

Student and Family Policies
I Dream Public Charter School

Discipline Policy

I Dream PCS will utilize the Community Code of Conduct as a guide for determining appropriate responses to missteps and relationship repair. As a matter of equity, each misstep, conflict, or violation of a classroom or school agreement will be resolved as an individual matter with the support of peers, tribes, staff, families, and the Restorative Justice Council.

I Dream Glossary

Logical response or response = disciplinary action

Misstep = behavior **Family**

= parent/guardian **Learner**

= student

Temporary removal from school community = suspension

Permanent removal from school community = expulsion

It should be clear that missteps may occur, which alone or by repetition may require that the learner committing them leave the school community, temporarily or permanently. These decisions will be made in accordance with the Student Fair Access to School Amendment Act 2018. This Act states that learners cannot be removed from the school community temporarily or permanently unless the learner willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person or to himself/herself, including incidents that occur off school grounds. Such logical responses are expected to support the school community's goals of self-awareness, social-awareness, and responsible decision-making by helping learners understand that in order to participate in the school community they must conduct themselves appropriately.

A learner's attendance at I Dream PCS assumes the family accepts and supports these expectations. The school will create a plan for providing instructional resources to any learner who is temporarily removed from the school community and will share the plan with the learner's family. The school and the family will co-create a learning plan, if possible. Such a plan will include a staff member who is the point of contact for the learner and/or the family to be able to communicate about assignments and the learner will have an opportunity to make up any assignments missed during the removal upon his/her return to the school community.

It should also be clear that:

1. Learners in grades K -5 will not be suspended for more than 5 consecutive days.
2. PK3 and PK4 learners will not be suspended out of school at all.
3. School leaders will take special consideration regarding a learner with a disability. See Manifestation Determination Review section described in this policy.

Category A Missteps:

- Disruptive behavior that prevents learning, hallway transitions, or school operations
- Teasing, verbally hurtful to others

- Laugh at or encourage in any way another learner's disruptive behavior or teasing of another learner
- Failure to follow the classroom or school expectations co-created by learners and staff
- Ignoring reminders or redirection from adults and/or peers
- Disregarding the dress code
- Use of inappropriate language in conversation (not directed at someone)
- Use of cell phone or other electronic devices without staff permission or for non-educational purposes
- Being a bystander instead of an upstander

Logical Responses for Category A Missteps

(One or more of the following)

- Conversation
- Written reflection
- Time in the Zen Zone with Social Worker, school leader, or designated staff
- Reparation
 - Verbal apology
 - Written apology letter
 - Educational service - read, write, draw, or perform apology
 - Community service (e.g., tutoring those who missed instruction during your disruption of learning)
 - Restitution - A kind gesture to repair relationship or replace property
 - Self sanction - learner negotiates with adult what can be done to repair harm
 - PK3 - K learners receive list of a few options for self sanction
- Peer mediation (e.g., Peace Circle or VOMP (Voice Ownership Moccasins Plan Protocol))
- Loss of privileges
- Research project about issue or topic
- Tribe Circle
- Restorative Justice Council referral (if continuing misstep)
- Parent or Family notification by coach or staff member
- Parent or Family conference with coach or staff member
- Confiscate electronic device for retrieval by family member

Category B Missteps:

- Continued Category A Missteps after receiving a logical response
- A lie with the intent or effect to cause harm
- Unsafe actions or behavior not intended to cause harm (e.g., climbing on cubby, sliding down a railing)
- Attempt to leave the school building or assigned area without permission or supervision
- Cheat, destroy the work of others
- Commit forgery (e.g., signing a permission slip as a parent or guardian)
- Violate password protection of a computer, download illegal software or any software without adult permission, download software to cause damage to a system or cause a security breach, or alter a system file
- Play that is aggressive, can cause harm, makes someone feel threatened or unsafe, or inappropriate for the space
- Skipping class or refusal to go to an assigned class or area

- Visiting unapproved websites or online games during the school day
- Cause minor vandalism or damage to school property or personal property, including computers (e.g., popping off keys, breaking/cracking screen, removing parts)
- Participate in gambling (e.g., playing cards for money or snacks)
- Handling objects in a way that endangers the safety of oneself or others
- Use school property or presence in school spaces without permission
- Theft or misuse of school or personal property that is readily replaceable but may cause annoyance, frustration, or anger
- Failure to attend Restorative Justice Council appointment

Logical Responses for Category B Missteps

(One or more of the following)

- Peer mediation
- Time in the Zen Zone with Social Worker, school leader, or designated staff
- Reparations
 - Verbal apology
 - Written apology letter
 - Assist the person harmed in receiving treatment
 - Educational service - read, write, draw, or perform apology
 - Community service - (e.g., repairing computer during Me Time or after school)
 - Restitution - A kind gesture to repair relationship or replace property
 - Self sanction - learner negotiates with adult what can be done to prepare harm
 - PK3 - K learners receive list of a few options for self sanction
- Restitution (e.g., repair school or personal property after school or on weekend)
- Referral to Mental Health support (in-school or community service provider)
- Loss of privileges
- Loss of computer use for designated length of time
- Tribe intervention
- Restorative Justice Council referral
- Parent or family notification
- Parent or family conference with school leader

Category C Missteps

- Bullying*
- Leaving the school building without supervision or permission
- Use of profanity, racial, ethnic, religious, or sexually derogatory language to harass or threaten someone
- Aggressive behavior that causes harm (including physical fighting, hitting, spitting)
- Making threatening or illegal phone calls or terrorist threats to the school
- Unauthorized use of the fire alarm equipment
- Cause significant vandalism to school or personal property
- Theft or misuse of school or personal property that causes financial hardship, sadness, or grief
- Intentionally cause injury to another person
- Sexual harassment of anyone (e.g., inappropriate touching or groping, unwanted or unsolicited advances)
- Make threats towards someone or group of people using the words, "bomb", "kill", "shoot"
- Possess or use tobacco products, including vaping devices, e-cigarettes, on school grounds or at school events offsite

- Possess or use controlled or illegal substances, alcohol or drugs on school grounds or at school events offsite
- Possess or use any weapon, object that could be used as a weapon (such as kitchen knife, or pocket knife) on school grounds or at school events offsite
- Perform or attempt to perform arson
- Lewd or indecent exposure (e.g. intentionally urinating in a public space)

Logical Responses for Category C Missteps

(One or more of the following)

- Restitution (e.g., repair school or personal property after school or on weekend)
- Reparations (layered repair, combination of responses)
 - Verbal apology
 - Written apology letter
 - Assist the person harmed in receiving treatment
 - Educational service - read, write, draw, or perform apology
 - Community service - (e.g., repairing computer during Me Time or after school)
 - Restitution - A kind gesture to repair relationship or replace property
 - Self sanction - learner negotiates with adult what can be done to prepare harm
 - PK3 - K learners receive list of a few options for self sanction
- Loss of privileges
- Referral to Mental Health support (in-school or community service provider)
- Conference with Principal or designated school leader and family
- Immediate, temporary removal from school community to designated alternate space in school with adult supervision (in-school suspension)
- Immediate, temporary removal from school community to family for designated period of time, for less than 5 consecutive days (out-of-school suspension). A re-entry conference with the learner, family, and designated school community members will take place before or after the learner's return to the school community.
- Illegal activity reported to law enforcement (after family notification)
- Permanent removal from the school community (expulsion)

Bullying

According to DC Bullying Prevention Act, bullying is defined as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the youth in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the youth's physical or mental health;

- c. Substantially interfere with the youth's academic performance or attendance; or
- d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Any form of bullying is explicitly prohibited and will be regulated in all school-sponsored events, on school grounds and immediately adjacent property, on transportation to and from school or school-sponsored events, through the use of electronic devices that are the property of the school, and at any location/function not school-related and through personal electronic devices if the bullying creates a hostile environment at school for the victim of witnesses or that materially and substantially disrupt the orderly operation of the school.

Other forms of bullying:

Cyber Bullying – Bullying through the use of technology or electronic devices such as telephones, cell phones, computers, and the internet. It includes, but is not limited to, email, instant messaging, text messages, and Internet postings.

Electronic communication – The use of the Internet and mobile technology such as web pages, discussion groups such as instant messaging, SMS text, Instagram, or Facebook with the intent of intimidating, harassing, or harming another person.

Manifestation Determination Review

When a learner with a disability makes a misstep and the school is considering temporary or permanent removal of the learner from the school community, the school will hold a Manifestation Determination Review to examine the relationship between the learner's disability and the misstep.

Learners with disabilities includes learners with Individualized Education Plans, 504 Plans and learners who are in the process of being evaluated for Special Education. If a learner has been temporarily removed from the school community for more than 10 school days in a school year, a multi-disciplinary team (MDT) that includes the learner's family, will review all relevant educational records contained in the learner's file or in possession of the school to determine whether the learner's violation of the Community Code of Conduct was a manifestation of the learner's disability. The MDT will meet within 10 days of the date the consideration to remove the learner from the school community was made.

- a. If it is determined that the learner's misstep was a manifestation of the learner's disability, the circumstance will be reviewed with consideration for the learner's disability and the misstep warranting the review.
- b) If it is determined that the learner's misstep was not a manifestation of his/her disability, the learner's file will be reviewed to determine the logical response to the misstep in accordance with the Community Code of Conduct.

Temporary Removal from School Community

Temporary removal from the school community is a logical response to a misstep during which the learner has willfully caused bodily injury or emotional distress to another person or persons.

Appeals Process for Temporary Removal from School Community

If a learner is temporarily removed from school community (in-school or out of school), the family will be contacted immediately and receive details of the removal in writing within 24 hours. The family will be given the contact information of the designated school community member to discuss and/or appeal the removal with the Principal or Executive Director.

The learner will receive class assignments and appropriate support from school staff, in-person, virtually, or by phone, to ensure that the learner does not fall behind academically while temporarily removed from the school community. Learners with disabilities or English learners may receive individualized education plan or individualized learning plan services while temporarily removed from the school community. The learner can make up any assignments missed during the temporary removal upon his/her return to the school community.

A family may appeal the temporary removal through an appeals process that includes a hearing before an appeals committee consisting of the Executive Director, the Principal, and other members of the school's team as deemed appropriate. The appeal must be made in writing within 24 hours of notification of temporary removal from the school community and be delivered by email, or by hand to the Executive Director or designee. A hearing will be scheduled as soon as possible after the Executive Director receives notice of the appeal from the family.

The learner will receive class assignments and appropriate support from school staff, in the home, virtually, or by phone, to ensure that the learner does not fall behind academically while the appeal is in process and until it is complete. Learners with disabilities or English learners may receive individualized education plan or individualized learning plan services while the appeal is in process.

At the appeals hearing,

- The Principal will present the information supporting the recommendation for the temporary removal from the school community.
- The family will present oral and or written statements as well as documentation supporting the appeal.
- Learners (age nine and older) may have the option to attend and present an oral or written statement.
- The appeals committee will consider the testimony of all participants and render a decision within 24 hours of the hearing; ideally the decision will be made the same day.
- The decision of the appeals committee in affirming OR reversing the temporary removal decision is final.

Manifestation meetings, as required by law, will proceed regardless of whether a family appeals a temporary removal decision.

Permanent Removal from School Community

Permanent removal from the school community is an action taken only as a last resort, and only in accordance with Student Fair Access to School Amendment Act of 2018. It is a logical response to a misstep during which the learner has willfully caused bodily injury or emotional distress to another person or persons, and it is the school's reasonable belief that the learner's presence poses an immediate and continuing danger to other learners or school staff.

- If a learner is under consideration for permanent removal, the Principal will notify the family via phone and in writing of the recommendation within 24 hours. The learner will be temporarily removed from the school community (out of school) until the permanent removal is final.

- Once the learner is placed under consideration for permanent removal, the family is asked to pick up their learner from school. The learner is not allowed to return to the school grounds or participate in any school-sponsored activities, fieldwork, or programs.
- The Principal determines when to recommend permanent removal. The recommendation will then be sent to the Executive Director and a meeting will be held with the family to confirm the circumstances and the reason for the recommendation.
- The Executive Director will make a final decision on the permanent removal. The family will be notified by phone and mail of the decision within 48 hours.

Appeals Process for Permanent Removal from School Community

Families may appeal the decision of permanent removal of a learner from the school community through a formal appeals process that includes a hearing before an appeals committee consisting of the Executive Director, the Principal, and other members of the school's team as deemed appropriate. The appeal must be made in writing within 48 hours of notification of the permanent removal and be delivered by email, or by hand to the Executive Director. Once the appeal is received, a hearing is scheduled no more than three (3) business days after the Executive Director receives notice of the appeal from the family.

The learner will receive class assignments and appropriate support from school staff, in the home, virtually, or by phone, to ensure that the learner does not fall behind academically while the appeal is in process and until it is complete. Learners with disabilities or English learners may receive individualized education plan or individualized learning plan services while temporarily removed from the school community and until the decision for permanent removal is final.

At the appeals hearing,

- The Principal will present written and oral statements as well as documentation supporting the recommendation to permanently remove the learner from the school community.
- The parent/guardian will present oral and or written statements as well as documentation supporting the appeal.
- Learners (age nine and older) may have the option to attend and present an oral or written statement.
- The appeals committee will consider the testimony of all participants and render a written decision within 48 hours of the hearing.
- The decision of the appeals committee in affirming OR reversing the Executive Director's decision is final.

Manifestation meetings, as required by law, will proceed regardless of whether a family appeals a permanent removal decision.

Attendance Policy

Attendance during Remote Learning

We expect all learners to sign in to Seesaw at least once every day between 8:00am and 11:59 pm. Coaches take attendance during synchronous (group) learning. The learner's participation in asynchronous (independent) learning is also documented each day. Confirmation of presence/absence can include:

- Learner is "seen" in the virtual classroom by their coach as having logged in.
- Completed exit tickets or lesson assignments following asynchronous (independent) learning
- Uploaded photos of completed assignments, projects, or videos of learning activities to Seesaw

A learner is marked "present" during the school day if:

- The learner participates in synchronous (group) learning and/or
- The learner or family provides evidence of engagement in asynchronous (independent) learning or
- A school staff member has spoken to the family and confirmed the learner engaged in learning that day.

A learner is marked "absent" if s/he:

- Is not "seen" in the virtual classroom by their coach,
- Does not check in to Seesaw by 11:59 p.m.
- Does not complete asynchronous assignments for the day.

Please call or email your child's coach or the school's office at (202) 922-7221 to notify us in advance of your child's absence. Please provide the reason for the absence in writing via email.

Excused Absences

If you did not provide a written explanation for your child's absence on the day of that absence, you must provide the school a written explanation of the absence upon your child's return to remote learning. A list of excused absences is highlighted below. If your child is absent for more than five (5) consecutive days, you must submit a note from a doctor or other acceptable documentation explaining the absence.

Any absence for which no excuse is provided within five (5) days of the child's return to remote learning will be considered an unexcused absence. Unexcused absences will be changed to excused absences if the documentation of the reason for the absence is consistent with the laws of the District of Columbia.

Excused Absences:

- Illness of the learner (a doctor's note is required for a learner absent five or more cumulative days in a term)
- Illness of a child, for parenting students
- Lack of access to technology for remote learning
- Broken technology for remote learning (picture or documentation required)
- Medical or dental appointment for the learner or family member supporting remote learning (doctor's note required)
- Other immediate family emergency which requires the presence of the learner
- Death in the learner's immediate family, a guardian or caretaker
- Religious observance
- Necessity for the learner to attend judiciary or administrative proceedings as a party to the action or under subpoena

- Temporary removal from the community as a logical response to a Category C Misstep

If a learner will be absent from remote learning for an extended period due to an extraordinary circumstance, the family should contact the Principal to explain the reason for the absence and the amount of time away from learning. The Principal and the Executive Director will determine if the absence will be excused. The Principal will notify the family of the decision.

Unexcused Absences

In order to ensure that I Dream PCS is aware of the whereabouts of its learners, and to ensure that the school is in compliance with local laws, policies, and procedures of the Office of the State Superintendent of Education and the Public Charter School Board the following steps will be taken in response to unexcused absences:

Unexcused Absence	I Dream PCS's Response
Each unexcused absence	Family/Guardian is contacted by the school's office.
At 5 unexcused	Support Specialist contacts family/guardian to collaborate on an effective intervention.
At 10 unexcused	Learners in grades K-2 will be referred to the Child and Family Services Agency (CFSA) in accordance with D.C. Law.

Attendance during in-person learning

If your learner is going to miss school, call the main office line at (202) 922-7221 as soon as possible.

Coaches take attendance by 10 a.m. each day. The Operations staff confirms or changes the attendance code by the end of the day. _

Present vs Absent:

- A learner is marked "present" if s/he participates in learning for more than 80% of the school day.
- A learner is marked "tardy" if s/he arrives in the classroom after learning begins and participates for less than 80% of the school day.
- A learner is marked "absent" if s/he is not in school for the entire school day.

Sickness:

If a learner is ill, he or she will not be permitted to attend school. Please **do not send** your child to school in the morning if s/he/they:

- Expressed that they feel ill
- Has a fever of 100.4 degrees or higher
- Is vomiting or has diarrhea
- Shows symptoms of a severe head cold, persistent cough, or sore throat
- Has a suspicious skin rash or is contagious (i.e. pink eye, head lice)

Parents will be called to pick up learners who show signs of illness. Learners are expected to be picked up within one hour of parent contact. At the discretion of the school Principal, learners who are not picked up in a timely fashion may be transported to a local medical facility to receive

appropriate care. Learners must be symptom-free without the use of fever reducing medications for 24 hours prior to returning to school. Please contact the school immediately if your child has a contagious disease or condition (i.e. chickenpox, pink-eye, head lice) so that the school can respond appropriately.

For specific guidance regarding when a learner will be dismissed, not allowed in school, and when they can return as related to COVID-19 symptoms and test results, see the [I Dream PCS Building Entry, Use, and Exclusion Guidelines](#).

Related Information:

Guidelines for Attendance and Truancy can be found on the District’s website at <https://osse.dc.gov/page/attendance-and-truancy-resources-school>

Enforcement of Compulsory Attendance Requirements

Unexcused Absences

In order to ensure that I Dream PCS is aware of the whereabouts of its learners, and to ensure that the school is in compliance with local laws, policies, and procedures of the Office of the State Superintendent of Education and the Public Charter School Board the following steps will be taken in response to unexcused absences:

Unexcused Absence	I Dream PCS Response
1 Day of Unexcused Absence	Parents/ guardians will be contacted by phone the day following an unexcused absence.
3 Days of Unexcused Absences	Parents/guardians will receive a wellness check phone call from the Support Specialist to check in on the learner.
4 Days of Unexcused Absence	A letter will be sent to the parent/guardian.
5 Days of Unexcused Absence	Parents will be invited to meet in person with the Support Specialist and administration to create an action plan and address barriers.
7 Days of Unexcused Absence	A Partner Visit will be conducted by the Support Specialist.
10 Days of Unexcused Absence	Referral to OSSE. DC law requires educational institutions to notify OSSE, within two business days, of the 10th unexcused absence of learners in grades K-5. OSSE is then required to provide the learner’s parent with a truancy prevention resource guide that covers certain topics

Grievance Procedures

Parents and families with complaints or concerns should first bring it directly to the attention of the child's coach or our Support Specialist depending on the situation. In the event that this does not yield a solution, families should then bring the issue to the attention of the Principal. Your concern will be responded to within a reasonable period of time, usually 5 business days. If you are unsatisfied with the response, you may make a formal complaint in writing following the procedures below.

If you wish to make a formal complaint, you must do so in writing to the Executive Director. All complaints will be adequately, reliably, and objectively investigated, and any evidence or witnesses presented by the person(s) making the complaint will be considered. Your concern will be responded to in writing within a reasonable period of time, usually 10 business days. The response will summarize the concern(s) raised and the course and outcome of the investigation, and will identify an appropriate resolution. If your concern is still not resolved, you must contact the Chair of the Board of Directors (boardchair@idreampcs.org) in writing within 5 business days. The Chair of the Board of Directors, or his/her designee, will consider all information presented and respond in writing to your grievance, summarizing the outcome of the appeal, within 30 calendar days of receiving your written grievance. These grievance procedures apply to any concerns that may arise, including but not limited to concerns about discrimination or harassment on the basis of race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise. All information presented and discovered during the course of an investigation will remain confidential. I Dream will not retaliate against any person who raises a concern using the procedures outlined above or otherwise participates in the investigation of such concerns. If, during the course of the investigation, it is determined that corrective or remedial action is necessary, such action will be taken in a prompt and reasonable manner.

Non-Discrimination Policy

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the DC Human Rights Act of 1977, I Dream Public Charter School does not discriminate (including employment therein or admission thereto) on the basis of actual or perceived race, color, disability, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence. Sexual harassment, sexual violence and gender identity are all forms of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited.

Discrimination in a violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

FERPA Notice

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians and learners over 18 years of age ("eligible learners") certain rights with respect to the student's education records.

These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents/guardians or eligible learners should submit to the school principal or Director of Operations a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent/guardian or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent /guardian or eligible student believes are inaccurate or misleading. Parents/guardians or eligible learners may ask the school to amend a record that they believe is inaccurate or misleading. They should write to the school principal or Director of Operations, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent/ guardian or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll.
- The right to opt out of school designated directory information. Generally education records can not be disclosed without consent from the parent, legal guardian, or eligible student. FERPA permits the disclosure of a certain category of information called "directory information" without permission from the parent, legal guardian or eligible student. Directory information is defined as the information in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory Information category examples can include name, age, address, phone number, grade level, participation in officially recognized activities and sports, awards received, the most recent previous educational agency attended by the student. While permission is not required, the school will notify parents, legal guardians, and eligible students about directory information. The school will give parents, legal guardians, or eligible students the opportunity to opt out or object to the disclosure by submitting a Notice of Intent to Disclose Directory Information form.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

- Any requests, questions, and concerns to inspect or review records are sent to:
Front Office
I Dream Public Charter School
contactus@idreampcs.org

Right to Know

Parents/guardians of all children who attend Title I Schools have the right to request information about the qualifications of their child's teachers and paraprofessionals, including:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Open Meetings Policy

Meetings of the I Dream PCS Board of Trustees are open to the public under the District of Columbia's [Open Meetings Act](#) ("OMA"). Under OMA, the I Dream PCS Board must notify the public when it will hold a meeting where a quorum of the board will be present. Members of the public or press must be allowed to attend or view the meeting and the public must be able to access the meeting agenda, minutes, and recording. The I Dream Board can close meetings or parts of meetings for several specific reasons, although notice must be provided to the public when it will do so. For an overview of the OMA, [click here](#). For more information about open meetings at I Dream PCS, please contact the Board Secretary, boardsecretary@idreampcs.org. To view Board member profiles, previous meeting minutes, and a calendar of Board meetings, please [visit our website here](#).

Admission Preference Policy

I Dream PCS is open and free to all children who are residents of the District of Columbia. I Dream PCS does not ever limit enrollment on the basis of a student's race, color, religion, national origin, languages spoken, intellectual or athletic ability, measures of achievement or aptitude, status as a student with special needs, sexual orientation, or gender identification.

I Dream PCS participates in the [MySchool DC lottery process](#). All learners admitted or offered a seat at I Dream PCS must first apply through MySchool DC. If the school receives more applicants than the number of seats available, I Dream will create a waitlist for those applicants.

The school does implement a preference for admission based on the criteria below. These preferences are taken into account within the MySchool DC lottery process.

- Siblings of current learners and siblings of offered learners
- Children of staff- so long as enrollment of children of staff is limited to no more than 10% of the school's total enrollment or to 20 students, whichever is less.
- Children of founders- so long as enrollment of children of founders is limited to no more than 10% of the school's total enrollment or to 20 students, whichever is less.