatsApp group messages. All teachers participated in culturally responsive education and communication training. Many of our teachers have bilingual teacher assistants to facilitate and support instruction, classroom management and communication with parents.</p> <p>New Century School's leadership and family liaison have created a plan for ensuring that every child has access to hardware devices and internet services. We conducted a technology access survey of our parents and we determined many of our parents have access to broadband technology. To facilitate access for parents lacking such technology, we developed support systems and shared the information with our eligible families:</p> <p>AT&T offers a discount for those who qualify for SNAP (1-866-861-6075): Two months free. At least one person in household participates in the Supplemental Nutrition Assistance Program (SNAP);</p> <p>Charter/Spectrum's Free Broadband, WiFi (1-844-488-8395): They have subsidized services for eligible (qualify through SNAP or SSI) families;</p> <p>Comcast Internet for Low-Income Families (1-855-846-8376).</p> |
| Professional Learning | | New Century School will provide staff with just in time learning to meet the needs of diverse staff. Professional learning needs may include: |

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| | <ul style="list-style-type: none">• Specific technology for delivering lessons online• Training of scope and sequence and administration of new literacy curriculum MyView2020• Assessment administration• Data Management and recording |
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Resources

General

- [Office of MN Governor](#)
- [Glossary of Terms](#)
- [COVID Symptoms](#)
- [Minnesota Department of Health COVID-19 Information in Oromo](#)
- [Minnesota Department of Health COVID-19 Information in Somali](#)
- [Safe Learning Plan for the 2020-21 School Year](#)
- [MDE/MDH Guidance for Minnesota Public Schools: 2020-21 School Year Planning](#)
- [2020-2021 Minnesota Department of Health School Year Planning Guidance](#)

Operations

- Health questions about COVID-19: health.schools.covid19@state.mn.us
- Education questions related to COVID-19: COVID-19.Questions.MDE@state.mn.us
- [Minnesota State Fire Code and Minnesota Building Code School Occupant Load Restrictions-COVID-19](#)

Human Resources

- [Worker Protections-COVID-19](#)

Equity and Student Needs

- [Considerations for Students with Low Incidence Disabilities in Hybrid and In-Person Learning](#)
- [2020-2021 MDE Special Education Due Process](#)

Prevent the Spread

- <https://www.health.state.mn.us/diseases/coronavirus/materials/preventtabletent.pdf>
 - <https://www.health.state.mn.us/diseases/coronavirus/materials/socdistwork.pdf> (Social Distancing)
 - <https://www.health.state.mn.us/diseases/coronavirus/materials/preventsomali.pdf> (Somali)
 - <https://www.cnn.com/2020/02/28/health/how-to-wash-hands-coronavirus-trnd/index.html> (Handwashing)
 - <https://www.youtube.com/watch?v=hyDE1DtSA1s&feature=youtu.be> (Handwashing video – Somali)
 - <https://www.flipsnack.com/KeshetChicago/coronavirus-social-story/full-view.html?fbclid=IwAR0A0BZpnEltxGvfsIQJo3GCGwvhBqbbIRTGrb12RVEC-XVCqzeorU43RjA> (Coronavirus social story)
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Health and Wellness

Minnesota Index

- <https://www.minnesotahelp.info/Index>

Mental health support (NAMI):

- <https://namimn.org/support/mental-health-support-and-information-on-covid-19/>

Mental Health Minnesota:

- <https://mentalhealthmn.org/support/community-resources/statewide-mental-health-resources/>

Mental health resources

- <http://www.mhresources.org/>

Podcast: How to Conquer Anxiety

Contacts if you need help and/or information

MN Department of Health COVID-19 Health questions hotlines: 651.201.3920 or 1.800.657.3903

New Century School Licensed School Nurse (Tara Meyer): 651.478.4535

City of St. Paul: 651.266.6000 Email: LanguageResources@ci.stpaul.mn.us

- <https://www.stpaul.gov/departments/emergency-management/coronavirus-covid-19/covid-19-updates>

Ramsey County: <https://www.ramseycounty.us/coronavirus-disease-2019-covid-19-information>

MN Unemployment Insurance: <https://www.uimn.org/applicants/howapply/info-handbook/applying-benefits.jsp>
