



# Continuous Education Plan

I Dream Public Charter School

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## School Recovery Operations Plan

This plan establishes a framework for operations expectations and best practices that I Dream PCS is implementing to reopen school facilities and operate in the 2020-21 school year and is based on available guidance.

### Cleaning, Disinfecting, Sanitizing

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.
- 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 all 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 themselves 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

A detailed summary of daily disinfectant scheduling is included in Appendix A

## 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.

## Physical Changes to the Environment

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 on an individual basis. 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. 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

## 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)

## Ventilation

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.

## Water System

While the building has been closed for general use over the past year, I Dream PCS has had



consistent presence in the building. Specifically, we have renovated the space to add ECE bathrooms in each classroom. Because there has been extensive work on the plumbing on site, the water system has been flushed and is flowing smoothly. We have ensured all plumbing can handle any change in capacity. We will also be ensuring toilets are flushed daily during remote learning when the building is empty.

## SY 2020-21 Reopening Plan

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.

- 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 around someone 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 a cough, sore throat, or shortness of breath in the past week? (Yes or No)
- Have you suffered from fatigue or muscle aches in the past week? (Yes or No)
- Have you lost your sense of smell, had a sore throat, runny or congested nose? (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

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 medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to do so. We will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual should not participate in in-person school activities. 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.

Students and families are encouraged to wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building. I Dream PCS has an inventory of face masks should a parent, learner, or anyone from the community need one. Students under the age of 6 will not be required to wear a face covering. Older children, adolescents and adult students will be required to wear face covering when in the classroom, hallways, bathrooms, or other communal spaces within the facility.

Instances when face coverings need to be worn:

- Students should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.
- While visitors to the school should be strictly limited, should a visitor need to enter they should wear a face covering on the school grounds and inside the school buildings at all times.

### 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 be 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 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 or staff member has had a temperature of 100.4 degrees or higher,
- Any member of their household is confirmed to have COVID-19, or
- Any member of their household is awaiting COVID-19 test results.

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.

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.

- 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](mailto: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.

### 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 (via [this link](#)).**

### 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 form 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

### 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 are 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	Break		
9:30			
9:45	Small Groups / Specials (asynch videos)	Small Groups / Specials (asynch videos)	Math mini-lesson
10:00			Ind work + conferencing
10:15			Math debrief
10:30	Break	Break	Math debrief
10:45	Read-Aloud	Read-Aloud	EL Modules
11:00	Small Groups / Centers	Small Groups / Centers	LUNCH
11:15			
11:30			
11:45	Break	Break	Specials- Science/Dream Time
12:00			
12:15	Tribe Time	Tribe Time	Tribe Time
12:30	LUNCH/REST	LUNCH/REST	Asynchronous Hands-on/ Digital Learning + Scheduled Synchronous Learning
12:45			
1:00			
1:15			
1:30	Asynchronous Hands-on Learning/pre-re corded/read alouds + Synchronous Scheduled Small Group or one-on-one w/Coach	Asynchronous Hands-on Learning/pre-re corded/Digital + Synchronous Scheduled Small Group or one-on-one w/Coach	
1:45			
2:00			
2:15			
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:



	PK3/PK4	PK4/K	1st/2nd	
8:00-8:30	Breakfast & ME Time			AM Cohorts
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	
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	Dream Time	Specials/Outside Time 2x week, Science, Dream Time	
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			PM Cohorts
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	
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	Dream Time	Specials/ Outside Time 2x week / Science, Dream Time	
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, engage 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.

## Assessments

### 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.

<p>On-site Hybrid and Every Day</p>	<p>Remote synchronous and asynchronous</p>
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<p>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.</p>	<p>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.</p> <p>These calls will require video set-up, which the school will provide. Parents are encouraged to observe the assessment process.</p>
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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](#).

## Promotion & Graduation

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.

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 mid-school 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 age 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.

## Attendance Policy

### Data Verification

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.

	<b>On-Site Synchronous</b>	<b>On-Site Asynchronous</b>	<b>Remote Synchronous</b>	<b>Remote Asynchronous</b>
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: <ul style="list-style-type: none"> <li>● is “seen” in the virtual classroom,</li> <li>● submits exit ticket or assigned work for the virtual lesson</li> <li>● participates in group activities</li> <li>● participates in</li> </ul>	Learner or family responds to email AND fully or partially completes 50% of the day's assignments.  Learner or family responds to documented contact(s) from Tribe Leader, Social Worker, and/or Classroom Coach.



			Tribe Time activities <ul style="list-style-type: none"> <li>• Family submits photo of learner’s work</li> <li>• Family submits video of activity (e.g. PE, music)</li> <li>• Family saves learner’s work in file, showing some progress</li> <li>• Family responds to survey</li> <li>• Learner responds to documented contact(s) from Tribe Leader, Social Worker and/or Classroom Coach</li> </ul>	
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	Learner is not on-site during the school day and is not	Learner is not documented in any of the remote	Learner or family does not provide evidence that assignments are



	documented in remote touchpoints	documented in remote touchpoints	touchpoints AND does not meet remote asynchronous touchpoints	partially complete
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## 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.

## Remote Learning Attendance Evidence

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:

- Direct 'face-to-face' online contact through Seesaw, the online learning platform
- Completed exit tickets or lesson assignment after asynchronous (independent) learning
- 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 Support Specialist.
- Tribe leaders will contact learners and families by email and phone to 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).
- An email if not present by 10:00am
- A call from the Support Specialist to follow up on email.
- A robo call to the family notifying them of the learner's absence from school.



## Collecting and Reporting System

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

## Attendance Codes

See Appendix for [list of attendance codes](#).

## Student Support

### 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 the school’s mental health clinician.
- 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.

## 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.

## 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.

## Behavior

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. If a learner is engaging in behavior that is inappropriate or disruptive, staff may mute and/or turn off the learner's video. This will allow learners continued access to instruction without impeding the ability of others to learn. When necessary, a staff member will reach out to the family to assist in de-escalating the behavior and engage in restorative practices.



## Special Populations

### 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.

#### 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.

## 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 learner 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

## 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 four 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 the school leadership team.

## 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.



## Appendix A: Summary of Daily Cleaning Schedule

- Entrances, hallways, and stairwells
  - Clean glass and doors with approved solution
  - Empty and replace liners in trash & recycling bins
  - Clean and disinfect handrails in stairs with a neutral cleaner.
  - Stairs, landings, stair trends, and corners dust mopped with a treated yard dust mop or broom to remove dirt, dust, and cobwebs
  - Clean and disinfect the exterior surface of water fountains. Stainless steel should be free of marks, streaks, debris, and water spots
- Common spaces (cafeteria, offices, classrooms, nurse suite)
  - Empty and replace trash and recycling liners
  - Disinfect door knobs
  - Wipe and disinfect furniture as needed, after use. Disinfect student desks
  - Cafeteria (if in use)
    - Clean cafeteria (wash tables, sweep, mop, take out trash, etc.) after breakfast and after lunch.
    - Clean and disinfect tables and chairs in cafeteria
- Floors
  - Sweep high traffic areas with hard surfaces
  - Sweep/dust mop/vacuum stairwells 1 and 2
  - Sweep and dust mop classrooms and offices.
  - Vacuum all rugs and carpets
  - Inspect and spot treat all rugs and carpets
  - Sweep and wet mop bathroom floor with deodorizer
- Restrooms
  - Clean & sanitize paper towel dispensers, knobs, faucets.
  - Clean and disinfect walls, doors, partitions, and counters
    - This occurs every hour
  - Empty trash & replace liners
  - Replenish paper towels & hand soap at sinks



## Appendix B: Attendance Codes

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 Learning	A single school day on 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



				<p>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.</p>
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



				<p>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.</p>
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	<p>Presence of the learner for 0% of the distance learning school day with an LEA-approved excuse.</p> <p>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.</p>
AENV	Absent Excused - Note (Virtual)	AFEDL	Absent Full Excused - Distance Learning	<p>Presence of the learner for 0% of the distance learning school day with an LEA-approved excuse. The remote</p>



				<p>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.</p>
TE	Tardy Excused	PPEIP	Present Partial Unexcused - In Person	<p>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</p>



				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



				<p>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.</p>
AUED	Absent Unexcused - Early Dismissal	APUIP	Absent Partial Unexcused - In Person	<p>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.</p>
FW	Fieldwork	PFIP	Present Full - In Person	<p>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</p>



				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 receive 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.