2020-21 School Year LEA Continuous Education
& School Recovery Plans

LEA Name: I Dream PCS
LEA Contact: Janine Gomez
LEA Type: Pre-K ; Elementary
Date Generated: 10/22/2020

Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

---

[1]Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.
[2]These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.
[3]Refer to health guidance for child care and schools, available here:https://coronavirus.dc.gov/healthguidance. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:
   - What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and
   - How you will ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?

I Dream PCS will regularly clean, disinfect, and sanitize surfaces, toys, and materials per **District guidance on cleaning and disinfecting** and the **CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces**. Through contracted custodial services, the school building is assured to be cleaned and disinfected when and where appropriate and based on usage of the facility. The contracted custodial company, Smart Cleaning Inc, has experience with COVID-19-specific cleaning practices and has replaced its supply inventory with accepted disinfectant cleaners and relevant equipment.

I Dream will adhere to the following:

- For all cleaning, sanitizing, and disinfecting products, Smart cleaning has experience and training in appropriate concentration, application method, contact time, and drying time for cleaning before use by a child. See **CDC's guidance for safe and correct application of disinfectants**.

- Place signage (visual and written) in every classroom reminding staff and learners of cleaning protocols.

- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. When possible, these toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child. To the extent possible, we will clean and sanitize after and between each use.

- Mats/cots and bedding are to be individually labeled and stored. During AM/PM scheduling (see below for details), I Dream PCS will not include nap time within programming.

- Shared bathrooms will be assigned to specific groups of students and staff. Each group of students will have a specific time during the daily schedule to use their assigned bathroom. Bathrooms will be cleaned and disinfected after each group has finished.

- If transport vehicles (e.g., buses) are provided by the school, drivers will practice all safety actions and protocols as indicated for other staff (e.g., CLEANING, DISINFECTION, SANITATION; HYGIENE; NON-MEDICAL (CLOTH) FACE COVERINGS).

- The school will implement safe and correct storage for cleaning and disinfection products.

- No cleaning products will be used near students. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

When in-person, I Dream PCS will maintain AM and PM scheduling with a proportion (likely half) of students attending either session. Please see the "Hybrid" section (p.10) for more details on this structure. Deep cleaning will occur between the morning and afternoon sessions. Within each session, learners will

maintain separation in their respective home classroom. The building has 7 full classrooms, with a potential to extend to 9. The current plan is to use 5 classroom (maximum) at a given time. This means we will have to deep clean a maximum of 3 classrooms (with a potential to only clean 1) in between sessions. The following list details deep cleaning that will occur between the morning and afternoon sessions in our Hybrid model. Learners will not change classrooms at al during the day.

During remote learning, staff will generally not be in the building. We will adjust our custodial scheduling accordingly while ensuring strict disinfecting guidelines if anyone should enter. This includes the individual themself following the below list with I Dream-supplied cleaning and disinfecting supplies.

- **Entrances, hallways, and stairwells**
    - **Empty and replace liners in trash & recycling bins**
    - **Clean and disinfect handrails in stairs with neutral cleaner**
- **Common spaces (cafeteria, offices, classrooms, nurse suite)**
    - **Disinfect door knobs, light switches, sink handles**
    - **Disinfect student desks, stations, and countertops between use**
    - **Empty trash cans and replace liners**
    - **Clean shared objects between use**
    - **Mats and cots cleaned and sanitized between uses**
- **Restrooms**
    - **Clean & disinfect urinals, toilets, and toilet seats with an approved disinfectant**
    - **Replenish hand soap, toilet paper, toilet seat covers, paper towels**
    - **Empty trash cans and replace liners**
- Outdoor space
    - School does not have a playground
    - During Phase 2 return to in-person learning, I Dream PCS will not have outdoor activities, including P.E.
    - During more advanced phases in which students return to full-day learning, I Dream PCS will provide outdoor tools and games. Any games involving toys, balls, or anything else a student may touch will be properly cleaned and disenfected after each use, to the extent possible.

Positive COVID-19 result

If a visitor, learner, or staff member exhibits symptoms according to the screening process or at some point during the day, they will either be denied entry or taken to a quarantined area where the school will take

appropriate measures. These measures may include contacting the local emergency services (only if necessary) or asking a parent to pick up the learner. In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s).

No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary.

The school cleaning vendor will be notified and asked to conduct thorough cleaning and disinfecting. I Dream's custodial vendor has Electrostatic Sprayers and Fogger machines to disinfect interior facilities. The vendor uses Oxivir, PURTABS, and KBQ-32 disinfectant cleaner to combat the COVID-19 virus. Their staff are trained to properly use this equipment and dispose of biohazardous waste. The vendor has experience in COVID-19 disinfecting as they currently work with retirement homes which require recurring deep cleaning and disinfecting using these standards and practices.

2. Describe physical changes to the environment to ensure or promote social distancing.

Because I Dream PCS is a new school, we are fortunate to start from a clean slate as far as physical space design. We have worked with interior designers to design our space according to Phase 2 guidelines, allowing for a maximum of 13 individuals. We will have 12 total individuals in a classroom on a regular basis, including a maximum of 10 learners and 2 coaches. A 13th person, who in most cases will be a Special Education Coach, may enter for short periods at a time. Each individual desk is spaced six feet apart. See **I Dream PCS Phase 2 Classroom Layout**. The radius of each circle enclosing a desk is 3 feet, creating six total feet between desks.This same layout meets Phase 1 guidelines of 10 individuals in a classroom should DC revert to this phase. These drawings are samples. Our desks will actually face the same direction to reduce risk of spreading between students facing each other. To further encourage physical distancing, coaches will ask each learner to move about the room individualyl. We will also incorporate arrows, other signage, and classroom expectation setting lessons to communicate single directional flow. There are no air vents in any classroom ceiling in the building.

Additionally, I Dream PCS will adhere to the following guidelines to ensure maximum safety:

- Individual carpet squares that will be cleaned daily will be used during floor time. Each student will be assigned a single square. The squares will be six feet apart.

- Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times based on seating and markers specifying required distancing.

  ○ Photocopiers, kitchen equipment, and any other frequently used fixtures will have a ready supply of disinfectant wipes and materials for staff to use after and before each use.

- Physical education classes will be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer)

- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.

- **All bathrooms will have disinfectant spray or wipes to be used before and after use.**

- **With the AM/PM scheduling, I Dream PCS will not provide nap time or P.E. If we transition to a full-day schedule, we will take certain precautions to ensure safety during nap time. Learners will be separated 6 feet apart and separated by physical barriers, if possible.Learners will also be placed head to toe, where head to head distance is at least 6 feet.**

- **Plans to clean cots described in the previous section.**

- **Each classroom and in varying areas throughout the building will have hands-free hand sanitizer stations**

- Install physical barriers, such as sneeze guards and partitions and add reminders about physical distancing (e.g., signage, tape markings on the floor), in health offices and areas in which it may be difficult for individuals to remain 6 feet apart (e.g., reception areas, main office, between bathroom sinks)

- Close communal-use space such as breakrooms and lounges. If not feasible to close the space, stagger use, ensure strict physical distance between individuals, ensure face coverings are worn at all times except while eating or sleeping, and clean and disinfect between uses.

- Implement a lane system in hallways, stairwells, and other common areas.

- Allow students to eat lunch and breakfast in their classrooms rather than mixing in the cafeteria. If not possible, stagger lunch by class, and/or divide outdoor eating area by class, cleaning and sanitizing between groups.

Use of Hallway

I Dream PCS has two primary corridors. The building also has two stairwells, which we will leverage for traffic flow. Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible and two-way traffic separated by six feet or maximum possible where space is not sufficient. Additional signage includes floor markers and wall signage of reminders about safe distancing and practices. Learners will remain in their classrooms throughout their time at school

The central stairway will be dedicated to foot traffic traveling upstairs only (with floor marking arrows and signage directing "up only")

- **The rear stairway will be dedicated to foot traffic traveling downstairs only (with directional signage and floor markings)**

3. **What have you done to ensure adequacy of ventilation at the school?**

I Dream PCS is not equipped with central heating or A/C. As such, there is less work to ensure ventilation systems operate properly. However, we will attempt to increase circulation of outdoor air as much as possible. One example is by opening windows and doors. All windows have newly installed screens and window locks to maintain safe use. We recently installed three bathrooms throughout the school to meet the demands of in-classroom ECE bathrooms. Each is equipped with an air vent, which we will leave running throughout the day to create negative pressure. I Dream will also invest in air purifiers units for classrooms and common spaces throughout the building. As much as possible, under each scenario we will recognize the different parameters such as security, safety, and air quality to evaluate fresh air circulation

4. **Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail,student and staff schedules, arrival/dismissal procedures,plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to providemeals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.**

Refer to health guidance for childcare and schools, available here: https://coronavirus.dc.gov/healthguidance.

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, the school will limit non-essential visitors.

Student and Staff Schedules

Student and staff schedules will be detailed in the Instructional Delivery Plan and Instructional Methods sections

Arrival and Dismissal Procedures

- **Students, families, and staff who walk to school will be instructed to wear masks, per Mayor Bowser's recent decree about wearing masks during all times outside, and practice measures for minimizing exposure on their commute with the following tactics where possible:**

  - **Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.**

  - **Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.**

  - **Avoid touching unnecessary surfaces and objects.**

  - **When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.**

- **Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:**

  - **Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.**

  - **Stand back from gathering points such as intersections to avoid congregating in large groups.**

  - **Familiarize and stay current with transit system procedures for safety of passengers.**

  - **Avoid touching unnecessary surfaces and objects.**

  - **When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.**

  - **Use hand sanitizer after leaving the transit system.**

  - **For the remaining distance, students will be instructed to follow the above regarding walking to school.**

- **Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their**

commute with the following tactics where possible:

- ○ Maintain six feet of distance between others on the sidewalk as they walk up to the school building. See the screening section for procedures on maintaining physical distance when awaiting entry.

- ○ Use hand sanitizer with recommended percent alcohol after leaving the vehicle.

- • ○ If carpooling/ride-sharing with people from different households, then occupants should wear a mask while in the vehicle.

Entering and Exiting the Building

All students, families, and staff, will be provided instructions for entering and exiting the school. I Dream is consulting with families to determine the most efficient and safe manner to enter the building, particularly during learner drop off. The policies detailed in this plan include any time a person is entering or exiting the building, whether I Dream is holding in-person or remote learning.

We currently have an enrollment of 50 learners with a goal of 70 enrolled learners. Within the dual AM/PM session model, about half (~35) of our learners will arrive for each session. This small number of learners allows for quicker screening. Furthermore, we are planning on staggering arrival and dismissal to reduce congestion and congregation around the entrances. Each cohort will be assigned a specific entrance and time. As such, we will not have specific weather-related planning because we anticipate a quick screening process/entrance process.

Screening

Screening will be performed for every individual entering the building. This screening covers temperature readings and a series of questions related to exhibiting COVID-19 symptoms (see below for questions). School leadership and security personnel will be responsible for temperature and entrance screens. Parents may drop their child off at the front door only and will only be allowed into the building under extenuating circumstances. At the time of drop-off, a staff member will conduct a screening of the learner (with the parent present) before allowing them into the building. We are working with a muralist to paint dragonflies on the sidewalk leading to the main entrance that are spaced 6 feet apart, marking where each family should stand as they wait to enter the building. I Dream PCS staff and a security guard will assist in presence on the exterior of the building to provide security.

We are looking into the prospect of using an app platform that would allow families to conduct the screening from home, before arriving at school, and submit the responses to the school. This will expedite the screening and entry process. In this scenario, the school will have two separate lines (maintaining physical distancing) of entry- one for pre-screened learners (based on app submission) and one for on-location screening. Screeners will have a checklist to record responses. In such a case in which the application platform goes down, parents can use that checklist and submit responses to designated school leadership through text or email. Once passed through screening, school staff will be strategically positioned to direct learners to the appropriate classroom, following planned traffic flow.

Families will be asked to complete the below screening before leaving their home to come to school. The school will also conduct the below screening upon arrival at the school. School staff will visually inspect each student, staff member, and visitor for signs of ilness. These signs can include flushed cheeks, rapid or difficulty breathing, fatique, or extreme fussiness.

- **What was your temperature when you took it at home? (entered as a number with one decimal point; satisfactory answer <100.4)**

    - **School will take temperature again with a temperature gun.**

- **Have you been in close contact with a person diagnosed with COVID-19 in the past two weeks? (For parent, Yes or No)**

- **Have you traveled outside of the DC metropolitan area in the past 2 weeks? If so, where?**

- **Have you had any of the following symptoms in the past week: cough, sore throat, shortness of breath, congestion, diarrhea, nausea or vomiting, fatigue, headache, muscle or body ache, lost of taste or smell, or otherwise felt unwell? (Yes or No)**

Flow of learners:

- **Directing of learners to classrooms**

    - **I Dream staff will be strategically placed throughout the building to guide learners to their classroom upon passing through screening. This will be a happy experience for learners as they can greet and be greeted by multiple staff members**

- **Exiting the building**

    - **Classrooms will be dismissed by staggered times and assigned exits so as to space out presence in the hallways and exit corridor.**

- **Traffic flow and Signage- The building will have directional signage and cleaning-related signage throughout the building**

    - **Entrance into the school through front double doors only - applies to everyone**

    - **Exit from the school through the security door out to the parking lot only - applies to everyone**

Distribution of Educational Materials

I Dream PCS will purchase all required and suggested education materials that families will need depending on the school format, whether in-person or remote. In any scenario, I Dream will purchase supplies kits for families to hold at home. For in-person, I Dream will also have any necessary learner materials in each respective classroom. Distribution will occur during the first week of school either through parents picking them up or staff dropping them off at a family's home. For information on technology use and distribution see the technology section. We will not ask learners to transport materials to and from the school.

All materials distributed for learner use will be used only by that learner during the entire period of use. Anything returned to the school will be properly disinfected. During in person scheduling, education materials such as computers will be disinfected in between use.

Before and After Care, Extracurricular Activity, and other activity planning

As I Dream PCS is a new school, we do not currently have set extracurricular or after school activities. As such, we will create programming according to COVID-19 requirements. Rather, we must plan our programming to meet the needs of the current environment. Any programming will stick to the appropriate phase limitations of classroom occupancy. We are currently exploring after care options, both virtually and in-person. During in-person instruction, we will add additional program facilitators accordingly to meet demands of the program. To the extent possible, we will group learners participating in afterschool programs

together during the day as well. Upon being checked into before and after school, each learner will undergo the same health screening described during school arrival.

We will also ensure the following:

- **Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide parent meetings.**

- **Eliminate non-essential travel for staff and teachers (e.g., conferences).**

- **Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).**

- **Stagger activities' times or locations by cohort to maximum extent feasible.**

Meal Provision

Due to the proposed AM/PM scheduling, serving meals on-site poses a serious scheduling and logistical lift on both families and staff. As such, I Dream PCS is partnering with its NSLP FSMC to create 5-day meal kits to distribute to families. Each meal contains both a breakfast and lunch. Meals come frozen and will be distributed to families as such. Distribution will take place either Friday upon dismissal for families (so they can have the full set up meals for the following week) or Monday of the same week.

Personal Protective Equipment (PPE) Provision

Face Masks

1. Staff
    1. All school staff will wear cloth (non-medical) face coverings at all times when in the building and when outside of the building when in close proximity to students and families. I Dream PCS has purchased multiple washable face masks for all staff. If an adult has a contraindicatino, medical condition or otherwise, that prevents them from wearing a face covering, they will not participate in in-person school acitivities. During remote learning, staff will be instructed not to congregate together in one room. Individuals in the building are only permitted to not wear a mask when eating or drinking or in a room by themselves.
2. Students
    1. Based on the Mayor's Order issued July 22, 2020, students are required to wear cloth (non-medical) face coverings while at school, including during arrival and dismissal. I Dream PCS has an inventory of face masks should a learner need one. Medical and developmental reasons may limit the ability for some students to wear face coverings
3. Families, Contractors, and other visitors
    1. All visitors (including contractors) must wear non-medical face coverings or face masks at all times while in the school building. If a staff member or visitor has a contraindication to wearing a face covering, either medical or otherwise, they should not participate in in-person school activities.
    2. Families must wear masks during any outside activities, inclding but not limited to, learner arrival and dropoff, meal and supplies distribution events, and outdoor meetings and gatherings.

Instances when face coverings do not need to or should not be worn:

- By children younger than 2 years of age;
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance;
- By children during naptime;
- When engaged in activities in which there is a risk of burn or injury from the use of a face covering—such as chemistry labs with open flame;
- When participating in vigorous physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is

feasible. When outdoors but not participating in physical activity, face coverings must continue to be worn;

- If a student is unable to wear a mask throughout the day, mask breaks are acceptable at times in which physical (social) distance can be maintained (e.g., during snacks or meals).
- When in the water in a swimming pool;
- When actively drinking or eating a meal;
- When in an enclosed office that no one else is permitted to enter.
- Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction.

Staff breaks

I Dream will incorporate staff breaks in a safe manner. Administrators will do entry screenings while non-instructional staff will direct learners to their classrooms. Instructional staff will have their lunch break between sessions while the room is being disinfected. Each classroom will have two instructional staff. This provides flexibility for necessary or emergency bathroom (or other) breaks. Staff will be instructed to disinfect everything in the bathroom they touch as they leave (door knob, toilet handle and seat, counter top, faucet)

Learner-specific hygiene

- **Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.**

- **All students will be provided with their own materials in designated and labeled bags or bins.**

- **All student belongings will be separated and stored in designated areas (e.g. locker, cubby, bin).**

- **Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.**

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

- **Install no-touch hand sanitizer stations in every classroom and common area**

- **Drinking fountains will not be used other than to refill individual bottles. Families will be encouraged to provide refillable water bottles. I Dream PCS will also have a supply of individual water bottles.**

- **Regular hand sanitizing will be enforced. Signs will posted per previous statements:**

  - **Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (NOT METHANOL)**

  - **Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the gymnasium, cafeteria, playgrounds or outdoor spaces, and entrances/exits.**

  - **Students will wash or sanitize their hands when both entering and exiting a classroom or between activities.**

  - **Enforce a "you touch it, you take it" policy in classrooms and the lunchroom.**

High Risk Individuals

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 will be need to be cleared by their medical provider before participating in on-site activities. Consideration will also be made for live-in family members of students or staff at high-risk. Risk factors include:

- **Chronic Lung Disease**

- **Moderate to Severe Asthma**

- **Serious heart conditions**

- **Immunocompromised conditions**

- **Severe obesity (>40 Body Mass Index)**

- **Diabetes**

- **Chronic kidney disease, and/or**

- **Liver Disease**

- **People 65 years and older**

- **Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety**

COVID-19 Positive school actions

Exclusion criteria

Students and staff must stay home, or not be admitted if:

- The student, staff member or visitor has had a temperature of 100.4 degrees or higher or any of the symptoms listed above in the "Daily Health Screening" section of this guidance.
- The student, staff member, visitor or any close contact is confirmed to have COVID-19.
- The student, staff member or visitor is awaiting COVID-19 test results.
- The student, staff member or visitor has traveled to a high-risk state or country, as defined by DC Health, for non-essential activities within the prior 14 days.

If a student or staff member reports any of the above symptoms or exposure, or is confirmed to have COVID-19, the student or staff member must not return to school until:

- **72 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND**

- **at least 10 days after symptoms first appeared, whichever is later; OR**

- **per their healthcare provider following DC health instructions.**

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms if a healthcare provider has provided written or verbal documentation that those specific symptoms are determined to not be due to COVID-19.

I Dream PCS relies on honest and transparent communication from staff, families, and learners regarding any potential exposure or symptoms. If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by

their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19.

If any student or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member must not enter the facility until the close contact tests negative. If the close contact tests positive, then they should seek guidance from their healthcare provider or DC Health.

Dismissal Criteria

If a student or staff member develops a fever or other signs of illness, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, the school is to immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact. A staff member must accompany the student to the isolation area and supervise the student until the parent/guardian arrives to pick up the student. The isolation area will then be cleaned and disinfected

- For staff, the school is to send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

If a school staff member must take a student's temperature at any point, they should follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

Exposure reporting, notification and disinfecting

To ensure a clear and efficient process for communication, the school has identified Matt Whitnall (Director of Operations, mwhitnall@idreampcs.org) as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Return to School Criteria for Students and Staff	
Student or Staff Member With:	**Criteria to Return** Note: Criteria below represent standard criteria to return to care. In all cases, individual guidance from DC Health or a healthcare provider would supersede Recommend the individual to seek healthcare guidance to determine if COVID-19 testing is indicated.
1. COVID-19 symptoms (e.g., fever, cough, difficulty breathing, loss of taste or smell)	If individual is tested: • If positive, see #2. • If negative, see #3.

• Individuals must quarantine while awaiting

 test results.

If individual does not complete test, must:

• Submit documentation from a healthcare provider of an alternate diagnosis, and meet standard criteria to return after illness; OR

• Meet symptom-based criteria to return:

 o At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND

o At least 10 days from symptoms first appeared, whichever is later

Students or staff with pre-existing health conditions that present with specific COVID-19 – like symptoms may not be excluded from entering the school building on the basis of those specific symptoms, if a healthcare provider has provided written or verbal documentation that those specific symptoms are not due to COVID-19.

If symptomatic, may return after:

• At least 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND

• At least 10 days* after symptoms first appeared, whichever is later

2. Positive COVID-19 Test Result See DC Health's Guidance for Persons Who Tested Positive for COVID-19 for more information

 *Note: Some individuals, including those with severe illness, may have longer quarantine periods per DC Health or their healthcare provider.

If asymptomatic, may return after:

• 10 days from positive test

In either case, close contacts (including all members of the household) must quarantine for 14 days from the last date of close contact with the positive individual.

3. Negative COVID-19 Test Result May return when:

After Symptoms of COVID19	• Meet standard criteria to return after illness
OR	
Documentation from Healthcare Provider of Alternate Diagnosis (e.g. chronic health condition, or alternate acute diagnosis such as strep throat)	*Per Scenarios #4 and 5, a negative test result after close contact with an individual with confirmed COVID-19 or travel to a high-risk state or country does not shorten the duration of quarantine of at least 14 days.
	May return after:
	• 14 days from last exposure to COVID-19 positive individual, or as instructed by DC Health If the close contact is a household member:
4. Close Contact of Individual with Confirmed COVID-19	• Isolate from the COVID-19 positive individual, then may return to care after quarantine of 14 days from last close contact.
See DC Health's Guidance for Contacts of a Person Confirmed to have COVID-19 for more information	• If unable to isolate from the COVID-19 individual, may return to care after quarantine of 14 days from the end of the COVID-19 positive individual's infectious period (defined by 24 hours after the fever has resolved without the use of fever-reducing medication (e.g., Motrin, Tylenol) and respiratory symptoms have improved; AND at least 10 days from symptoms first appeared, whichever is later).
	Negative COVID-19 test during this period would not shorten quarantine period of at least 14 days.
	May return after:
5. Travel to High-Risk State or Country, as Defined by DC Health	• 14 days from return or arrival to the District of Columbia
See DC Health's Guidance for Travel for more information	Negative COVID-19 test during this period would not shorten quarantine period of 14 days.

Step 1: Report to DC Health Department

I Dream PCS will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will **notify DC Health by submitting the online case report.**

Step 2: Communication to Families and Staff

Communication is to be completed, per DC Health directive and will include:

- **Notification to all staff and families in the event of change of school schedule,**

- **Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days; and**

- **Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.**

I Dream PCS leverages phone calls, text messages, and emails as its primary forms of communication. It will continue to use these platforms for any and all communication to families and staff notifying them about a COVID-19 positive case, how they are affected, requested action steps, what I Dream PCS is doing to ameliorate the situation, and how I Dream PCS plans to support families.

Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces

See Cleaning, Sanitization, and Disinfection section.

In the event of a confirmed COVID-19 case in a student or staff member, the school must immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC, linked [here](#):

- **If seven days or fewer have passed since the person who is sick used the facility, follow these steps:**

1. **Close off areas used by the person who is sick.**

2. **Open outside doors and windows to increase air circulation in the areas.**

3. **Wait up to 24 hours or as long as possible before cleaning or disinfecting to allow respiratory droplets to settle.**

4. **Clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.**

- **If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.**

Vaccines

The school is making a concerted effort to emphasize the importance of getting vaccinated before the start of the school year. This has been done through mailing home medical and oral health forms and requirements as well as electronic reminders. Every week, we will reach out directly to all families that have not yet submitted their forms to explain the importance and consequences of not getting fully vaccinated while providing support through finding locations and making appointments on behalf of the family. As I Dream PCS will leverage the November 2, 2020 extension for receiving an updated Universal Health Certificate (UHC) and Oral Health Assessment (OHA) for those learners who have those respective forms from the prior year and were enrolled in another school. Those learners who do not have a health from 2019-20 because they did not attend a District school are required to submit both the UHC and OHA by the start of the school year

Instructional Delivery Plan

5. **Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21 school year.**
    - **Identify the instructional methods(e.g., 100 percent synchronous instruction, student-guided instruction, etc.),and platforms (e.g., the product name if using a learning management system (LMS)),and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;**
    - **Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learningenvironment (independent learning that takes place without real-time input from the teacher);**
    - **Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and**
    - **Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.**

Purpose Or Plan Statement:

This plan describes how I Dream Public Charter School will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement through synchronous and asynchronous remote and on-site learning opportunities.

The plan provides learners, families, staff, DC PCSB and OSSE with a thorough understanding of the day-to-day learning. The plan centers on equity, ensuring that all students, including students who are at risk, per the city's definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

The plan may change throughout the school year based on factors, such as family and staff responses to surveys and DC's reopening guidance. Dictating how decisions to move from remote to on-site should be included.

Description:

Instruction at I Dream Public Charter School will be provided to meet the needs of family and staff regardless of whether learning opportunities take place remotely or on-site. This will allow for uninterrupted learning when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following options are available to families enrolling in I Dream Public Charter School for school year 2020-21. Families may change their option from Remote to On-Site or Hybrid at the end of the semester and otherwise as needed.

All-Remote

I Dream PCS will open the school year remotely out of consideration for the safety and well-being of our learners, staff, and community. We will follow the Mayor's health recommendation and align with DC Public Schools.

	PK3-4	PK4-K	1st/2nd
8:00	Breakfast & ME Time		
8:15			
8:30			
8:45			
9:00	Tribe Time		
9:15			
9:30	Break		
9:45	Small Groups / Specials (asynch videos)	Small Groups / Specials (asynch videos)	Math mini-lesson
10:00			Ind work + conferencing
10:15			
10:30	Break	Break	Math debrief
10:45	Read-Aloud	Read-Aloud	EL Modules
11:00			
11:15	Small Groups / Centers	Small Groups / Centers	LUNCH
11:30			
11:45			
12:00	Break	Break	Specials- Science/Dream Time
12:15	Tribe Time	Tribe Time	
12:30			
12:45			Tribe Time
1:00	LUNCH/REST	LUNCH/REST	Asynchronous Hands-on/ Digitial Learning + Scheduled Synchronous Learning
1:15			
1:30			
1:45			
2:00			
2:15	Asynchronous Hands-on Learning/pre-recorded read alouds + Synchronous Scheduled Small Group or one-on-one w/Coach	Asynchronous Hands-on Learning/pre-recorded/Digital + Synchronous Scheduled Small Group or one-on-one w/Coach	
2:30			
2:45			
3:00			
3:15			
3:30			
3:45			
4:00			
4:15			

Hybrid

In a hybrid model, most I Dream learners will attend school in-person four half-days per week (AM/PM) and attend school remotely using asynchronous learning 5 days a week (PM/AM). See schedule below.

Learners may work on a variety of asynchronous activities, some of which may require using computers, but many may be done without technology to be submitted when in-person or through the use of photos.

Synchronous learning opportunities will be scheduled with a content coach at least two days a week. Additional synchronous opportunities will be scheduled based on need.

We have developed the following hybrid schedule with input from school leaders, instructional staff, and families:

Time	PK3/PK4	PK4/K	1st/2nd	
8:00-8:30	Breakfast & ME Time			
8:15-8:30	Breakfast & ME Time			
8:30-8:45	Tribe Time			
8:45-9:00	Tribe Time			
9:00-9:15	Specials/ Outside Time	Integrated Centers/ Small Groups	Math	AM Cohorts
9:15-9:30	Specials/ Outside Time	Integrated Centers/ Small Groups	Math	
9:30-9:45	Specials/ Outside Time	Integrated Centers/ Small Groups	Math	
9:45-10:00	Read-Aloud	Read-Aloud	Specials/Outside Time 2x week, Science, Dream Time	
10:00-10:15	Integrated Centers/ Small Groups	Dream Time	Specials/Outside Time 2x week, Science, Dream Time	
10:15-10:30	Integrated Centers/ Small Groups	Dream Time	Specials/Outside Time 2x week, Science, Dream Time	
10:30-10:45	Integrated Centers/ Small Groups	Specials/ Outside Time	ELA	
10:45-11:00	Dream Time	Specials/ Outside Time	ELA	
11:00-11:15	Dream Time	Specials/ Outside Time	ELA	
11:15-11:30	Tribe Time/Dismissal			
11:30-12:00	Cleaning			
12:00-12:30	Cleaning			
12:30-12:45	Lunch & ME Time			
12:45-1:00	Lunch & ME Time			
1:00-1:15	Tribe Time			
1:15-1:30	Tribe Time			
1:30-1:45	Specials/ Outside Time	Integrated Centers/ Small Groups	Math	PM Cohorts
1:45-2:00	Specials/ Outside Time	Integrated Centers/ Small Groups	Math	
2:00-2:15	Specials/ Outside Time	Integrated Centers/ Small Groups	Math	
2:15-2:30	Read-Aloud	Read-Aloud	Specials/ Outside Time 2x week / Science, Dream Time	
2:30-2:45	Integrated Centers/ Small Groups	Dream Time	Specials/ Outside Time 2x week / Science, Dream Time	
2:45-3:00	Integrated Centers/ Small Groups	Dream Time	Specials/ Outside Time 2x week / Science, Dream Time	
3:00-3:15	Integrated Centers/ Small Groups	Specials/ Outside Time	Literacy	
3:15-3:30	Dream Time	Specials/ Outside Time	Literacy	
3:30-3:45	Dream Time	Specials/ Outside Time	Literacy	
3:45-4:00	Tribe Time / Dismissal			

On-site

This option is open to all learners whose parents are emergency workers or who otherwise determine that sending their child to a structured learning environment provided by the school is necessary for his or her continued growth and development, including, but not limited to, learners with disabilities and English learners.

In this option, the learner will attend in-person synchronous learning four days a week and asynchronous learning one day a week.

Remote Synchronous

This option is for learners who are immune compromised or who have a family member who is immune compromised or whose family would prefer that the child not attend school in-person. In this option, learners may experience learning from home four days a week via synchronous learning and one day a week with asynchronous learning.

These learners will join in-person learning remotely to participate in classroom experiences and learning whenever possible.Other learning opportunities may not require the learner to be logged onto the computer

but rather engage in activities independently at the same time as their peers on-site.

Remote Asynchronous

For learners who are unable to attend synchronous learning when remote. This type of learning allows for weekend learning, when families may be more able to support students. Students will be able to access content teachers for pre-determined and communicated office hours throughout the school week.

Learning Modes

Synchronous learning with Coach

When remote, this instruction is conducted via Zoom in which learner(s) and coach are interacting directly with one another. Instruction may be given via direct instruction or with learners working on projects or tasks, monitored by the coach.

On-site, this instruction may include the coach and learner(s) occupying the same room. We have selected Seesaw for our LMS and will utilize Zoom for meeting platforms. The expectation is that the learner(s) may ask questions and the coach may ask questions of the learners(s) to engage in real-time.

Asynchronous learning without Coach

This instruction is individual or group work that can be done independently. The work would be at the learner's level, so they should not experience frustration, nor should it be too easy for them. The coach will expect the work to be completed by a certain time each day or week. Learners on-site would have time allotted to complete this work while their community leader may be providing instruction to another cohort of learners. Homework also fits into this category. To ensure that the work is completed each day and learners are engaged and progressing, assignments will be collected weekly and will be used to measure attendance. (See attendance policy for further details.)

The product of these work blocks are often referred to as "exit tickets" or "learner reflections." Regardless of the product, it may be collected through the LMS, by photographing the work, through a memo-log the learner keeps, or by handing it into the cluster instructor to pass to the coach, if they are different people.

Tribe Time & Community Building

Synchronized community building with a Coach

Learners meet in their small group Tribes daily for community building and focused development of social emotional learning skills. Learners greet each other, share about themselves,mengage in different group activities, and reflect on their learning.

Asynchronized community building without a Coach

Adult-directed activities are provided for learners to build community, such as group projects, partner-work, and other opportunities for learners both on-site and remote to connect with one another in informal ways.

There will also be a continuously growing database of school-approved and provided web-based games, log-in software, and/or equipment (e.g. Chromebook, hotspot, etc.), that learners may use at any time so long as they follow the school culture and behavior policy, including cyber bullying. The unstructured time with friends allows for a deepening affinity to the community.

Professional Development

Summer PD

- **Virtual instruction/platforms**

- **Integrate virtual training with curriculum training**

- **Support for families with setting up home learning environment and technical support**

Early release/PD

- **Changed early release Thursday PD to full day Wednesday in alignment with DME recommendations**

- **Topics as needed**

Plan for Progress Monitoring

- **LEA will hold bi-weekly learner update meetings with individual classrooms and leadership to monitor and adjust plans to address the needs of every student in the LEA across learning environments.**

- **Reassessment of options - In January, families will be offered the opportunity to opt into a different learning option. If a family needs change before January, adjustments to learning options will be made on a case by case basis. Families will always be allowed to opt into 100% remote learning at any time.**

Assessment and Promotion Policy

A. Assessment

6a. Describe the LEA's policy for identifying and administering assessments during the 2020-21 school year, including:
- **Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?**

Developmental Reading Assessment/DIBELS/Acadience Reading ; NWEA-MAP

6b. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:
- **How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and**

- **When the LEA intends to administer these assessments during the school year, specifying for each assessment.**

Purpose Statement

I Dream Public Charter School is responsible for meeting the goals and student academic achievement expectations as set forth in its charter. It is also requesting from the Office of the State Superintendent of Education (OSSE) a waiver from offering six hours of instruction each day. The policy below describes I Dream Public Charter School commitment to assessing and learning. This policy supports the school's charter and does not replace the commitments set forth within.

On-site	Remote
Hybrid and Every Day	synchronous and asynchronous
All assessments will be done when the learner is on-site by the content coach. The content coach, with appropriate social distancing, will observe learners.	For learners who are unable to attend school in-person, time will be allocated once every 6-8 weeks for the coach to conduct virtual assessments. These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.

I Dream Public Charter School will still use the NWEA MAP Growth Assessment during the 2020-2021 school year as determined by our Performance Management Framework. NWEA has created a remote-testing option for schools and has provided **guidance** for administering the assessment at home.

Additional assessments are described **here**.

B. Promotion and Graduation

7. Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.

   I Dream PCS does not plan to change its grading and promotion policy to accommodate distance learning. See Policy below:

   At I Dream PCS, we believe every child is brilliant with talents and strengths. Our mission is to guide each learner to not only build on those strengths to face the joyfully rigorous learning that comes with pursuing her/his dreams, but we also use this strengths based approach to guide learners to use their assets to tackle identified academic, cognitive, and/or social emotional challenges. I Dream PCS's focus on a learner centered, customized instruction is the first step in the support of all learners in the classroom. Our school model is designed to account for the many ways individuals learn and the impact of adversity and trauma on learning. Where many schools see that variability in learning from a deficit perspective, we view learning differences as a source of strength.

8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation

Given the intentional structures of our classroom learning environments, including flexible multiage cohorts and close monitoring of customized learning plans, IEPs, and 504 plans to provide necessary interventions and services throughout the year, a learner's progression through a cohort is fluid and based on how and when s/he masters grade level content in a given school year. Some learners may need more than one school year's time to master grade level content, and they have that time to develop within the age band cohort. Advancement to the next age band cohort is based on a learner's mastery of the academic and SEL benchmarks that have been determined as the requirements for a successful transition. We will only consider retaining learners who are in the last year of their age band cohort and after a Multi Disciplinary Team of coaches (general educators and special educators), school leaders, the learner and his/her parent(s) and/or guardian(s) have exhausted all other interventions and services to support the learner in meeting the benchmarks required to successfully transition to the next cohort. The I Dream MDT must have consensus that retention is the best option for the learner's development.

An exceptional learner may master grade level content or the benchmarks for the age band cohort in less than a school year. The MultiDisciplinary Team would consider advancing the learner to the next age band cohort after exhausting all other enrichment support to challenge the learner. The MDT must be in unanimous agreement that advancement is the best option for the learner's development.

If advancement or retention is considered, the MultiDisciplinary Team will focus on the

following data points: Academic Performance will initiate a retention conversation for learners in the last year of their multiage cohort who have mastered less than 50% of the academic benchmarks for the end of that cohort. Concerns are often raised about a learner's capacity to access the learning if there are many areas where he or she is falling behind.

A learner who masters 100% of the academic benchmarks for the end of that cohort by

midschool year will be considered for advancement. NOTE: Learners who advance to the next cohort before the end of the school year will take the PARCC tests for the grade they were originally assigned.

Developmental Readiness is most typically considered for younger learners who may benefit from additional time to grow and mature at the current grade level. However, each 3 year multiage cohort is additionally grouped by overlapping two year ages bands to allow greater flexibility and continuity of experience when regarding placement of learners. Some learners can take more time to grow, while others can advance to higher levels when they are ready.

Absenteeism is not an automatic cause for retention, but it is an important data point in which we will attend. Learners who are chronically absent miss significant content that may greatly impact their capacity to meet learning expectations. Any learner who has missed 10 or more days will be flagged for a discussion in bimonthly consults that includes data showing how the absences are impacting the learner's academic or developmental progress. Any supports for the learner and/or his/her family to improve attendance will be determined and provided. Any supports for the learner to improve academic progress will also be determined and provided until no longer necessary, or if there is evidence that more intensive support is needed. Retention will be considered if, as in all other cases, I Dream staff have exhausted all supports and interventions without evidence of academic, developmental, or attendance improvement.

requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and

are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.

 N/A

9. **OSSE has issued guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning. In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:**

- **Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**
- **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

☐ Option A: The LEA is using a learning management system (LMS) for distance learning.

 ○ How is the student's presence authenticated daily using the LMS?
 ○ What constitutes sufficient engagement in the LMS for the student to be marked present?

☐ Option B: The LEA is not using a learning management system (LMS) for distance learning.

 ○ What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
 ○ What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
 ○ What constitutes evidence of education engagement daily for the student to be marked present?

I Dream PCS selects Option B to collect learner attendance. Touchpoints that I Dream PCS will use to confirm presence/absence include the following methods:

- **Phone conversations or virtual meeting one-on-one with coaches to**

discuss content

- **Direct 'face-to-face' online contact through Seesaw**

- **Completed exit tickets or lesson assignment after viewing a pre-recorded video**

- **Completed assignments uploaded to secure folder within I Dream's Google Drive from daily activity**

- **Email using secure I Dream learner and coach email addresses**

- **Upload photos of completed assignments, projects, or videos of activities**

I Dream PCS will take the following actions to address absences:

- **Tribe leaders will be assigned learners from their tribes for follow-up**

from the Principal or Social Worker.

- **Tribe leaders will contact learners and families by email and phone to**

10. **How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure**

determine reason for unexcused absence and determine what's needed to ensure future

attendance.

- Learners who meet the definition of chronically absent (10 unexcused absences) will be reported to child and family services, as required by law.

The families of learners who are learning remotely will

receive the following:

- A robo reminder call to get ready for school.

- A robo tardy call if not present by the end of Tribe Time (8:30 or 1:00).

- An email if not present by 10:00am (morning session), or 2:00pm (afternoon session)

- A call from the Social Worker following up on email.

- A robo call to the family notifying them of the learner's absence from school.

I Dream PCS commits to meeting its goals and academic achievement expectations

as set forth in its charter and requests a waiver from OSSE for six-hours of "seat time"

per instructional day. Attendance for in-person and remote learners, PK3 - 2nd grades, is paramount to achieving both objectives. This policy reflects how in-person and remote attendance will be captured.

	On-Site Synchronous	On-Site Asynchronous	Remote Synchronous	Remote Asynchronous
Present	Learner attends >80% of AM or PM session, OR >80% of full day	Learner attends >80% of AM or PM session, OR >80% of full day	Learner presence is detected throughout school day's activities. Learner participates in one or more of the following: ● is "seen" in the virtual classroom, ● submits exit ticket or assigned work for the virtual lesson	Learner or family responds to email AND fully or partially completes 50% of the day's assignments. Learner or family responds to documented

		● participates in group activities ● participates in Tribe Time activities ● Family submits photo of learner's work ● Family submits video of activity (e.g. PE, music) ● Family saves learner's work in file, showing some progress ● Family responds to survey ● Learner responds to documented contact(s) from Tribe Leader, Social Worker and/or Classroom Coach	contact(s) from Tribe Leader, Social Worker, and/or Classroom Coach.
Partial Day Present	Learner attends <80% of AM or PM session, OR <80% of full day and is not captured in remote touchpoints when physically absent	Learner attends <80% of AM or PM session, OR <80% of full day and is not captured in remote touchpoints when physically absent	N/A
Absent	Learner is not on-site during the school day and is not documented in remote touchpoints	Learner is not on-site during the school day and is not documented in remote touchpoints	Learner is not documented in any of the remote touchpoints AND does not meet remote asynchronous touchpoints	Learner or family does not provide evidence that assignments are partially complete

that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

Hybrid Schedule (1/2 Day In-Person + Remote Learning)

Classroom coaches enter learner attendance in eSchoolsPlus by 9 a.m. for the AM group and by 1 p.m. for the PM group.

The school will log all contacts with a learner and family using eSchoolsPlus notes page. For learners who are marked "absent", the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

In the event of an audit of attendance records by OSSE, the learner-level data that would be furnished would include:

- **Date**
- **Name**
- **Grade**
- **Assigned Classroom**
- **Attendance Code**

I Dream will use the following attendance codes in eSchoolPlus (SIS) to track in-person and virtual attendance:

SIS Code	SIS Description	OSSE Code	OSSE Description	Detailed Description
PFP	Present Full (In Person)	PFIP	Present Full - In Person	A single school day on which the learner is physically in person at scheduled periods of actual instruction at the educational institution in which the learner was enrolled and registered for 100% of the full instructional day, or in attendance at a school-approved activity that constitutes part of the approved school program for that learner.
PFV	Present Full (Virtual)	PFDL	Present Full - Distance	A single school day on

			Learning	which the learner is distance learning for the educational institution in which the learner was
				enrolled and registered for 100% of the full instructional day and has met one of the following standards: (1) If the LEA
				uses a learning management
				system (LMS), the learner was authenticated and
				engaged in education consistent with the LEA's
				prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the learner for the day to authenticate the learner's presence AND provided
				daily evidence of
				engagement consistent with
				the LEA's policy.
AUP	Absent Unexcused (In Person)	AFUIP	Absent Full Unexcused - In Person	In person presence of the learner for 0% of the school day without an LEA-approved excuse.
AUV	Absent Unexcused (Virtual)	AFUDL	Absent Full Unexcused - Distance Learning	Presence of the learner for 0% of the distance learning school day without an LEA-approved excuse. The remote day is based on one of the following standards: (1)

				If the LEA uses a learning management system (LMS),
				the learner was not
				authenticated and engaged in education consistent
				with the LEA's prescribed policy. (2) If the LEA does not use an LMS, the
				LEA did not make
				one-on-one contact with the learner for the day to authenticate the learner's presence AND did not provide daily evidence of
				engagement consistent with
				the LEA's policy.
AEMP	Absent Excused - Medical (In Person)	AFEIP	Absent Full Excused - In Person	In person presence of the learner for 0% school day with an LEA-approved excuse
AENP	Absent Excused - Note (In Person)	AFEIP	Absent Full Excused - In Person	In person presence of the learner for 0% school day with an LEA-approved excuse
AEMV	Absent Excused - Medical (Virtual)	AFEDL	Absent Full Excused - Distance Learning	Presence of the learner for 0% of the distance learning school day with an LEA-approved excuse. The remote day is based on one of the following

standards: (1) If the LEA

uses a learning management

system (LMS), the learner was authenticated and

engaged in education consistent with the LEA's

prescribed policy. (2) If the LEA does not use an LMS, the LEA made one-on-one contact with the learner for the day to authenticate the learner's presence AND provided

daily evidence of

engagement consistent with

the LEA's policy.

AENV	Absent Excused - Note (Virtual)	AFEDL	Absent Full Excused - Distance Learning

Presence of the learner for 0% of the distance learning school day with

an LEA-approved excuse. The remote day is based on

one of the following

standards: (1) If the LEA

uses a learning management

system (LMS), the learner was authenticated and

engaged in education consistent with the LEA's

prescribed policy. (2) If the LEA does not use an

				LMS, the LEA made one-on-one contact with the learner for the day to authenticate the learner's presence AND provided daily evidence of engagement consistent with the LEA's policy.
TE	Tardy Excused	PPEIP	Present Partial Unexcused - In Person	Presence of the learner for more than 80% and less than 100% of the school day. This includes learners that are minimally late to school, missing less than 20% of the school day without a valid excuse reason.
TU	Tardy Unexcused	PPUIP	Present Partial Unexcused - In Person	Presence of the learner for more than 80% and less than 100% of the school day. This includes learners that are minimally late to school, missing less than 20% of the school day without a valid excuse reason.
AETE	Absent Excused - Tardy Excused	APEIP	Absent Partial Excused - In Person	In person presence of the learner for less than 80%

				of the school day with an LEA-approved excuse. This
				includes learners that arrive on-time and stay for part of the school day, but leave before the
				end of the school day with a valid excuse reason.
AUTU	Absent Unexcused - Tardy Unexcused	APUIP	Absent Partial Unexcused - In Person	In person presence of the learner for less than 80% of the school day without an LEA-approved excuse.
				This includes learners that arrive on-time and stay for part of the school day, but leave
				before the end of the
				school day without a valid excuse reason.
EDE	Early Dismissal - Excused	PPEIP	Present Partial Excused - In Person	Presence of the learner in person for more than 80% and less than 100% of the school day.
				This includes learners that are minimally late to school, missing less than 20% of the school day with a valid excuse reason.
EDU	Early Dismissal - Unexcused	PPUIP	Present Partial Unexcused - In Person	Presence of the learner for more than 80% and less than 100% of the school day.
				This includes learners that are minimally late to

				school, missing less than 20% of the school day without a valid excuse reason.
AEED	Absent Excused - Early Dismissal	APEIP	Absent Partial Excused - In Person	In person presence of the learner for less than 80% of the school day with an LEA-approved excuse. This includes learners that arrive on-time and stay for part of the school day, but leave before the end of the school day with a valid excuse reason.
AUED	Absent Unexcused - Early Dismissal	APUIP	Absent Partial Unexcused - In Person	In person presence of the learner for less than 80% of the school day without an LEA-approved excuse. This includes learners that arrive on-time and stay for part of the school day, but leave before the end of the school day without a valid excuse reason.
FW	Fieldwork	PFIP	Present Full - In Person	A single school day on which the learner is physically in person at scheduled periods of actual instruction at the educational institution in which the learner was enrolled and registered for 100% of the full instructional day, or in attendance at a

				school-approved activity that constitutes part of the approved school program for that learner.
ISS	In-School Suspension	PIS	Present - In School Suspension	Learner is present for an in-school suspension, and cannot participate in normal classroom setting for more than 40% of the school day, but is eligible to receives related services. NOTE: This does not include detention or time-outs.
OSS	Out-of-School Suspension	AOS	Absent - Out of School Suspension	Learner is absent but due to an out of school suspension
AEI	Absent Excused - Immunization	AFEI	Excused Absence Immunization	Attendance code for schools to use for non-compliant learners who are removed from attendance after the 20-school day period has passed. This code will be counted by OSSE in the same manner as other unexcused absences.
AUI	Absent Unexcused - Immunization	AFUI	Unexcused Absence Immunization	Attendance code to use for learners who were previously removed from

school, but are allowed to return after the school

secures immunization

certification. All

"unexcused absences –

immunization" days shall be reclassified as "excused absence –

immunization" when the learner returns.

<u>**Whole Student Support**</u>

A. Student Support

11. **Describe the LEA's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.**

Supporting Social Emotional and Mental Health needs:

- **Coaches will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons.**

- **Coaches and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.**

- **The mental health team will provide weekly, optional, asynchronous videos and lessons for learners. The videos will include content for Stress Reduction and Mindfulness Strategies. Videos will be shared on the website and social media channels for learners and families.**

- **School administration will model social emotional and wellness checks during coach professional learning time that can be used in the classroom and to support the social emotional and wellness needs of classroom coaches.**

- **The mental health team will create tele-health options for students to call and schedule sessions with school counselors.**

- **The mental health team will make referrals to neighborhood [Family and Support Collaboratives](#) for families in need of additional social emotional and mental health support.**

- **The Wellness Team will schedule monthly virtual social gatherings for learners to connect with each other and check in.**

Identify and Provide Academic Interventions

- We will use our assessments, as described above, to identify learners who have lost the most learning due to COVID-19 and to form small groups.

- Based on needs, we will provide in-person or remote small group or 1:1 academic interventions. These groups will be led by a Special Education Coach or another coach who has been trained on the given intervention, for the number of hours per week as determined by the intervention plan.

B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:
   - A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);
   - The manner in which the LEA will communicate with families of students who are excluded from distance learning; and
   - The manner in which you will ensure that students who are excluded from distance learning have access to missed work.

   Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.

Monitoring Learner Behavior

- Administration/teachers will regularly review learner posts and videos to make sure comments are appropriate.

- Administrators will pop-in frequently to observe classroom meetings.

- Coaches will provide ongoing reminders for learners about classroom expectations within a virtual setting.

- School staff will regularly remind learners of expectations for taking care of personal/school-issued equipment.

- Staff members will be responsible for supporting learners and families with navigating online systems and be available to provide learners with technical support.

- School staff will continue to track learner participation and engagement with the online systems according to the policies outlined in the student handbook.

- Grades/attendance will be reported to families as per the school handbook

- Coaches will communicate concerns with families by phone, email, text or using the online system.

I Dream PCS believes that remote learners should not be excluded from learning, as there are many actions an instructor may take to limit students from disrupting class inappropriately. Therefore, this contains no list of infractions that would cause a student to be removed from remote learning.

<u>**Special Populations**</u>

13. **Describe the LEA's plan to serve students with disabilities, including:**
    - **A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;**
    - **The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and**
    - **The manner in which LEA deliver related services for students in distance learning;**
    - **The manner in which the LEA will support parent training for students receiving related services through distance learning;**
    - **The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;**
    - **The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and**
    - **The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.**

    LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ.](#)

Plan to serve Students with Disabilities:

IDEA timelines in collaboration with families and documenting delivered services

I Dream has contracted a Special Education Coordinator to track timelines, notify families, and document delivered services in order to stay in compliance with all IDEA and OSSE timelines. I Dream will work with families, be flexible, and extend response times to be able to meet the needs of our families during this time. We will utilize 3 modes of communication on 3 separate days. We will document communication and delivered services in SEDs.

Accessibility

I Dream will collect information through the use of surveys and interviews to establish needs of learners with family members with disabilities. Based on these findings, I Dream will collaborate with families and provide appropriate adaptations, modifications, and supports to ensure family members with disabilities can access content to support their learners.

Service Delivery

Related services will be delivered on a case by case basis in compliance with a learner's IEP. These services may be delivered in-person or online in a group or 1:1 setting.

14. **Describe the LEA's plan to serve ELs, including:**

Parent Training

Related services through distance learning; I Dream is sending out surveys to families to identify technology, wifi, and technology training needs. I Dream will provide families with technology training as needed in either group or 1:1 sessions. I Dream will hold a virtual Open House prior to the start of distance learning to help families understand how to access, use, and navigate distance learning. Coaches will offer weekly video sessions with families to discuss what learners are working on each week. For families who cannot attend in person, they will be provided with a recording of the session. I Dream will also schedule weekly check-ins with families whose learners have IEPs. I Dream and related service providers will work together with families to determine and provide necessary support and training to families who students receive related services. Training will not only include technology related topics but also best practices and specific individual strategies families can implement with their learners at home in order to ensure learners with disabilities have access to the general education curriculum and are making progress in achieving their IEP goals.

Recovery Services

Recovery services will depend on loss of instruction and presence of a gap in learning. Since this is I Dream's first year of operations, we will rely on communication with families and prior schools to determine recovery services and implement based on individual need.

Return to School Assessment

All learners will be assessed in core academic subjects as well as social emotional development within the first few weeks of school. These assessments may occur virtually or in person. Data will be analyzed and used to determine recovery services. Since this is I Dream's first year in operations, we will rely on learners prior school records including report cards, assessments, and progress reports to determine the nature and severity of the impact of learning loss. Based on data, I Dream will determine the additional services required to mitigate such learning loss.

Recovery Services for Learners Experiencing Homelessness

I Dream will provide recovery services to all learners who require additional support based on our assessment. These services will be provided to students in the safest and most meaningful way. In addition to working with families and legal guardians, I Dream will partner with child and family service agencies to ensure that learners who are experiencing homelessness and learners who are in foster care are receiving the supports they need to mitigate learning loss.

- A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;
- The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;
- The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and
- The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.

`EL Learners

EL program model

All teachers of ELs, including general education, specialists, and, if applicable, special education teachers, will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELs in participating fully in the educational program. As with special education, I Dream implements an Inclusive/collaborative teaching model for English Language Learners. General education, special education, and EL coaches collaborate to plan for differentiated instruction to meet the needs of all learners. I Dream also implements a co-teaching model to best meet learner needs. A co-teaching model will be implemented both in-person and through distance learning.

Language goals

Coaches will collaborate with learners and families to set language goals across the four language domains of reading, writing, listening, and speaking to advance EL learners' English proficiency. A learners' present level of English language acquisition will be used to develop individualized goals.

Language Instruction

I Dream coaches will incorporate a variety of learning styles during in-person and remote learning. All children learn differently. Coaches will present material through a variety of learning styles (i.e., oral, visual, tactile, kinesthetic). Coaches will diversify learning activities according to the stages of language development. Learners need multiple opportunities to practice speaking, listening, reading, and writing. The coach must relate the stage of language development to an appropriate activity depending upon the level of language the activity necessitates. For example, writing captions from illustrations for a book report is appropriate for a low to intermediate level learner, however, a more advanced learners should be able to write a book report from an outline that has been developed with a peer or a coach. Coaches will activate prior knowledge. Using an EL's prior knowledge and experiences is important for inclusion and engagement in the lesson. Learners may have knowledge of a subject in their home language and only lack the English vocabulary to share this knowledge. Learners may have had experiences related to the story or lesson, so providing students with a variety of opportunities (e.g., drawing, pointing, providing picture cards) to make connections to their lives is a valuable instructional strategy. Coaches will incorporate the learners' languages and cultures. Using the learners' home languages will give them a sense of pride. Coaches may incorporate the home languages in a variety of ways. Learners' home cultures can be incorporated through literature, poems, pictures, movies, and field trips. In our multicultural world, all learners benefit from learning about different cultures.

If formative assessment data suggests that the English learner may be at risk for reading problems in English, I Dream will provide him or her with opportunities to receive additional direct instruction in intensive, structured sessions with small groups of learners who have similar skill levels. The types of interventions provided and the amount of time in pullout instruction will be linked to the identified gaps in learner knowledge. Especially with emerging readers, interventions will address the five core reading elements: (a) phonological awareness, (b) phonics, (c) reading fluency, (d) vocabulary, and (e) comprehension. This instruction may be provided in-person or through a virtual model.

Access to Academic Content

Coaches will provide EL students access to academic content by grade and proficiency level by differentiating instruction and implementing the strategies described above.

Technology Policy

15. Describe the LEA's policy for technology use during distance learning, including:

- Expectations for student access to devices and technical training;
- The manner in which the LEA will assess student/family technology needs;
- The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;
- The plan for replacing/repairing devices;
- Expectations for student access to internet and safeguarding personally identifiable information (PII);
- What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and
- If/how the school's technology policy differs by grade level.

Commitment and Expectations

I Dream PCS is committed to the effective use of technology to enhance the quality of learning and minimize any potential barriers families may encounter when accessing I Dream PCS learning platforms. As a new school opening its doors for the first time, I Dream PCS's technology planning has altered significantly to address the current COVID-19 landscape.

Previously, I Dream did not intend to rely heavily on the use of technology in the classrooms, rather as a compliment to learning. Additionally, individual use of technology was to be determined based on each learner's customized learning plan, developed in conjunction with each family, to establish goals and how learners would reach those goals. As such, I Dream was planning to equip each classroom with 3-5 chromebooks with additional capacity for MAP testing grades.

Currently, I Dream PCS is committed to ensuring equitable access to technology resources for all learners as we consider potential virtual learning and at-home use of technology. Even if we offer in-person options, I Dream PCS will provide virtual learning learning 100% of the time. As such, I Dream PCS expects each learner to have access to a device and to the internet in order to access learning. We will work with each respective family to ensure they are equipped with the necessary materials to do so.

Needs Assessment and Distribution

As a new LEA, all I Dream PCS technology will be newly purchased, functioning optimally, and under warranty.

Staff technology

All I Dream PCS full-time staff will be issued a new windows-based laptop on their first day. These laptops will be equipped with Google Suite, which allows for central administration. This central administration is key to regulate school-owned technology. More importantly, we can push out necessary applications that each staff member will use to execute I Dream PCS programming.

Staff Training

Professional Development for all staff begins August 3. During this three week period before the first day of school (August 31), staff will be trained in proper administration of all curricula and online platforms. As a school staff, we will train in how to lead remote learning.

Learner technology

I Dream PCS is using chromebooks for our hardware needs. These devices are compatible with the online platforms and applications that we will be using for remote learning. We are also intentional about providing learners the opportunity to develop their fine motor skills through learning how to use a keyboard.

We will start the year with 55 chromebooks, 15 of which will have a touchscreen for our youngest population. This is a good start that will enable us to immediately address any device needs. We will also assess the needs of our entire enrolled population through this **Google Form**. In addition to collecting information on which families need devices and the internet, it will also detail the various options to obtain said technology while explaining I Dream support through this process. We will send this form out to all enrolled families and use it as part of enrollment intake going forward. We are offering families the option to purchase their own device-computer or internet hotspot (through special corporate or CBO offers) or to borrow an I Dream PCS device, through agreeing to I Dream's technology use commitment to proper usage and liability. We are considering a cost sharing amount to make it easier for families to purchase their own technology and facilitate the purchase of the device. Internet Essentials, through Xfinity, offers qualifying customers inexpensive monthly internet and options to purchase inexpensive computers. I Dream PCS has formed a partnership with **PCs for People** (based out of Minnesota) to procure wifi hotspots (and desktops) and internet at reduced prices. Families can purchase on their own (through I Dream's platform page) or work with the school to purchase on their behalf.

Learner Training

Where possible, learners will be expected to retrieve hotspots and devices at the school, where they will also receive training and expectations for proper use and care of equipment. For learners and families not able to retrieve equipment from the school, arrangements will be made for shipping or dropping off the equipment directly to the family. Training, expectations and care of equipment will be provided virtually in such cases.

Replacing and repairing devices

Every device that I Dream PCS has purchased includes Accidental Damage Protection warranty through the manufacturer with next day shipping. Our goal is to have extra chromebooks for immediate exchanges in case a device needs to be repaired. We will ask that families bring their broken equipment to the school for any drop-off or exchange. I Dream will have a device tracking list and a check-in/out list for the replacement devices. We will have a thorough technology use form that all parents and learners must agree to and sign. This agreement will commit to proper use of the device and accept liability in the case of misuse or loss. We are still working through how to properly hold families accountable. Each chromebook device will be centrally managed by school administration. As such, we are confident we can limit any misuse of software by only allowing for educational and I Dream-related functions. Because of our tracking diligence, we will be able to keep track of repeat needs to repair or replace a device. In a situation in which one family needs a device repaired more than twice, we will call an in-person meeting to get to the root of the issue and determine where we can adequately aim our support to encourage proper device usage.

Personally identifiable information (PII)

Devices issued to students by the school will have pre-installed software that is administered centrally and prevents students from accessing prohibited sites and allows school personnel to remotely login to the device, update its software or disable the device entirely.

Limitations

Equipment

As previously stated, I Dream PCS will have control over use of software and any other device use. We will allow hardware to be used by other family members as related to the education of their learner. If a piece of equipment goes missing, a family's responsibility is to inform the school as soon as possible.

Software

Software will require log in credentials. New software will not be allowed to be downloaded by a family. New software not purchased by the school will not be allowed onto the computer. We will restrict the use of the internet to specific sites for educational programming, unless school leadership determines it is appropriate to allow for full use. In such a case, we will limit sites on a case-by-case basis.

Training

Staff training will be held during Summer PD in August. Family training will be held virtually during our recurring School Opening Conversations with families. Learner training will be held at some point upon distributing devices to families. If a family needs support, there are many avenues. Their "classroom" teacher is the first line of support. Otherwise, they can call Erin Hudson, Principal, or Matt Whitnall, Director of Operations, or anyone else on school leadership.

Family Engagement Policy

16. Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:
    - How often families can anticipate hearing from the school, and through which methods of communication;
    - How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;
    - How you will communicate about unanticipated facility closures and the health/safety of the school community;
    - How you will share expectations and training for family participation in their student's learning, including trainings for technology;
    - How you will facilitate introductions to new teachers and classmates at the beginning of the school year;
    - How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).

Family Engagement Policy

Consistent and clear communication with learners and families is vital for maintaining

the health and safety of the I Dream community. Communication to learners and families

will happen across many media: posted signage in the building, access to resources and

information on the school website, on-demand notification through social media

channels and two-way communication with Classroom Coaches and Tribe Leaders.

I Dream's website at all times will be the location for general information about

the school as well as specific details on the program offerings, staff, and typical school

operations details (menus, activities calendars, applications, etc.). This information will

be available to families 24 hours, 7 days a week.

Principal Newsletter

Weekly electronic communication with information about what is happening in the school, upcoming events, strategies and tips for learning.

Contact Information

Current and prospective learners will be able to find all information on how to contact school administration and staff.

Family Resources:

Families will be able to find the Learner and Family Handbook, school enrollment and registration details, links to remote learning resources and additional materials to support families, such as social services and empowerment resources.

Food Programs

In accordance to OSSE guidelines, all required information about I Dream's food program will be available to families on a monthly basis.

Operating Status

The school's operating status (open, closed, weather delay, et. al.) will be communicated as a banner on the main page of the website. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage and contacted via a robocall.

Student Learning

A link to Education Modified, will be available for learners and families to access learner report cards, progress reports, and updates from coaches. The website will also house a link to the remote learning platform, Seesaw, for learners to access online instruction from

coaches and support staff and any remote learning materials.

I Dream will connect with families directly through robocalls, emails to families, and texts to communicate whole school announcements, school and community events, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school at least twice weekly, more frequently for learners and families with higher needs.

I Dream PCS has social media channels including Facebook, Instagram, and LinkedIn. These channels will be used daily to build broad awareness of I Dream, engage the broader DC community (and country) in the great success of I Dream's learners and staff, and provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learner support activities, family

strengthening and community empowerment activities).

The I Dream leadership team has been meeting weekly with a group of families and staff since June 2020 to create the school opening plan. Families and staff worked with school leaders to survey all families and staff about their scheduling and technology needs. The school team designed a list of schedule options based on this data. The School Opening Tribe shares meeting notes for the entire I Dream community via the website. The school team will host a virtual Town Hall meeting with all families in early August to share the Continuous Education Plan and answer questions about the school's opening.

As a new charter school, it's imperative that we build school culture from Day 1 no matter if we are in-person or virtual at the start of the year. All staff will conduct Partner Visits before school begins in August to begin building relationships with families and learners. Partner Visits will be conducted virtually, in community spaces, or as driving visits depending on the safety and comfort level of families and staff. This is a time to share stories and learn about each other's hopes and dreams for the school year. Staff will collect data about each child as a learner and a person, as well as share about themselves.

Once school begins, Tribe Time starts each day to build classroom community and learners' social emotional skills. Learners get to know themselves, their peers, and their coaches at the beginning and end of each day. Coaches will embed social-emotional and wellness checks within daily asynchronous and synchronous classroom lessons. The Wellness Team will conduct regular check ins with families as an intervention to unforeseen barriers that families may have as they provide at-home instruction for their learners.

Unexpected closures that may happen in order to maintain the health and safety of the I Dream community will be communicated across all social media platforms, a banner on the homepage of the website, and through direct outreach to families via email, text, and robocall.

In the beginning of the year, and at regular intervals across the year, I Dream PCS will provide virtual and in-person training to support families in navigating I Dream's continuous learning plan. These trainings will include, but are not limited to:

- Troubleshooting your device at home

- Setting up your classroom at home

- Using I Dream's remote learning materials

- At-home teaching strategies

- Ideas for structured break time

- Managing your stress as your child's teacher

- Support your child's social emotional learning at home

At the conclusion of learning intervals, and at the time of progress reports and report cards, I Dream PCS

will work with families to complete surveys, either online or over the phone, to gather their feedback on the implementation of the continuous learning plan.

Virtual training will be recorded and available to our families through our website, YouTube channel, and Facebook page. Any printed resource guides and other training materials will be available for families via the website.

The Wellness Team and coaches will create an optional virtual contact list for each classroom, which will be utilized to allow families to engage and connect with one another. This will also serve as a support tool for families to connect with each other and allow their children to connect as well. This is an opportunity for them to build community amongst themselves in addition to and in support of the classroom community created by the coach.

SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

☑ The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

☑ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.

☑ The LEA assures that it will abide by the statewide graduation requirements enumerated in 5-A DCMR § 2203 and/or in accordance with its charter agreement-if applicable

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

☑ Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

☑ LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.

☑ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.

☑ LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.

☑ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

☑ During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

The LEA attests to the following statements regarding serving **English learners** (please check all boxes):

☑ The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.

☑ The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.

☑ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding **technology** (please check all boxes):

☑ The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding **family engagement** (please check all boxes):

☑ The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.

☑ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:

- An accessible, family-facing description of their continuous education plan; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: I Dream Public Charter School

LEA Leader Name: Janine Gomez

Date: 10-05-2020 10:25 AM