

STAFF RESOURCES

Social Emotional Learning & Mental Health Resources

[Reunite, Renew, and Thrive: Social and Emotional Learning \(SEL\) Roadmap for Reopening School](#)
[Practical Ways To Introduce And Broaden The Use Of Sel Practices In Classrooms, Schools, And Workplaces](#)
[A Trauma-Informed Approach to Teaching Through Coronavirus](#)
[General SEL Guidelines for Educators, Parents and Caregivers](#)
[ASCD Helping Students Cope with Change and Disruption](#)

Blended learning research and tools for teachers

[Blended Learning Edutopia Resources](#)
[How to Coach Parents Who are Teaching at Home](#)
[How to Build Community with Virtual and Blended Learning](#)

PARENT RESOURCES

Parent resources during a pandemic:

[How to Help Your Kids Handle Disappointment: Child Mind Institute](#)
[Self-Care in the Time of Coronavirus: Child Mind Institute](#)
[Supporting Kids During the Coronavirus Crisis: Child Mind Institute](#)
[Supporting Teenagers and Young Adults During the Coronavirus Crisis: Child Mind Institute](#)
[Talking to Children About COVID-19: AACAP](#)
[Finding the Right Words to Talk with Children and Teens About Coronavirus: CSTS](#)
[Navigating Life at Home During a Pandemic](#)
[Supporting Learning at Home from Child Mind Institute:](#)
[7-9th grade](#)
[10-12th grade](#)

Blended learning resources for parents

[Internet Safety Rules for Parents of Teens](#)

School Scenarios for 2020-2021

Dimension	In-Person	Hybrid	Distance
OPERATIONS		Students will be divided into two groups- Monday/Wednesday and Tuesday/Thursday with distance learning for all on Fridays.	
Health Expectations & COVID-19 Screening Process	<p>See the following policy for temperature taking in our building https://docs.google.com/document/d/19wEcJprhHVA_zHFuKd7DpqK27Myjf8xfcNAKGDG0g7w/edit?usp=sharing</p> <p>See the following policy regarding entering our building https://docs.google.com/document/d/1KR eERA5Ncle8cpFwJH8WcOyDSDVILFigJ82xMZI7PVM/edit?usp=sharing</p> <p>See the following policy regarding designating a Wellness Room in our building https://docs.google.com/document/d/1Rc EXB1DgjDgEhWMEElt7iXyhVUatsBx2OCr cfgzaAO8/edit?usp=sharing</p> <p>See the following policy regarding advisory and project time outside https://docs.google.com/document/d/12UX1xyEVyTXJlyhGTzKtVhkz-ei2bQPz33ShkOzx5cQ/edit?usp=sharing</p> <p>See the following policy regarding if someone becomes sick during the school</p>	Same as in person learning.	

day in our building

https://docs.google.com/document/d/1VO_SpH4Y7W7HwV-La7AHA0il_40BUXJr7YKK_Fz1q-cQ/edit?usp=sharing

Students and staff must stay home if they have the following symptoms:

- Fever - temperature must be taken daily and must be less than 100.4
- Cough
- Difficulty breathing
- OR at least 2 of these symptoms: Chills, sore throat, headache, body or muscle aches, nausea, vomiting or diarrhea, new loss of taste or smell.

Exposure: Students or staff must stay home if they live with someone or are the primary caregiver with someone with a positive Covid-19 test, or if they were notified by public health that they were exposed to Covid-19.

Positive Covid-19 tests: Students and staff must stay home and follow public health instructions if they test positive for Covid-19. Staff will work with public health to perform contact tracing as required. General notification will be sent out from DREAM to areas affected as well as any additional student and employee groups. Please see DREAM COVID flow chart in Appendix A. Face Coverings: Per Governor Walz's Executive Order 20-81, masks are required indoors in public spaces in Minnesota. This includes school buildings
https://mn.gov/governor/assets/EO%2020-81%20Final%20Filed_tcm1055-441323.pdf
All students, staff, 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.

DREAM will develop and implement a policy for face coverings and ensure the policy is clearly posted and communicated to students, staff, families, and potential visitors to the school building. The school will provide face coverings for staff and students who do not have their own, however, staff and students can wear their own as long as it meets the minimum requirement of covering the nose and mouth. The school will have an extra supply of face coverings for those staff and students who forget to bring their own. DREAM will teach and reinforce the use of face coverings throughout the day. *(Add links for face covering resources from MDH document)*

Each advisory will enter the building through a designated entry. Whenever possible, student pick-up and drop-off should occur outside. Utilize visual cues, signage, and barriers to direct traffic flow and demonstrate social distancing.

Staff and students temperatures will be taken before entering the school building. If the temperature is 100.4 or above the staff or student will be sent home and encouraged to contact their doctor *(See flowchart in Addendum A)*

See the Transportation section for guidelines when students are riding the van to and from school.

Students and staff will go directly to their designated advisory space. Desks/tables will be placed at the appropriate distance (6 ft)

apart to allow for social distancing. not complete initially were contacted via phone or text to complete.

Additionally, during the distance learning period of Spring 2020, DTA staff held an online parent and student panel to obtain feedback on distance learning as well as to seek input for the 20-21 school year.

Lastly, DTA held a community meeting via Zoom on June 15 to seek additional input from the broader community.

Plan sharing for families and students:

The detailed plans for the 20-21 school year will be sent to families and students via email as well as a hard copy sent via regular mail. Plans will also be posted on our school website at:

<https://technicalacademies.org/dream/>.

Input from school staff:

In planning for the 20-21 school year, the DREAM Technical Academy (DTA) 20-21 School Re-Opening planning committee requested input from all DTA staff via the 20-21 Staff Survey School Re-Opening Survey:

https://docs.google.com/forms/d/e/1FAIpQLScjEp0aUL_CCdQ9hvJAgT9Vwt5gu6rFo2WfdsfPXL6p7WVZw/viewform?vc=0&c=0&w=1

The survey was sent via email. Any adjustments to job descriptions and or accommodations will be made on an individual basis dependent upon need as identified by staff. The plan will be shared with the district and with staff via email and a hard copy provided upon request.

Staff feedback on plan: The plan was shared with all staff via email for review.

Additionally, an all staff meeting was held to discuss the plan, seek additional feedback, and make any necessary changes. The final plan will be shared via email, a shared Google document, as well as a hard copy provided upon request.

Prior to planning for the 20-21 school year, DTA also requested staff feedback during the final professional development days held at the conclusion of the 19-20 school year. A lengthy reflective discussion was held regarding the Spring 2020 distance learning time. This feedback was also taken into consideration when planning.

Communication with Students, Family & Staff

Input from families and students:

In planning for the 20-21 school year, DREAM Technical Academy (DTA) requested input from students and families via the Fall Planning Survey for DREAM Families.
<https://docs.google.com/forms/d/e/1FAIpQLSeM4P8MRAA3PC9Mp5RoVveAEkSM-KWCX17j8FmKyn9JNWOeWg/viewforDm> The survey was sent via email and the families that did not complete initially were contacted via phone or text to complete.

Additionally, during the distance learning period of Spring 2020, DTA staff held an online parent and student panel to obtain feedback on distance learning as well as to seek input for the 20-21 school year.

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https://docs.google.com/forms/d/e/1FAIpQLScjEp0aUL_CCdQ9hvJAgt9Vwt5gu6rFo2WfdsfPXL6p7WVZw/viewform?vc=0&c=0&w=1
The survey was sent via email. Any

Same as in-person.

Same as in-person.

	<p>adjustments to job descriptions and or accommodations will be made on an individual basis dependent upon need as identified by staff. The plan will be shared with the district and with staff via email and a hard copy provided upon request.</p> <p>Staff feedback on plan: The plan was shared with all staff via email for review. Additionally, an all staff meeting was held to discuss the plan, seek additional feedback, and make any necessary changes. The final plan will be shared via email, a shared Google document, as well as a hard copy provided upon request.</p> <p>Prior to planning for the 20-21 school year, DTA also requested staff feedback during the final professional development days held at the conclusion of the 19-20 school year. A lengthy reflective discussion was held regarding the Spring 2020 distance learning time. This feedback was also taken into consideration when planning.</p>		
<p>Student and Family Engagement</p>	<p>Students and families will be engaged through consistent written and oral translated communication strategies using email, JMC messaging, website, Facebook and other social media.</p> <p>Advisors will be the main point of contact with each student's family.</p>	<p>Same as in-person learning.</p>	<p>Students and families will be engaged through consistent written and oral translated communication strategies using email, JMC messaging, website, Facebook and other social media.</p> <p>Advisors will be the main point of contact with each student's family.</p> <p>Families will be surveyed periodically through distance learning to assess effectiveness.</p>

<p>Nutrition</p>	<p>See the following policy regarding lunch in our building https://docs.google.com/document/d/19zrGIIFElbE9W57Fd1LI_fsPBAEBsa7qHxgTTaZBVOM/edit?usp=sharing</p> <p>No vending machines.</p> <p>No homemade food brought in to serve school-wide.</p> <p>No students sharing or selling food or snacks.</p> <p>Sanitize hands before touching refrigerator or microwave and wipe down handle afterwards with clorox wipe.</p> <p>Throw all trash in the garbage can immediately after use.</p> <p>Students and staff must eat lunch at their desk in their advisory or outside.</p> <p>Students and staff should wash hands before and after lunch.</p> <p>Students will not be allowed to leave for lunch as in years past to prevent and limit exposure.</p>	<p>Same as in-person learning.</p>	<p>Families will receive instruction on how to access food programs from their local school district.</p>
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Internet and Device Access

Every student will be provided with a Chromebook, charger and carrying case to use throughout the school year.

Every staff person will be provided with a computer.

Broadband access is available at DREAM inside the school building. We will be working to expand the broadband access to reach further outside the school building so that students and staff can work outdoors when possible.

Funds have been provided to purchase needed computers, wireless hotspots and expand broadband access.

Same as in-person learning

Same as in-person learning

<p>Transportation</p>	<p>See the following policy regarding transportation - https://docs.google.com/document/d/1UCqW_IOMVXrkSeUpMWSYk7ZBWjjyM_BPwcN8bOKJGI/edit?usp=sharing</p> <p>Parents screen students before they board the school van.</p> <p>Students will be screened before entering the van by the driver.</p> <p>Screening will involve a series of questions and taking their temperature. If a student has a temp of 100.4 or greater, they will not be allowed to board the van.</p> <p>Students from the same family will sit together on one of the seat benches. The van will be loaded back to front. Students will be staggered in the seat benches, one per bench unless from the same family, to put as much distance as possible between themselves.</p> <p>Students and drivers must wear a mask at all times during the van route to and from school. The van will be sanitized after every route and the doors and windows will be left open to air out in between trips.</p> <p>There will be no eating or drinking on the van route. Students who become ill during the day will not be transported home in the school van or any employee vehicle.</p>	<p>Same as in-person learning.</p>	<p>Not Applicable.</p>
<p>Cleaning/Sanitizing and Materials Handling</p>	<p>Students and staff will receive training on the See the following policy regarding shared materials in our building https://docs.google.com/document/d/1MA2aWhBRO6U5vDctA7t3Uk89ELkfr-pcwdoBs0fNEYw/edit?usp=sharing</p> <p>See the following policy regarding</p>	<p>Same as in-person learning.</p>	<p>Not Applicable.</p>

	<p>cleaning and sanitizing https://docs.google.com/document/d/1MA2aWhBRO6U5vDctA7t3Uk89ELkfr-pcwoBs0fNEYw/edit?usp=sharing</p> <p>See the following policy regarding proper hygiene and COVID 19 education https://docs.google.com/document/d/1RqI-HLdEiJJqY9P8DOF1mFPa3DiG1877pzw18Otpkzk/edit?usp=sharing</p> <p>Students and staff will receive training on the proper techniques for sanitizing items as well as hand washing.</p> <p>In addition to the professional cleaning team that will daily sanitize the building, deep cleaning, the following items have been added: no-touch paper towel and soap dispensers for the bathrooms, no-touch hand sanitizer dispensers for each advisory space and by the front door, and special cleaner to be used that will kill the COVID-19 virus.</p> <p>Students are to refrain from sharing items, such as, pens and pencils, art supplies, books and other materials that are reused will be sanitized before being stored. Students will be asked to clean their work space at the end of the morning and afternoon learning periods.</p>		
<p>Social Distancing and Minimizing Exposure</p>	<p>See the following policy regarding common areas in our building -https://docs.google.com/document/d/1KjWCzYu7sGkl9G7aGxNWnkAepMkEf1Lg1S5LwGK0wBU/edit?usp=sharing</p>	<p>Same as in-person learning.</p>	<p>Not applicable.</p>

See the following policy regarding advisory areas in our building

https://docs.google.com/document/d/12q9JS6JIHRLypMD_uLNu7Z6NMF0dcXg4JQ5aY2PkRVY/edit?usp=sharing

See the following policy regarding bathroom usage in our building

https://docs.google.com/document/d/13LpbWUUhAc7Zo4Og_XReACB6PsMG7owW6DEUrg0vmGpU/edit?usp=sharing

DREAM will provide social distancing floor/seating marking and safety posters in advisory and reception areas and hallways to remind students and staff to stay 6 feet apart and to follow recommendation for prevention of exposure.

To minimize opportunities for exposure, when students and staff arrive, they will report directly to their small group advisory area.

We will minimize the mixing between advisories as much as possible.

Only one student will be allowed to use the bathroom at a time.

Students and staff should limit the contact with doors and door handles whenever possible (e.g. open the bathroom doors with your foot or your shoulder upon entering and with a paper towel upon leaving.)

Students and staff will have a designated seating space in each advisory space which will be distanced 6 feet apart from another person.

If 6 feet distance is not feasible, advisory capacity will be reviewed and evaluated to consider hybrid learning possibilities.

Students and staff will eat lunch at their desk/table within their advisory space unless they choose to eat outdoors socially

	<p>distanced at 6 feet from others. Advisory spaces will be dismissed at the end of the day at staggered times to avoid crowding in the stairwells.</p> <p>DREAM will use visual cues, signage, and barriers to direct traffic flow and demonstrate social distancing.</p> <p>Nonessential visitors, volunteers and activities involving external groups or organizations will be restricted from entering the building.</p> <p>Please see the “Transportation” dimension for details regarding riding the school van.</p>		
Library	<p>The guidelines as suggested by MDE address public libraries. The following addresses the library at DREAM.</p> <p>Students will have access to the library at DREAM. The library space allows for two students at a time to browse the offerings and maintain physical distancing.</p>	Same as Hybrid #1	Students will have access to the DREAM library through a pickup option. Students should contact a staff member to arrange.
STUDENT & FAMILY SUPPORT			
Student Engagement and Relationship Building	<p>At DREAM, we prioritize relationship building with students and families.</p> <p>DREAM students are part of small advisory groups with a team of staff focused on engaging students and families. Beyond the advisory setting, students and staff throughout the school have the opportunity to work together and support each other’s educational journeys.</p> <p>DREAM has a cultural liaison on staff that will be working with students and families to support their learning. Additionally, DREAM</p>	Same as in-person learning.	<p>At DREAM, we prioritize relationship building with students and families.</p> <p>DREAM students are part of small advisory groups with a team of staff focused on engaging students and families. Beyond the advisory setting, students and staff throughout the school have the opportunity to work together and support each other’s educational journeys.</p> <p>DREAM has a cultural liaison on staff that will be working with students and families to support their learning. Additionally,</p>

	<p>staff has committed to examining and addressing bias to reduce barriers to relationship building and staff is continually striving to create a more just and equitable learning environment.</p> <p>Students and families will be engaged through consistent written and oral translated communication strategies using email, JMC messaging, website, Facebook and other social media.</p> <p>Advisors will be the main point of contact with each student's family.</p>		<p>DREAM staff has committed to examining and addressing bias to reduce barriers to relationship building and staff is continually striving to create a more just and equitable learning environment. Students and families will be engaged through consistent written and oral translated communication strategies using email, JMC messaging, website, Facebook and other social media. Advisors will be the main point of contact with each student's family.</p> <p>Families will be surveyed periodically through distance learning to assess effectiveness.</p>
Family Engagement	<p>Students and families will be engaged through consistent written and oral translated communication strategies using email, JMC messaging, website, Facebook and other social media. Advisors will be the main point of contact with each student's family.</p> <p>DREAM has a cultural liaison on staff that will be working with students and families to support their learning. Additionally, DREAM staff has committed to examining and addressing bias to reduce barriers to relationship building and staff is continually striving to create a more just and equitable learning environment.</p>	Same as in-person learning.	<p>Students and families will be engaged through consistent written and oral translated communication strategies using email, JMC messaging, website, Facebook and other social media. Advisors will be the main point of contact with each student's family. Families will be surveyed periodically through distance learning to assess effectiveness.</p> <p>DREAM has a cultural liaison on staff that will be working with students and families to support their learning. Additionally, DREAM staff has committed to examining and addressing bias to reduce barriers to relationship building and staff is continually striving to create a more just and equitable learning environment.</p> <p>Families will be surveyed periodically through distance learning to assess effectiveness.</p>
Mental Health and Well Being	Staff, families and students will be provided information on how to access resources for mental health and wellness.	Same as in-person learning.	Staff, families and students will be provided information on how to access resources for mental health and wellness.

	<p>Community Outreach Counseling will continue to provide in person or telehealth options for students at DREAM. DREAM will screen for trauma when school starts, either in person or online, using well-researched instruments. Students will have access to Tammie Knick, School Social Worker, throughout the day as needed with a limit of one student at a time in her office. Students will have access to a Mental Health Matters Support Group which will meet weekly.</p>		<p>Community Outreach Counseling will continue to provide telehealth options for students at DREAM.</p>
<p>School Climate and Culture/Social Emotional Learning</p>	<p>DREAM will be offering re-engaging activities at the beginning of the school year to rebuild relationships and create a foundation for academic learning. Students will be instructed on our school policies related to physical violence, verbal abuse, harassment and bullying. DREAM will intentionally develop a positive school climate through various activities throughout the year. All students and staff will feel safe and supported as well as a sense of belonging and agency. Social Emotional Learning activities will be embedded into advisory time weekly.</p>	<p>Same as in-person learning.</p>	<p>Same as in-person learning.</p>
<p>Restorative Practices</p>	<p>Restorative Justice practices, a foundational piece of DREAM, will continue to be practiced on a daily basis. As a means to equity, justice, and therefore, a safe and secure learning environment, restorative practices will be implemented when needed and always in a timely manner as determined by the team. When possible, circles will be assembled in person, maintaining a six foot distance between all participants. When social distancing is not possible circles will be constructed using zoom.</p>	<p>We fully realize that a host of situations may arise that hinder an effective learning environment whether the setting is person to person, hybrid, or distance learning. Therefore, restorative practices will continue to be implemented in each stage of learning. With the hybrid and distance learning model all gatherings will occur using zoom. file:///Users/User/Downloads/Restorative%20Practices%20Implementation%20Guidance%2010220.pdf</p>	

	<p>All new staff members will be introduced to restorative practices, including circle training. file:///Users/User/Downloads/Restorative%20Practices%20Implementation%20Guidance%20010220.pdf</p>		
<p>English Learner Students/Cultural Liaison</p>	<p>THE DREAM Cultural Liaison will work with students and families of ELS. https://www2.ed.gov/about/offices/list/ocr/ellresources.html The Cultural Liaison will also loop staff members into the ongoing learning process. As needed, Cultural Liaison will provide or arrange for the necessary professional development that staff are prepared to meet the needs of all students.</p>	<p>Same as in person learning.</p>	<p>Same as in person learning.</p>
<p>Students Experiencing Homelessness</p>	<p>Families will be identified as experiencing homelessness through the registration process by completing the residence questionnaire. Families will be provided a resource guide which contains the information for agencies in the area which may provide support for families who are experiencing homelessness.</p>	<p>Same as in-person learning.</p>	<p>Same as in-person learning.</p>
<p>Students Receiving Special Education Services</p>	<p>Special Education Case managers will contact parents the first week of school in regards to how IEP service minutes will be implemented according to learning delivery (in person, hybrid, distance) during the first week of school. CLPs (Contingency Learning Plans) will be sent to each student receiving special education services and their family with a detailed plan for accommodations, goals and services and how they will be implemented for each of the three learning scenarios. Case managers will be able to answer any</p>	<p>Special Education Case managers will contact parents the first week of school in regards to how IEP service minutes will be implemented according to learning delivery (in person, hybrid, distance) during the first week of school. CLPs (Contingency Learning Plans) will be sent to each student receiving special education services and their family with a detailed plan for accommodations, goals and services and how they will be implemented for each of the three learning scenarios.</p>	<p>Special Education Case managers will contact parents the first week of school in regards to how IEP service minutes will be implemented according to learning delivery (in person, hybrid, distance) during the first week of school. CLPs (Contingency Learning Plans) will be sent to each student receiving special education services and their family with a detailed plan for accommodations, goals and services and how they will be implemented for each of the three learning scenarios. Case managers will be able to answer</p>

	questions that parents may have in regards to how accommodations, services and goals will be implemented in each of the three learning scenarios.	Case managers will be able to answer any questions that parents may have in regards to how accommodations, services and goals will be implemented in each of the three learning scenarios.	any questions that parents may have in regards to how accommodations, services and goals will be implemented in each of the three learning scenarios.
Technology and Digital Literacy	DREAM Technical Academy staff and students will utilize the following technology mediums: Google suite, Headrush, Zoom, Hangouts, telephone. Staff will be responsible for providing safe internet use for students through advisory activities and/or online zoom meetings.	Same as in-person learning	Same as in-person learning
ACADEMIC GUIDANCE			
Equity	<p>Equity is a priority to reach all children, especially children of color, indigenous children, immigrant children, low-income families and communities, and people who have disabilities must continue to be prioritized. Further, access to mental health services and support, hands-on student education and support, broadband and devices, and consistent instructional expectations continue to be concerns for many students. Responding to these challenges will take innovation and public-private collaboration. Our educators stand ready to meet this need. Safely providing opportunities for in-school learning and other activities will provide engagement, support, and access for our students, families and communities.</p> <p>In matters of academic learning, the following will be implemented to ensure equity:</p> <p>Identify a process to determine student learning gaps and target individual student learning needs. Explore and determine which extended learning strategies are</p>	Prioritize student groups that could be brought back to building. All students could benefit from time in buildings with teachers. Prioritize what can/should be taught in physical classrooms compared to distance learning. Determine best schedules for students with an IEP.	Develop student feedback plans for distance learning and make any needed policy adjustments. Develop individualized plans for all students representing special populations (e.g., students with disabilities, English learners, gifted and exceptional students, etc.). Plan inclusion for special education students in need of additional support. Consider additional support for students with IEPs: 1. Face to face or virtual. 2. Meeting with parents to make adjustments to IEP. 3. Co-planning and teaching with Advisor and special ed teachers. Determine support structures needed to supplement instruction for English learners (e.g., interpreters, software options, etc.).

	<p>effective for local usage: extended year or day, looping teachers, additional tutoring, etc. Provide or expand intervention time within school day to help fill learning gaps for individual students. Create a communication outline describing the student academic plan for 2020-21.</p>		
Learning Loss	<p>Learning Loss https://www.nwea.org/content/uploads/2020/05/Collaborative-Brief_Covid19-Slide-APR20.pdf</p> <p>We recognize that the key to a successful learning environment is the relationship between staff and students. The same is true when it comes to recovery and addressing matters of learning loss. It is a priority for all staff members to establish a healthy working relationship with all students. Each educator will perform the following duties to address any and all issues of learning loss.</p> <p>Identify a process to determine student learning gaps and target individual student learning needs. Explore and determine which extended learning strategies are effective for local usage: extended year or day, looping teachers, additional tutoring, etc. Provide or expand intervention time within school day to help fill learning gaps for individual students. Create a communication outline describing the student academic plan for 2020-21.</p>	Same as in person learning.	Same as in person learning.
Attendance and Membership	<p>Attendance is taken on a daily basis at two times throughout the day. The first attendance count is taken at 7:55am. A student is marked as present as long as they are in the building at their desk by 7:55am. Between 7:55am and 8:15am, students will be marked as tardy if they arrive at school.</p>	<p>Time expectations are the same as in-person learning.</p> <p>Students who are learning from home must adhere to the check in times for attendance as well by checking in by 7:55am and by 12:30pm daily. Checking</p>	Time expectations are the same as in-person and hybrid 1.

	<p>After 8:15am, students will be marked as absent for the morning if they are not at their desk.</p> <p>The second attendance of the day will be taken at 12:30pm. Between 12:30pm and 12:45pm, students will be marked as tardy if they arrive at school. After 12:45pm, students will be marked as absent for the afternoon if they are not at their desk.</p> <p>Any student who arrives after the designated attendance times will need to have a parent/guardian either call the school or text or email the advisor to provide a valid excuse in order for the student to be marked excused. If we do not hear from the parent/guardian, the student will be marked as unexcused.</p> <p>DREAM will daily contact parents/guardians of students who are not in attendance to assure that barriers to participating in instruction can be identified and resolved.</p> <p>After 3 unexcused absences, the parent/guardian will receive notice of a referral to the truancy prevention program.</p> <p>After 7 unexcused absences, the student will be referred for habitual truancy to the county in which the student lives. After 15 consecutive days of absence, a student will be dropped from our enrollment and will need to reapply to become enrolled again at DREAM.</p>	<p>in consists of an email exchange, phone call, text message, google chat, or live interactive video calls. During the check in, students are responsible for clearly stating an established goal they will be working on for that portion of the day. Documented interaction with a staff member must exist for the student to be considered in attendance.</p> <p>Advisors will be checking in on student progress of goal attainment throughout the day.</p>	
<p>Assessment</p>	<p>DREAM Technical Academy students create individual projects that match the Minnesota State Standards for learning. Each project has a rubric which is used to assess the student's learning throughout the project. A written/verbal reflection for all projects is also required and students have the opportunity to demonstrate what they have learned through the evidence they have created.</p>	<p>DREAM Technical Academy students create individual projects that match the Minnesota State Standards for learning. Each project has a rubric which is used to assess the student's learning throughout the project. A written/verbal reflection for all projects is also required and students have the opportunity to demonstrate what they have learned through the evidence they have created.</p>	<p>DREAM Technical Academy students create individual projects that match the Minnesota State Standards for learning. Each project has a rubric which is used to assess the student's learning throughout the project. A written/verbal reflection for all projects is also required and students have the opportunity to demonstrate what they have learned through the evidence they have created.</p>

	<p>Fall and Spring the NWEA assessments in Reading and Math will be administered. The RIT scores obtained in the fall will be used to find areas of growth which will then be incorporated into student projects.</p> <p>MCA's will be administered in the spring.</p> <p>During the fall new students to DREAM Technical Academy will take the Hope Survey and then during the spring all DREAM students will complete the survey.</p> <p>ACT's will be administered for those juniors and seniors who choose to take the assessment.</p>	<p>Fall and Spring the NWEA assessments in Reading and Math will be administered. The RIT scores obtained in the fall will be used to find areas of growth which will then be incorporated into student projects. For students who are working from home or requested distance learning, students would have the opportunity to do remote testing.</p> <p>MCA's will be administered in the spring on the in-person days.</p> <p>During the fall new students to DREAM Technical Academy will take the Hope Survey and then during the spring all DREAM students will complete the survey.</p> <p>ACT's will be administered for those juniors and seniors who choose to take the assessment. This would be done on an in-person day.</p>	<p>Fall and Spring the NWEA assessments in Reading and Math will be administered. The RIT scores obtained in the fall will be used to find areas of growth which will then be incorporated into student projects. Remote testing options are available and could be implemented.</p> <p>During the fall new students to DREAM Technical Academy will take the Hope Survey and then during the spring all DREAM students will complete the survey.</p>
English Learner Students	<p>Cultural Liaison will work with students and families of ELS. https://www2.ed.gov/about/offices/list/ocr/ellresources.html The Cultural Liaison will also loop staff members into the ongoing learning process. As needed, Cultural Liaison will provide or arrange for the necessary professional development that staff are prepared to meet the needs of all students.</p>	Same as in-person learning.	Same as in-person learning.
Students Experiencing Homelessness	<p>Information about homelessness will be embedded in all school outreach efforts including: emails or other communications to all parents/students; school automated calling systems; school website, Facebook page, and other social media. DREAM will deliver resources to students</p>	Same as in-person learning.	Same as in-person learning.

	<p>and families who lack transportation to pick them up.</p> <p>Students experiencing homelessness will have equitable access to all school activities, whether online or in-person.</p> <p>Families will be provided unlimited high speed internet, including through hotspots and cellphone data and minutes to ensure students can complete all assignments and stay connected with school staff.</p>		
<p>Students Receiving Special Education Services</p>	<p>Special Education Case managers will contact parents the first week of school in regards to how IEP service minutes will be implemented according to learning delivery (in person, hybrid, distance) during the first week of school.</p> <p>CLPs (Contingency Learning Plans) will be sent to each student receiving special education services and their family with a detailed plan for accommodations, goals and services and how they will be implemented for each of the three learning scenarios.</p> <p>Students will continue to receive highly individualized learning instruction in each of the three plans (in-person, hybrid and distance). Academic platform used to keep track of learning and projects will be headrush.com. Students will receive their math services through real world math projects. Students will receive their reading instruction through NEWSOLA, book clubs or through independent reading. Math and reading will be delivered this way through each of the three learning scenarios (in-person, hybrid or distance).</p>	<p>Special Education Case managers will contact parents the first week of school in regards to how IEP service minutes will be implemented according to learning delivery (in person, hybrid, distance) during the first week of school.</p> <p>CLPs (Contingency Learning Plans) will be sent to each student receiving special education services and their family with a detailed plan for accommodations, goals and services and how they will be implemented for each of the three learning scenarios.</p> <p>Students will continue to receive highly individualized learning instruction in each of the three plans (in-person, hybrid and distance). Academic platform used to keep track of learning and projects will be headrush.com. Students will receive their math services through real world math projects. Students will receive their reading instruction through NEWSOLA, book clubs or through independent reading. Math and reading will be delivered this way through each of the</p>	<p>Special Education Case managers will contact parents the first week of school in regards to how IEP service minutes will be implemented according to learning delivery (in person, hybrid, distance) during the first week of school.</p> <p>CLPs (Contingency Learning Plans) will be sent to each student receiving special education services and their family with a detailed plan for accommodations, goals and services and how they will be implemented for each of the three learning scenarios.</p> <p>Students will continue to receive highly individualized learning instruction in each of the three plans (in-person, hybrid and distance). Academic platform used to keep track of learning and projects will be headrush.com. Students will receive their math services through real world math projects. Students will receive their reading instruction through NEWSOLA, book clubs or through independent reading. Math and reading will be delivered this way through each of the three learning scenarios (in-person, hybrid or distance).</p>

	<p>Parents and caregivers will be given information from PACER with helpful tools during the COVID-19 pandemic.</p> <p>https://www.pacer.org/special/covid-19.asp</p>	<p>three learning scenarios (in-person, hybrid or distance).</p> <p>Parents and caregivers will be given information from PACER with helpful tools during the COVID-19 pandemic.</p> <p>https://www.pacer.org/special/covid-19.asp</p>	<p>Parents and caregivers will be given information from PACER with helpful tools during the COVID-19 pandemic.</p> <p>https://www.pacer.org/special/covid-19.asp</p>
<p>CTE</p>	<p>Career development and exploration are critical and the foundational component of career preparation and training.</p> <p>DREAM Technical Academy will be reviewing and updating students' personal learning plans the first few weeks after school begins. Staff will be using the module created in the project management system Headrush and working through that module with all students. This will be done one on one with the student while in the school building. For students not able to be in the school building, this will be done virtually.</p> <p>DREAM Technical Academy will utilize the Minnesota Career Information System (MCIS) which is an online platform. Every student will receive an account to take various career assessments and explore various career pathways.</p> <p>CTE Career guide will be utilized by DREAM. This resource will help with middle school career exploration, high school CTE and career path awareness, and 1:1 interaction between staff and students. For those students unable to be in the building, 1:1 discussion will take place virtually.</p> <p>Career development is an important aspect of career and college readiness. MDE has</p>	<p>Career development and exploration are critical and the foundational component of career preparation and training.</p> <p>DREAM Technical Academy will be reviewing and updating students' personal learning plans the first few weeks after school begins. Staff will be using the module created in the project management system Headrush and working through that module with all students. This will be done one on one with the student while in the school building. For students not able to be in the school building, this will be done virtually.</p> <p>DREAM Technical Academy will utilize the Minnesota Career Information System (MCIS) which is an online platform. Every student will receive an account to take various career assessments and explore various career pathways.</p> <p>CTE Career guide will be utilized by DREAM. This resource will help with middle school career exploration, high school CTE and career path awareness, and 1:1 interaction between staff and students. For those students unable to be in the building, 1:1 discussion will take</p>	<p>Career development and exploration are critical and the foundational component of career preparation and training.</p> <p>DREAM Technical Academy will be reviewing and updating students' personal learning plans the first few weeks after school begins. Staff will be using the module created in the project management system Headrush and working through that module with all students. This will be done one on one with the student virtually.</p> <p>DREAM Technical Academy will utilize the Minnesota Career Information System (MCIS) which is an online platform. Every student will receive an account to take various career assessments and explore various career pathways.</p> <p>CTE Career guide will be utilized by DREAM. This resource will help with middle school career exploration, high school CTE and career path awareness, and 1:1 interaction between staff and students. Discussion will take place virtually.</p> <p>Career development is an important aspect of career and college readiness. MDE has produced a CCR Resource Guide https://education.mn.gov/MDE/dse/ccs/</p>

	<p>produced a CCR Resource Guide https://education.mn.gov/MDE/dse/ccs/ that provides a wealth of resources for teachers to utilize in promoting career development.</p>	<p>place virtually.</p> <p>Career development is an important aspect of career and college readiness. MDE has produced a CCR Resource Guide https://education.mn.gov/MDE/dse/ccs/ that provides a wealth of resources for teachers to utilize in promoting career development.</p>	<p>that provides a wealth of resources for teachers to utilize in promoting career development.</p>
<p>Experiential Learning and Work Based Learning</p>	<p>Experiential learning happens when students gain additional knowledge, employability skills, and technical skills through job shadowing, industry speakers and tours, entrepreneurial experiences, internships and youth apprenticeship.</p> <p>To provide these experiences for students, DREAM Technical Academy will consider the following:</p> <p>Work with business and industry partners to develop a plan to maintain distancing requirements while students are on site.</p> <p>Look into alternatives to on-site placement. Are there opportunities for virtual industry tours or work opportunities?</p> <p>Develop a plan that includes strategies to supervise and monitor students who are taking part in experiential and work-based learning opportunities. Educators should consider skills students obtain along with safety and cleanliness policies.</p> <p>Document and supervise students in WBL in innovative ways, for example, online record keeping and skill journal systems, photo documentation and using video conferencing systems for visits.</p>		

	<p>Begin conversations with employer partners now about contingency plans if the school district or business must close.</p> <p>Are there remote projects students can transition to for the business if the student is unable to be on-site (e.g., research projects, social media management projects)? If so, start to develop a few projects to have at the ready.</p> <p>For long-term preparation, districts and schools should explore a blended approach of virtual and in-person instruction to provide experiential learning and work experience opportunities for students.</p>		
EDUCATOR SUPPORT & PROFESSIONAL LEARNING			
Mental Health and Well Being	<p>Staff Development will focus on wellness, self-care, compassion fatigue and secondary traumatic stress.</p> <p>Staff will receive training on Restorative Justice.</p> <p>Staff who become ill, exposed to or are most at risk from COVID-19 will be assigned work to do at home as they are able.</p>	Same as in-school learning.	<p>Staff Development will focus on wellness, self-care, compassion fatigue and secondary traumatic stress.</p> <p>Staff will receive training on Restorative Justice.</p>
Teacher Development and Evaluation	<p>Maintain regular communication with all staff members concerning job description adjustments based on needs. Provide mental health support by activating school social workers, school psychologists, to develop individual and group support plans for students and families for 2020-21 school year. Plan for additional virtual professional development</p>	Same as in person learning.	Same as in person learning.

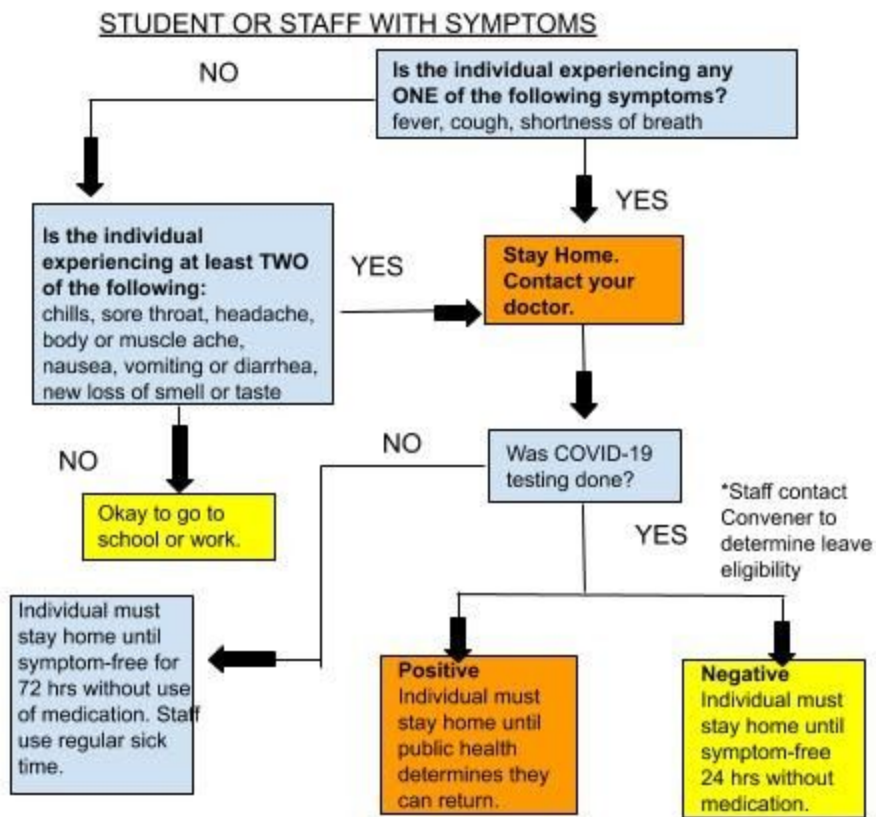
	<p>and support for staff; focus on training on effective pedagogy in virtual modalities. Identify how staff observations will be conducted to provide feedback and support for staff in a virtual setting. Determine professional development needs for staff in regards to coaching, monitoring, and supporting all staff with distance learning, assessment, and communication with parents.</p> <p>On boarding for all new staff Professional development will begin by surveying the staff to determine areas that need attention related to COVIN 19, learning loss, hybrid learning, and distance learning, social and emotional learning, and equity. Personnel will take the lead in developing professional development training opportunities. As conditions permit, professional development opportunities will be provided in person, but when and where necessary, zoom opportunities will be provided.</p> <p>Evaluation and mentoring of staff will be implemented by the personnel committee and follow the policy previously established.</p>		
New Staff/Onboarding	<p>Personnel committee will take the lead in providing new staff with onboard training. In addition to the topics of Project Based Learning, Restorative Justice, and other clerical matters, this training will include an emphasis on COVID-19, in person, hybrid, and distance learning. The training will include an introduction to the mentoring program that will provide new staff with a year long support system.</p>	Same as in-person learning.	Same as in-person learning.
Technology Use	<p>All staff at DREAM are issued laptop computers and are supported in using the learning platforms and software that are</p>	Same as in-person learning.	Same as in-person learning but additional training and support will be implemented if needed.

	<p>required at DREAM. Training is provided when needed, for example (time was dedicated during Spring 2020 professional development to learn the Zoom platform for distance learning) and technology needs will be monitored and adjusted as needed to ensure staff is knowledgeable and comfortable using the technology needed to support the learning environment.</p>		
<p>Professional Development</p>	<p>See the following policy for staff meetings in our building https://docs.google.com/document/d/1VpAXbEh1t8G1E2KhOTMP5drH4nYnVdcRbwTYW4EoK4/edit?usp=sharing</p> <p>Professional Development for DREAM staff will be driven by the identified needs of staff and students, with emphasis placed on concerns and issues regarding Covid-19, the systemic impact of racism and the emerging evidence of the disproportionate impact of distance learning, as well as other school specific needs. Staff were surveyed as to what they would like to see presented for professional development. The results of this survey as well as the aforementioned areas will be used in planning staff development throughout the academic year. The plan will be monitored and adjusted as needed to ensure the highest quality opportunities for learning and growth as well as addressing any additional needs that may arise throughout the academic year.</p>	<p>Same as in-person but additional training will be provided, if needed, to ensure the highest quality of hybrid education will be delivered virtually and equitably.</p>	<p>Same as in-person but additional training will be provided, if needed, to ensure the highest quality of education will be delivered virtually and equitably.</p>
<p>Staff Culture and Climate</p>	<p>In the staff-led environment of DREAM, the staff climate and culture is regularly assessed and is an ongoing restorative process. Staff checks in with each other weekly during staff meetings and the Personnel and Climate & Culture Committees also assess staff health on a weekly basis.</p>	<p>Same as in-person learning but additional assessment and support will be offered to ensure that staff are wholly supported to maintain a healthy climate and culture.</p>	<p>Same as in-person learning but additional assessment and support will be offered to ensure that staff are wholly supported to maintain a healthy climate and culture.</p>

APPENDIX A DREAM COVID FLOWCHART

DREAM Response to COVID-19 Signs, Symptoms and Exposure

*Note not every possible scenario is captured by this flowchart. Staff must contact the Convener, Missy Bodin, any time they have symptoms or possible exposure. Questions from families should be directed to our Office Manager, Sara Olson.



**DREAM will be working with Public Health to perform contact tracing as required. General notification will be sent out to any groups affected.

