

# **DREAM IN-PERSON REOPENING PLAN**

**2020-21 School Year**



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# INTRODUCTION

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**Welcome to the SY 2020-21 DREAM Staff Guide: Return to In-Person Instruction.** This is meant to be a tool to help us all tackle a safe and effective in-person reopening by answering your questions about new policies, routines, and supports that you can expect to see in place this year.

We've tried to make this document comprehensive without being overwhelming; still, as you review it, we understand that it may seem like a lot of information, or that it may be difficult to contemplate how different this school year will be from previous ones.

But although it will be different, the highest objectives of our work have not changed—to ensure our students get an excellent education, and to ensure that they are known, valued, and loved. The protocols outlined in this guide will help us to keep students, their families, and DREAM staff safe and healthy along the way. Above all, we should look to our guiding principles for this year:

- The **health and safety** of everyone in our learning community—youth, staff, and families—is our priority.
- DREAM students will get **an excellent education**—they will learn as much as they would during a typical school year.
- DREAM will continue to invest in our Grow the Whole Child model and attend to students' **social, emotional, and physical development.**

These commitments are a tall order—but we'll make good on them by leaning on each other and on the practices that are scientifically proven to help us protect our communities. **Thank you for your everyday commitment to these practices, to each other, and to our scholars.**

And remember—for questions not addressed here, don't hesitate to reach out. Together, we will tackle what comes next.

Rich Berlin, Executive Director

Eve Colavito, Chief Education Officer



# HEALTH AND SAFETY PROTOCOLS

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The health and safety of everyone in the DREAM community is our number one priority. What follows is important information about our updated health policies and procedures for when we are able to come together again in person. These health and safety protocols will be implemented across all of our schools and will align with the guidelines and recommendations put forth by New York State Education Department (NYSED), New York State Department of Health (NYSDOH), Centers for Disease Control and Prevention (CDC), as well as the feedback and input of DREAM staff, families, and students.

## COVID POINTS OF CONTACT

If you have tested positive for COVID, believe you were exposed to someone with COVID, or are experiencing COVID-like symptoms, you should immediately notify your direct supervisor (staff) or your Family Engagement Manager or [familysupport@wearedream.org](mailto:familysupport@wearedream.org) (families). You should also stay home.

If you have any concerns or questions related to COVID-19, email [staffquestions@wearedream.org](mailto:staffquestions@wearedream.org) (staff) or [familysupport@wearedream.org](mailto:familysupport@wearedream.org) (families) or submit a question on the [Staff Internal Hub](#) or [Family Hub](#).

## WELLNESS CHECKS

All individuals, without exception, will be required to complete an online [wellness check questionnaire](#) before entering a DREAM building. For DREAM staff and families, this means submitting the questionnaire daily prior to arrival at the school building. Anyone responding “yes” to any of the questions should stay home and will not be allowed entry into the school building. If you do not submit a wellness check prior to entering the school building, you will be required to complete the wellness check and undergo a temperature screening upon arrival.

As a reminder, you must note it on their wellness checks and stay home from work if you experience any of the following symptoms:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting



- Diarrhea

The DREAM community is encouraged to set their own reminders and create a routine around filling out their wellness check each morning. Responses to wellness questionnaires will be visible only to a small number of individuals and managed in a manner that protects privacy.

## SOCIAL DISTANCING

DREAM staff will help ensure that social distancing regulations can be followed at all times.

To practice social distancing, plan to **stay at least 6 feet (about 2 arms' length) from other people**. Limiting face-to-face contact with others is the best way to reduce the spread of COVID-19.

COVID-19 spreads mainly among people who are in close contact for a prolonged period. Spread happens mainly when an infected person coughs, sneezes, or talks, and droplets from their mouth or nose are launched into the air and land in the mouths or noses of people nearby. The droplets can also be inhaled into the lungs.

**Close contact/exposure** includes:

- Being within 6 feet of someone who has COVID-19 for at least 10 minutes
- Providing care at home to someone who is sick with COVID-19
- Having direct physical contact with the person (touched, hugged, or kissed them)
- Sharing eating or drinking utensils

## PERSONAL PROTECTIVE EQUIPMENT (PPE)

Upon entering a DREAM site, everyone will be required to wear a face covering. DREAM will provide, at a minimum, 5 reusable cloth masks for each student and staff member, and extra disposable masks will be available at each location. While indoors, staff and students will be allowed to remove their face coverings to eat or drink at designated times. Gloves will be expected to be worn by staff who are responsible for high-traffic areas (i.e. front desk), and additional PPE (i.e. gowns and face shields) to be provided for staff entering isolation rooms.

In addition to the PPE provided to staff and that available upon request, staff and students should feel free to use their own PPE as well, no request necessary.

### PPE available daily



Disposable 3-ply mask



DREAM branded cloth masks



Latex gloves



## PPE available upon request



KN95 Masks



Gowns



Face shields



Nitrile gloves



Disposable shoe covers

The Facilities Team, in coordination with each site-based Operations Team, will continuously monitor inventory of supplies at all locations to ensure adequate supplies remain on hand.

If a staff member or family has been approved for additional PPE based on accommodations or exceptions, the site-based Operations Team will also provide them with the requested PPE. Jen Baez, Director of Employee Relations, will communicate the request to the Operations Team so the staff member or family can arrange a pick-up.

Site	How to request supplies and replacements
1991 Second Ave	Staff will message the EH Operations Associate (by calling ext. 1000) when they are in need of supplies.
PS 50	Staff will message the Pre-K Ops Associate when they are in need of supplies.
411 Wales	Staff will message MH Ops with their request and the Ops team will resupply.
439 115th	Staff will message DCHS Help with their request and a member of the Ops team will resupply.
BCNY	Staff will message DCHS Help with their request and a member of the Ops team will resupply.



## What types of masks are not permitted at DREAM?



Bandanas



Neck gaiters



Masks with exhalation vents/valves



Ski masks

## ILLNESS, EXPOSURE, AND TRAVEL

The following policies and protocols were developed in line with the latest guidance from the CDC, New York State Department of Health, and an advisory team of NYU physicians. We know from the experiences of other school districts that in-person reopening does sometimes result in COVID cases; our health and safety policies can mitigate that risk, but not eliminate it. Acknowledging the possibility of positive cases in our school community is not meant to create fear; rather, it gives us the ability to plan our response to cases with clarity and confidence.

In the event that a staff member tests positive for COVID, had close contact with someone who tested positive for COVID, presents with COVID symptoms, or returns from travel from a state on the NY travel advisory, they should immediately contact their direct supervisor and not come to the school building. If they are already on school premises, they should notify their direct supervisor and leave the school building. Staff will determine in conjunction with their direct supervisor if and how they can continue to work remotely during this time.

In the event that a student tests positive for COVID, has close contact with someone who tested positive, presents with COVID symptoms, or returns from travel from a state on the NY travel advisory, they should fill out the wellness check form accordingly, and may not come to the school building. A school staff member will reach out to the family to get more information and provide instructions for transitioning to remote learning, should the student need to quarantine.

If you plan to travel, notify the appropriate point of contact of the dates of the trip with as much advance notice as possible. Staff should notify [HRteam@wearedream.org](mailto:HRteam@wearedream.org) and their direct supervisor; families should notify their Family Engagement Manager or [familysupport@wearedream.org](mailto:familysupport@wearedream.org).

Situation	Health and Safety Measures
Student or staff self reports testing positive for COVID	Can return to school after: <ul style="list-style-type: none"> <li>→ Isolating for at least 10 days since symptoms first appeared;</li> <li>→ Going at least 24 hrs with no fever (without use of</li> </ul>



	<p>medication); AND</p> <ul style="list-style-type: none"> <li>→ Symptoms have improved</li> </ul>
Close contact/exposure to individual testing positive to COVID	<p>Can return to school after:</p> <ul style="list-style-type: none"> <li>→ Quarantined for 14 days; AND</li> <li>→ No COVID-like symptoms</li> </ul>
Individual presenting symptoms of COVID while on school premises	<p>While in school building:</p> <ul style="list-style-type: none"> <li>→ Students brought to isolation room to await pickup by parent/guardian</li> <li>→ Staff sent home immediately</li> </ul> <p>Can return to school after:</p> <ul style="list-style-type: none"> <li>→ Isolating for at least 10 days since symptoms first appeared;</li> <li>→ Going at least 24 hrs with no fever (without use of medication); AND</li> <li>→ Symptoms have improved</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>→ Obtaining a medical professional's note clearing the individual for return based on an alternative diagnosis</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>→ Receiving a negative COVID test result and symptoms have improved</li> </ul>
Individual presenting symptoms of COVID while outside school premises	<ul style="list-style-type: none"> <li>→ Immediately notify school</li> <li>→ May not enter school building</li> </ul> <p>Can return to school after:</p> <ul style="list-style-type: none"> <li>→ Isolating for at least 10 days since symptoms first appeared;</li> <li>→ Going at least 24 hrs with no fever (without use of medication); AND</li> <li>→ Symptoms have improved</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>→ Obtaining a medical professional's note clearing the individual for return based on an alternative diagnosis</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>→ Receiving a negative COVID test result and symptoms have improved</li> </ul>
Individual returns from travel from a state or country with significant community spread <sup>1</sup>	<p>Can return to school after:</p> <ul style="list-style-type: none"> <li>→ Quarantine for 14 days; AND</li> <li>→ Presenting no COVID-like symptoms</li> </ul>

<sup>1</sup>Significant community spread defined as a state with a positive test rate of 10% or higher:  
[https://coronavirus.health.ny.gov/system/files/documents/2020/06/interimguidance\\_traveladvisory.pdf](https://coronavirus.health.ny.gov/system/files/documents/2020/06/interimguidance_traveladvisory.pdf)



If DREAM has a suspected or confirmed case of COVID-19, affected pods, their families, and others with potential exposure will be notified immediately in a manner that protects the individual's privacy. A communication to the entire school will follow soon after.



## SCHOOL-DAY ROUTINES

Certain school day routines—such as entering and exiting the building and classrooms, and gathering for activities like recess and lunch—require new protocols to ensure that they are safe. This section outlines the new flow of procedures that staff, students, and families will learn this year. Though these guidelines are detailed, they ultimately rely on a few core responsibilities: social distancing, proper use of PPE, and communicating with each other.

### ARRIVAL PROTOCOLS

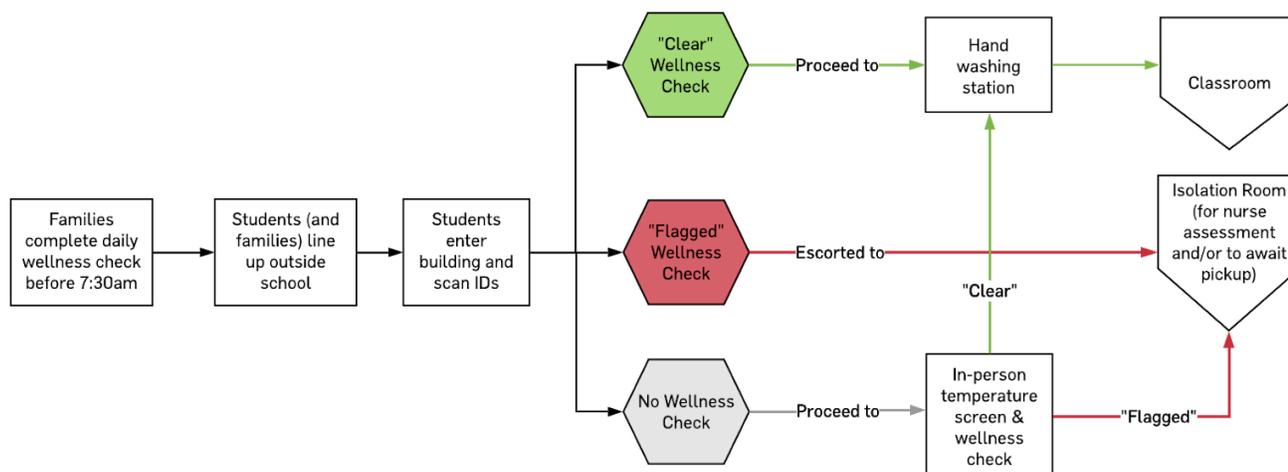
Who	When	What
Students	Upon arrival	<ul style="list-style-type: none"><li>✓ Students will line up single file.</li><li>✓ Students must wear their masks in line. Line monitors will have masks to distribute to students who don't have one.</li><li>✓ All students and parents/guardians must maintain social distance while in line.</li><li>✓ Line monitors will remind families to submit the wellness check survey by 7:30 AM.</li></ul>
All in-person staff (except facilities, security, Ops, and School Leaders)	Earliest arrival time varies by building	<ul style="list-style-type: none"><li>✓ Staff will not be permitted to enter the building before the time determined by the building's DOO.</li><li>✓ Staff need to arrive with the appropriate PPE.</li><li>✓ Staff must submit a wellness check before arrival.</li></ul>
All in-person staff	Upon arrival	<ul style="list-style-type: none"><li>✓ Staff should arrive to work 30 minutes prior to AM student arrival to ensure the building is fully ready to receive students.</li><li>✓ Staff assigned as line monitors should arrive to work 30 minutes prior to student arrival. DOOs will assign and manage a rotating list of line monitors.</li></ul>



		<ul style="list-style-type: none"> <li>✓ Ops team will maintain 10 ready-made bags of PPE bags/boxes at a front desk location every morning. All individuals involved in the screening area/line monitoring must wear gloves.</li> <li>✓ Staff who are late will be contacted by the Coverage Coordinator.</li> </ul>
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## ENTRANCE PROTOCOLS

The following graphic maps out our protocols for students upon their entry into a DREAM building.



## RECESS

Below are the recess protocols established for DREAM's gym, yard, and the Field of Dreams.

**Recess**

**Pre and Post Session Protocols**

- All students will arrive and stand in clearly marked areas which will be **minimum of 6 feet from other students.**
- All students should wear masks; in the event that a student's mask gets wet, a replacement mask must be provided to the student once the session concludes.
- All equipment should be spaced for students to be a minimum of 6 feet apart.



- All equipment will be cleaned and sanitized daily and will be used for only one session. Therefore, only one set of equipment will be used by one group of students each day.
- All equipment will be provided for individual students and not shared with other students during that session.
- Shared spaces will be cleaned AND sanitized prior to every session and students' arrival.
- All high-touch surfaces (including floors) will be cleaned AND sanitized with a solution that is sprayed on by a staff member wearing gloves.
- To account for cleaning and disinfecting, there will need to be a **minimum** of 15 minutes between sessions.
- The Yard will be free from visitors a minimum of 2.5 hours prior to student activity to ensure proper time for cleaning and disinfecting.

### **In-Session Protocols**

- To allow for sufficient space during activities, all students will be assigned to a designated individual activity area marked by cones, poly spots, or hula hoops; student lanes or zones may also be appropriate depending on the activity.
- All students will be **at least 6 feet apart for the duration of the activities.**
- Students will engage in both fitness-based movement activities and sport-specific drills and activities.
- Activities will be interactive, yet will require students to stay 6 feet apart when executing the activity independently but coordinated with the group (to allow for group collaborative challenges and competitions without contacting, e.g. relay race).
- Two pods will use the Yard at a time.
- Three pods will use the Field of Dreams at a time.
- [Small Group Recess Schedule](#)

## **LUNCH**

### **Students in-person**

- All student lunches will be delivered to classrooms.
- Students will remain at their desks when eating. They will remove masks when eating but put them back on if they need to get up and move around the room (i.e. to throw away garbage).
- Elevator use for the transport of food will be prioritized during this time.

### **Students learning remotely**

- DREAM is thrilled to be partnering with Red Rabbit to provide a free weekly home delivery of breakfasts, lunches, and snacks for our scholars. Each delivery includes five days' worth of freshly prepared breakfasts, lunches, and snacks.
- Families can sign up for food delivery on a rolling basis; they will be automatically re-enrolled each week until remote learning ends or the family sends an email to their DOO to cancel their enrollment in the home delivery program.



- All deliveries must be received by an adult. If an adult cannot be present, families may reach out to request an alternative delivery day or the meals will be brought to the school and the family will have 24 hours to call or email their DOO to schedule a pickup.

### **Staff in-person**

- If staff are eating in the building, they will be expected to eat their lunch in their classrooms or desk area.
- Staff will be able to bring lunch from home (and store in a communal fridge) or bring in takeout.
- All classroom staff will have a free period between the hours of 10am and 2pm during which they can eat lunch.

## **DISMISSAL AND AFTERSCHOOL**

### **From Classroom to Exit for Students**

- Classes will be dismissed individually.
- A staff member will come to the door and direct students to begin exiting at the supervising staff members' discretion.
  - Students must maintain social distance throughout the building and must keep their masks on.
  - Staff will monitor the process throughout the building.
- Supervising staff will remain in the classroom with any students identified for after-school until dismissal is complete.
- As dismissal is underway, after-school staff should be positioned by their after-school locations or preparing to receive students.
- Once dismissal is complete, after-school staff assume coverage for remaining students and supervising staff are relieved.

### **From Classroom to Exit for Staff (Departing Staff)**

- Staff cannot exit a classroom until all students have exited or are supervised by another staff member.
- Once staff exits a classroom, they are encouraged to wipe down the doorknob.
- Staff should proceed from the classroom directly to their designated exit. Any staff who needs to go to a shared space in the building (ie. to access a copier) must follow DREAM's protocols for shared spaces.
- Staff should practice social distance at all times.
- Staff are asked to alert their supervisor/system administrator that they have exited. Upon exiting the building, staff should not congregate outside.



### **After Exit for Students**

- Students must proceed away from the building immediately and maintain proper social distancing on the block.
- If a student is required to be accompanied by an adult, they may not exit the building without that adult present.
- Students not required to be in the building on a given day should remain at least 1.5 blocks from the entrance on their remote days.

### **Late Pick-Up**

- Teachers will escort students who are not in after-school for dismissal.
- After a period of time (it varies by site), remaining students will be escorted back up to their classroom and remain in after-school until the family arrives. On days when no afterschool is held, each DREAM site will have a late pick-up procedure in place. (DOOs for each site will share these procedures.)

### **After-school: "Opt-out Model"**

- Since in-person time is limited, DREAM wants to maximize it by providing the extended-day model to as many students as possible.
- Therefore, all in-person students have a seat for after-school on their in-person days and will remain in their school-day pods.
- Families will need to opt-out of afterschool programming if they do not want their student to attend.



# IN-PERSON CLASSROOM EXPECTATIONS

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One of DREAM's maxims is *Fun is a Serious Value*. We believe that learning and school should be fun and joyful. This year we will find a balance between health and safety and collaborative learning experiences that are core to DREAM's philosophy and approach. DREAM's in-classroom practices and protocols prioritize the health and safety of our community while maintaining as much fidelity to our program as possible.

This framework is intended to provide teachers with guidance on returning to in-person, classroom instruction. Aligned with the guidelines and recommendations put forth by New York State Education Department, New York State Department of Health and the Centers for Disease Control and Prevention, this framework outlines measures intended to protect the health and safety of our staff and scholars while promoting educational excellence.

This policy is divided into three sections. Section one is focused on creating and maintaining a safe environment in classrooms. The second section addresses changes to the instructional practices. The third section discusses how teachers and staff can support students during accidents, injury, or when they are in a moment of crisis.

## SAFE ENVIRONMENT

Health experts have advised that the most effective ways for students and staff to remain healthy is mask wearing and frequent handwashing. The following procedures assume that those critical components are in place.

### Student Mask Wearing

Students will be taught not only how to properly wear masks, but will be taught why mask wearing is important for our community. Younger students will have access to lanyards to ensure that they do not misplace their masks during lunch or snack. In the event that a student loses a mask or rips a mask, disposable masks will be available for every DREAM student.

Where space allows, teachers can designate spaces where students can take "mask breaks" as they acclimate to wearing masks in school.

### Mask Threshold

It may not always be possible to maintain a social distance of six feet within pods, which is why mask wearing is an essential part of our program.

At the start of the school year, as we are teaching students both mask wearing expectations and why mask wearing is important, teachers should plan for activities that maintain as much social



distance as the classroom space allows. However, as students become more consistent and comfortable with wearing their masks teachers may occasionally engage students in activities that do not allow for social distancing.

Resources on mask wearing:

- [Early childhood resource](#)
- [Math of mask wearing](#)

### Classroom Set-up to Maintain Social Distancing

To support as much social distancing as possible, classrooms will have less furniture than they would have in a typical year. The primary focus will be on ensuring that desks are set up with as much space between students as possible.

Changes to classrooms:

- Classrooms will have a pod of students in the classroom rather than a full class of students
- K-12 students will have individual desks rather than tables that seat multiple students
- Carpets will not be included in PK or elementary classrooms this year. In lieu of carpets teachers may request rubber spots that can easily be sanitized.
- We will place markings on the floor to help students, teachers and maintenance staff remember where to place desks
- Classrooms will not have u-tables for guided reading or small group work
- Pre-K classrooms will continue to have tables, but students will be distanced at them for meal times

Student desks will be set-up for teachers prior to classroom set-up in a manner that supports efficient social distancing within the square footage of that specific classroom. There will be markers on the floor to help teachers to know where desks should be placed.

Teachers should not:

- Rearrange furniture within their classrooms
- Bring personal furniture from home
- Order furniture without explicit permission from the principal
- Add carpets, area rugs, or any soft seating

Teachers should:

- Decorate walls and make the classroom visually interesting and supportive of student learning
- Hang Maxims posters and other materials that support classroom culture and community
- Consult the school specific checklist for classroom set-up



Math, arts, and science teachers will push into classrooms to teach their lessons and will not have separate spaces for their classes.

### Cleaning, Sanitizing, and Disinfecting Classroom Spaces & Materials

All spaces will be deep cleaned on a nightly basis, and high-touch surfaces will be cleaned throughout the day by the cleaning staff. We ask that teachers and students help to keep their classroom space clean by wiping down surfaces at regular intervals throughout the day, particularly after high volume usage (e.g. several students use an in classroom sink).

To maintain our safety:

- High use surfaces including tables and in classroom sinks should be disinfected frequently throughout the day. Facilities will also conduct full cleaning and disinfecting at the end of each day.
- All staff should wear disposable gloves to clean and disinfect.
- Students and teachers should wash their hands frequently throughout the day.
- Teachers must maintain a distance of 6 feet from one another except for instances where the safety of children is paramount or where the core activity requires a shorter distance.

### Hand Washing/Hand Sanitizing

- All staff and children will wash hands frequently throughout the day.
- Proper hand washing signs will be posted in all bathrooms and near all sinks.
- Hand washing or sanitizing will be required during the following times and when hands are visibly soiled:
  - Upon arrival to the school
  - Prior to center time and between centers
  - Before and After eating
  - Before and After treating a cut or wound
  - Between program activities
  - After using the toilet
  - After cleaning up a child
  - After blowing your nose, coughing, or sneezing
  - After touching garbage
  - After returning to the school from outside

### Coughs and Sneezes

- Help students to cough or sneeze or use the inside of their elbows even when they are wearing a mask



- If a student sneezes into a mask, a teacher may need to offer the student a new disposable mask to wear for the remainder of the day. The student should place the soiled mask should be placed in a plastic bag or in the child's backpack to be laundered.
- Ensure used tissues are thrown in the trash.
- Immediately have students wash their hands with soap and water for at least 20 seconds. If soap and water are not readily available, have students clean their hands with a hand sanitizer that contains at least 60% alcohol.

## Transitions

### Closet Procedure

Where students are placing items in classroom closets, teachers should limit the number of students in the closet to one student at a time. Students should also have their personal items spread out so they are not touching the belongings of another student.

### Lunch

Lunch is one of the few times that students will have their masks off during the day and therefore is a higher risk time of day. Teachers should limit the time that students have their masks off to the best of their ability.

Prior to eating lunch, students should wash or sanitize their hands and unwrap their individual lunches. Only after their lunches have been unwrapped should students take their masks off to eat. Students should remain in their seats while they have their masks off. If a student has to get up to throw trash away or to get water, they should replace their masks prior to leaving their seats.

We will not enforce a silent lunch, but will encourage students to eat quickly so they can talk with their classmates once they have put their masks back on.

### Lining-up and Hallway Transitions

Students will line up in their pods when they are transitioning to recess, PE, and dismissal. Teachers should designate an order and where possible have spots in the classroom that are spaced out. If children are not able to remain spaced out while walking that should not be a major area of concern to teachers because transition times generally remain below five minutes. Teachers should avoid extending transitions for behavioral or any other reasons to limit the amount of time that students may be exposed to other pods of students.

### Bathrooms

When an individual student needs to use the restroom, classroom teachers will communicate their permission to the staff member attending the hallway. Teachers sending students will wait for confirmation from the hallway monitor before letting the student leave the classroom.



Individual school leaders may add bathroom passes or other safeguards/precautions to the bathroom policy.

Leaders at each school will develop a schedule to ensure pods of students are using the shared bathroom at a scheduled time. Supervision will be given at all times.

For bathrooms with three or more stalls, students will have access to every other stall (closing off access to other stalls). For bathrooms with fewer than three stalls, only one student may use the bathroom at a time. Students must wash hands after bathroom use before re-entering the classroom. Hand washing stations will be positioned outside or near the bathroom to provide an additional place for handwashing if needed. PPE use must be maintained in the bathroom.

## Materials

Where possible, students will have individual materials that are not shared with others. Depending on the grade, students will have a bin or caddy that is on or near their desk that includes: pens, pencils, crayons, etc. Note that the materials provided to students will differ based on grade and developmentally appropriate practice.

We encourage students to feel ownership of their learning environment and to develop independence. To that end, we will provide opportunities for students to prepare their own materials and in some cases, described below, students will be asked to help to clean or prepare materials for the entire class. Classroom jobs require gloves.

### Morning Set-Up of Materials

Students are expected to begin the day with their individual materials set-up at their desk. Teachers should ensure that each student begins the day with the materials they need. They may do that by creating an end of day checklist that students go through that indicates materials they will need before the next day. They may use the staggered entry period to have students support with supply distribution. Students who are supporting supply distribution should wear plastic gloves.

### Materials That May Need to be Replaced During the Course of the Day

When a commonly used material needs to be replaced (e.g. a pencil point breaks) during the day, teachers should maintain sufficient supplies to provide a replacement. Alternatively, teachers may consider having a “used” bin or container where students can place broken items.

### Material Collection

Materials that are not for individual use may be placed in a “used” bin after class so that they can be cleaned prior to being used again in the classroom.

Students may support material collection, but they must wear gloves when collecting materials used by multiple classmates.



### Sharing of Materials

DREAM will ensure that there are adequate amounts of student supplies to help avoid sharing of materials wherever possible; however, in limited circumstances, there will be items that students will be expected to share (e.g. math tools). These items should be thoroughly sanitized after each use.

Supplies will also be available to encourage staff to create self-contained supply kits in their classrooms, including whiteboard markers and erasers, PPT clickers, and other key materials, at their discretion.

### Materials for Class Relocation

In the event classes have to relocate to other rooms within a DREAM site due to a suspected COVID-19 case teachers should plan for students to take their individual supplies and materials for that day.

### At-Home Materials/In-School Materials

Rather than asking students to take materials to and from school daily most materials sent home in the beginning of the year kit will be reserved for in-home use.

Teachers should create a list of any materials that need to go back and forth between school and home, but keep these at a minimum.

### Student Laptops and Tablets

Students will be expected to use technology in the classroom, so students should bring their DREAM devices to school daily and be expected to charge their devices at home each night. In the event that a student forgets their device, they will be able to get a “loaner” which will be wiped down between student uses.

### Classroom Libraries and Book Shopping

Guidelines from the CDC do not indicate that library books need to be cleaned. When students are looking through classroom libraries to select a book, teachers may ask students to wear gloves and when a book has been read a teacher may opt to put the book into a “quarantine” period before allowing it to be borrowed by another student. In the event that a book is coughed or sneezed on while a student is browsing the library, that book should be added to the quarantine or used book bin and remain untouched for a 24-hour period before handling it.

Teachers should stagger when and how students are sent to the library so that student contact is limited.



### Centers (PK & ES)

During center-based learning, there will be activities and areas that remain as part of our program; however, a limited number of children will be permitted to use each space at any one time, in order to maintain social distancing. For example, sand/water and sensory tables are an integral part of the early childhood classroom experience and teachers should make these available for individual use only as these materials should not be shared between children. Additionally, teachers should establish a protocol that allows for rotation of centers for children, allowing for cleaning and sanitization of any materials or areas between uses.

## INSTRUCTIONAL PRACTICES

### Daily Feedback on Student Work

Our core mission is to offer high quality education to all DREAM students; part of a high-quality education is receiving real-time, formative feedback from teachers. This year, as in a typical year, teachers are expected to circulate around the classroom to look at student work. Paper products are not considered to be high risk for transmission and real-time assessment of student work is essential to effective teaching.

Commenting on work does not constitute close contact with a student based on the CDC and NYC DOH guidance. Exposure means having “close contact,” defined per CDC and NYC DOH guidance as having been within 6 feet of someone with COVID for at least 10 minutes. Given this guidance, teachers are able to review student work near their desks, provide real-time feedback, and give individual and class directions from many areas of the classroom.

### Conferencing

Conferencing is an important part of providing feedback to students. Conferencing may occur in a breakout session of Zoom where the teacher is able to look at digital and/or scanned work. Until the majority of students are consistently wearing masks, teachers should limit their conferences to be virtual.

Conferencing in person should be limited to be around five minutes. Teachers should consider setting up two chairs or rubber spots that are distanced from each other for the conversation.

### Paper Passing and Collecting Student Work

Paper products are not considered by the CDC to be high risk for transmission; however, teachers should plan paper distribution in a manner that does not have students handing papers to one another in a way that would facilitate their hands touching in the process of passing paper. Teachers may consider distributing papers prior to the start of a class period or where helpful and developmentally appropriate, teachers may decide to have students complete work digitally. Teachers should remain mindful that physically writing by hand can help students to



develop fine motor skills and may allow for greater recollection of content, so writing by hand should not be eliminated entirely.

### Singing

Singing is an important part of how we teach, particularly in the early grades. Unmasked singing, particularly when the singer is trying to project their voice, has been deemed unsafe, as it may increase virus transmission. This year we will limit in-person singing to help mitigate risk. However, at DREAM, we also use singing in our classrooms to teach routines, to transition students and to teach lessons. It is permissible to engage in singing/chants in classrooms this year to maintain our core program as long as masks are worn.

### Small Group Work (Guided Reading, Intervention Groups)

#### Pre-K

Based on the age of the Pre-K students, we will not expect students within pods to know how to socially distance at the start of in-person school; however, overtime we believe that we can teach students to follow this expectation. Where possible small groups may consist of fewer children than they would in a typical year, but groups may occasionally consist of up to five students. Teachers should make every effort to space students out as the space allows.

#### Elementary School

Elementary students will begin the year working in socially distant small groups. Student groups may work at their desks that are separate from one another. While a group is meeting with the teacher, other students will work independently in individualized centers.

During guided reading or other intervention groups, students will sit in socially distanced desks that are in the same part of the room (even if not their own desks). Desks will be wiped down before and after they are used by small groups.

#### Middle School and High School

Middle and high school small groups within pods will maintain as much distance as is possible within the confines of the classroom. Students may also participate in cross-pod groups, which will be conducted over Zoom rather than in-person to protect the integrity of the pod. We believe that grouping students across pods via Zoom will allow for more accurate leveling of guided reading and intervention groups.

When a small group is meeting within a pod, students will sit in socially distanced desks that are in the same part of the room (even if not their own desks). Desks will be wiped down before and after they are used by small groups.



## Developmental Play

Play is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children and youth. As we reopen school, we need to maintain the goals of developmental play while also working to keep students safe.

We will begin the year teaching students Dev Play protocols of how to select a center, create a play plan, etc., while still adhering to social distancing protocols. Students will select centers from their desks and engage in an activity with materials individually prepared to have at their desk. For example, there will be 3-4 of each prepared center packed for individual use.

## Physical Education

### Pre and Post Session Protocols

- All equipment should be spaced for students as much as the space allows (ideally 6 feet apart)
- All students will arrive and stand in clearly marked and designated areas which will be **minimum of 6 feet from other students**
- All equipment will be cleaned and sanitized daily and will be used for only one session. Therefore, only one set of equipment will be used by one group of students each day.
- All high-touch surfaces (including floors) will be cleaned AND sanitized with a solution that is sprayed on by a staff member wearing gloves
- Shared space will be cleaned AND sanitized prior to every session beginning and students arriving
- All equipment will be provided for individual students and not shared with other students during that session prior to being cleaned and sanitized.
- All students should wear masks; in the event that students' masks get wet, a replacement mask must be provided to the student once the session concludes
- To account for cleaning and disinfecting, there will need to be a **minimum** of 10 minutes between sessions

### In-session Protocols

- All students will be assigned to a designated individual activity area marked by cones, poly spots, or hula hoops; student lanes or zones may also be appropriate depending on the activity.
- All students will be **at least 6 feet apart for the duration of the activities**
- Students will engage in both fitness based movement activities and sport-specific drills and activities
- Activities will be interactive, yet will require students to stay 6-feet apart when executing the activity independently but coordinated with the group (to allow for group collaborative challenges and competitions without contact - e.g. relay race).



## Circles

Student and staff circles are a core practice at DREAM. Students will participate in circles within their pods. Students will place seats in classrooms in a circle formation, leaving as much space as possible between seats. If the entire pod is not participating in a circle, alternative spaces can be utilized with students still placing seats in a circle formation with adequate space between seats.

## Naptime (Pre-K)

For Pre-K: If possible, at naptime, ensure that children's naptime mats are spaced out as much as possible, ideally 6 feet apart. Consider placing children head to toe in order to further reduce the potential for viral spread.

## Supporting Upset Students

When students share feelings of anxiety, fear, or sadness it is essential that we comfort them and help them to feel secure in our school environment. Staff should be aware that social distancing may not always be possible when caring for young children, children with special needs, or children in crisis, which is why mask wearing is a critical component in ensuring the safety of our staff and students.

## Drop Off

For health and safety, students will be dropped off at the front doors of school and will walk directly to their classrooms. Sometimes younger students have separation anxiety when they enter school; it is the role of teachers to ease their entry into school.

When a child is upset at drop off or during a transition period, comfort them. Teachers may use "knee hugs" so that the child and adult are not breathing the same air. In the event that a child is attempting to run after a parent or caregiver, an adult may hold the child facing away from them so that their faces are not close to one another.

Where possible, adults will also limit close contact to less than ten minutes to remain in accordance with CDC guidelines around exposure. We recognize that this will not always be possible and when appropriate, school-based leaders and staff will provide support to teachers.

## **ADDITIONAL STUDENT SUPPORTS**

### Accidents and Injuries

Teachers can protect themselves by wearing an over-large button-down, long sleeved shirt or smock, or DREAM apron and by wearing long hair up off the collar. Protective DREAM gear will



be available to all PK-1 teachers and a limited supply will be available to other DREAM staff members.

- Teachers should wash their hands, neck, and anywhere touched by a child's secretions.
- Teachers should change their smock or button-down shirt if a child's secretions are on their clothing and wash their hands.
- Contaminated clothes should be placed in a plastic bag and washed in a washing machine.

In the event that a child vomits, staff should ensure the child is moved to an isolation room and alert the hallway monitor to radio Facilities for classroom cleanup. All other students should be relocated to the emergency placement pod until it is safe to return to the classroom. Injuries that result in blood should be treated as potentially infectious and treated as they would be in a typical year. Teachers should change their outer layer of clothing when they come into contact with any student saliva or mucus.

### Physical Restraint

Staff should be mindful that seeing staff putting on protective equipment or being approached by staff wearing protective equipment can create anxiety in students. When the use of a physical restraint is necessary, use a student-centered approach and offer reassurance throughout the interaction. Only staff members trained in physical restraint should attempt this strategy.

- Limiting Risk of Infection Prior to Physical Restraint
  - Ensure that both the staff member performing the hold and the staff member supervising the hold are wearing disposable gloves, disposable masks, and face shields, to the extent possible.
- Limiting Risk of Infection During a Physical Restraint
  - Keep hands clear of eyes, mouth and nose of self and others
  - Given the risk of COVID-19, it is even more important than usual to avoid long and extended restraints
  - During the restraint, attempt to keep your face in the opposite direction of the child when they are screaming, crying, spitting, etc.
- Limiting Risk of Infection After a Physical Restraint
  - Remove and dispose of protective equipment immediately following the interaction
  - Make sure the adult or and the child wash their hands and face once the child is deescalated. Following the tantrum or physical outbursts, staff should put on a new mask (disposable masks will be available at every site)
  - Avoid touching your face and limit contact with hard surfaces before immediately washing hands



- Once all health and safety measures have been addressed, follow debriefing and reporting procedures for the restraint.



# PROTOCOLS FOR SHARED SPACES

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When in any DREAM building, all individuals are expected to adhere to social distancing guidelines, wear a face covering, and practice hand hygiene. Staff movement throughout the school building will not be restricted—however, in order to maintain social distancing, individuals should not congregate in shared spaces. It is important to bear in mind that these standards apply to the use of all communal and shared spaces.

Staff should limit use of high-touch, non-essential appliances and materials as much as possible. If used, staff members must wipe down high touch areas of shared equipment (i.e. refrigerator handles, coffee machines, copiers) before and after use with disinfectant or cleanser.

## EXPECTATIONS

Space	Who	Expectation
Hallways	All	✓ Maintain social distancing
Elevators	All	✓ No student should use the elevator except for those with medical exceptions. ✓ Only one person can be in the elevator at a time (except in student situations requiring adult supervision). ✓ Masks must continue to be worn while riding the elevator.
Stairwells	All	✓ All people must maintain social distancing in stairwells.
Bathrooms	Students	✓ The classroom teacher will communicate their permission to the staff member attending the hallway. Teachers sending students must wait for confirmation from the hallway monitor before letting the student leave the classroom. ✓ Leaders at each school will develop a schedule to ensure pods of students are using the shared bathroom at a scheduled time. Supervision will be given at all times.



		<ul style="list-style-type: none"><li>✓ For bathrooms with 3 or more stalls, students will have access to every other stall (closing off access to other stalls). For bathrooms with fewer than 3 stalls, only 1 student may use the bathroom at a time.</li><li>✓ Students must wash hands after bathroom use before re-entering the classroom.</li><li>✓ Handwashing stations will be positioned outside or near the bathroom to provide an additional place for handwashing if needed.</li><li>✓ PPE use must be maintained in the bathroom.</li></ul>
Bathrooms	Staff	<ul style="list-style-type: none"><li>✓ All adult bathrooms will be open for staff use.</li><li>✓ All staff are expected to continue to wear PPE, maintain social distancing, and wash hands for at least 20 seconds when using the bathrooms.</li></ul>
Nurse's office	Students	<ul style="list-style-type: none"><li>✓ All sites will have a nurse's office. The nurse's office is separate and distinct from the isolation room.</li><li>✓ Students who exhibit COVID-like symptoms will be sent to the isolation room, not the nurse's office.</li></ul>
Isolation rooms	Students	<ul style="list-style-type: none"><li>✓ Isolation rooms will be monitored at all times when a student is present in them.</li><li>✓ Staff in isolation rooms must wear N95 masks, gloves, and a face shield. Gowns will be provided upon request.</li><li>✓ Each space an isolated student occupies will be cleaned prior to it being used for another student.</li></ul>
Conference rooms	Staff	<ul style="list-style-type: none"><li>✓ Staff may only hold in-person adult-only meetings when alternative methods (e.g., tele/video conferencing, phone calls) are not possible.</li><li>✓ During any in-person meeting, staff must wear face coverings and exercise social distancing to the extent possible.</li><li>✓ Spaces are not to be used for unscheduled group meetings. Spaces are assigned and staff are not to</li></ul>



		<p>congregate in any spaces for any reason without prior approval from the DOO or Principal.</p> <ul style="list-style-type: none"><li>✓ Conference rooms are being repurposed, in some cases for student instruction. It is important for the health and welfare of the community that staff not use these spaces unless they have obtained prior permission so that proper cleaning can be conducted.</li><li>✓ While in any shared space, even if you are alone, PPE use must continue.</li><li>✓ Schedules will be made for each site for use of spaces reserved as remote teaching booths.</li></ul>
Copiers	Staff	<ul style="list-style-type: none"><li>✓ Copiers will be positioned in public spaces.</li><li>✓ Social distancing must be maintained at the copy machine.</li><li>✓ Only one staff member should be using the copier at a time.</li><li>✓ Sanitize copiers before and after personal use.</li></ul>
Pantries	Staff	<ul style="list-style-type: none"><li>✓ Sanitize hands and high-touch areas of refrigerators, coffee machines, and other appliances before and after use.</li><li>✓ Staff must maintain social distancing requirements, including maintaining 6 feet of personal space and wearing masks.</li><li>✓ Schools must limit occupancy to 1-2 people (depending on the size of the space) in a pantry or work room at any given time.</li><li>✓ Staff members must not congregate in the shared space. Meals must be eaten in the classroom.</li></ul>
Water Fountains	All	<ul style="list-style-type: none"><li>✓ Water fountains will not be used; all buildings will be outfitted with water filling stations.</li><li>✓ Staff and students will be encouraged to bring in refillable water bottles.</li></ul>



		✓ Disposable water bottles will be available for those who do not have one.
Staff Lounge/ Teacher Workroom	All	✓ These rooms will not be used as staff communal spaces in order to adhere to social distancing guidelines and avoid congregating. They will be repurposed for other use.

## BUILDING CLEANING AND SANITATION

High-touch areas, classrooms, and bathrooms will be cleaned and sanitized multiple times a day. Disinfecting these spaces is a top priority for DREAM, and procedures will adhere to CDC and Department of Health guidelines.

Additional handwashing stations have been purchased, and all spaces and classrooms will be equipped with hand sanitizing stations. Staff will also teach and reinforce safe hygiene practices, including proper handwashing protocols of washing with soap and water for at least 20 seconds.

- **During the school day**
  - Facilities team:
    - Responsible for frequent cleaning of high-touch surfaces in common spaces (i.e. door handles, bathrooms)
    - Mobilize for rapid cleaning in emergency situations
    - Maintain adequate stock and availability of cleaning supplies
  - All staff:
    - Use cleaning supplies (i.e. Lysol wipes) to wipe down high-touch surfaces before and after use (i.e. teacher and student desks, refrigerators, copiers, pantry appliances)
- **Outside of school hours**
  - All buildings will be deep cleaned and sanitized each evening, including usage of electrostatic sprayers
  - 1991 playground cleanup will be conducted each morning

## VISITOR POLICY

The health and safety of our scholars and staff is our first priority. In order to minimize risks, DREAM is placing strong limitations on visitors entering our sites during the pandemic.



Visitors will only be permitted at a DREAM site **after arrival** and **before departure** of students and will generally be limited to the lobby and nurse waiting area (for parents picking up a sick student), as capacity permits. If capacity is exceeded, a physically-distanced queue will be started outside of the building. When possible, visitors to DREAM sites should have a scheduled appointment. Face coverings must be worn at all times while visiting the building, without exception.

### **List of Approved Visitors**

- Parents/guardians picking up a sick student
- Mail/package delivery personnel
- Contractors (including all youth support services and substitute teachers)
- Cleaning personnel
- Select visitors with the approval of a member of the DREAM Executive Team

### **Visitor Protocol**

- All visitors must submit a wellness check and provide information on whether they have been exposed to anyone with COVID-19, are displaying symptoms, have had a positive test, or have recently traveled to a high-risk state or country.
- All visitors should arrive wearing a face covering. Disposable masks will be made available for those who do not have one.
- All visitors must use the hand sanitizer provided immediately upon entry.
- All visitors must comply with social distancing requirements.
- All visitor information must be logged in the event that contact tracing is necessary.
- All visitors must be escorted to and from their building destination, in order to prevent visitors from accessing unauthorized areas, thereby limiting the possibility of COVID-19 exposure.



# STAFFING AND SUPPORT

DREAM is deeply moved by the ways our staff members have stretched to meet the challenges of COVID-19—and grateful for staff’s continued flexibility and hard work as we reopen our doors. DREAM’s commitment to our team means that we’ll do what we can to lighten the load for employees and their families, whatever that looks like—accommodations and exceptions, expanded leave policies, commuting benefits, technology distribution, and resources for mental health and self-care.

## ACCOMMODATIONS AND EXCEPTIONS

Staff members may request accommodations and exceptions based on their own or their families’ needs. We will do our best to respond to those needs in a reasonable and fair manner while also ensuring that we have ample staff to run in-person school.

The definitions of accommodations and exceptions are as follows:

- **Accommodation:** Assistance or changes to a position that will allow a staff member to do their job despite having a disability. Under the Americans with Disabilities Act (ADA), employers are required to provide reasonable accommodation to qualified employees, unless doing so would provide undue hardship. We use accommodations to refer to staff who fall under ADA.
- **Exception:** When DREAM may be able to provide assistance or changes to a job that will allow a staff member to do their job, and there is no legal obligation to do so. We use exceptions to refer to staff that are requesting assistance or changes that *do not* fall under ADA.

In order to prioritize requests, DREAM recognizes 3 force-ranked categories of need. **The categories of need are listed here in the order they are given priority:**

Category	Scenarios	Staff Options
<b>CATEGORY 1:</b> Staff entitled to accommodations under the ADA	<ul style="list-style-type: none"> <li>● Staff who have a qualifying disability that requires reasonable accommodation (absent undue hardship) during the pandemic (e.g. those with an <a href="#">underlying medical condition</a> which also places them at a “high risk” for COVID-19 complications or mental illness exacerbated by COVID-19 crisis)</li> </ul>	Staff may apply for an accommodation by filling out an <a href="#">Accommodation Request Form</a> and <a href="#">Healthcare Questionnaire</a>



<b>CATEGORY 2:</b> Staff not legally entitled to apply for accommodations, but for whom returning poses a health risk	<ul style="list-style-type: none"><li>● Staff who live with someone who is at a “high risk” for COVID-19 complications due to an <a href="#">underlying medical condition</a></li><li>● Staff who care for or live with an elderly relative</li><li>● Staff who live with someone who is regularly exposed to COVID-19 (e.g. medical staff)</li></ul>	Staff could choose to fill out an <a href="#">Exception Request Form</a> and be given priority in the staff assignment process for an opportunity to work remotely, adjust their schedule, adjust their job responsibilities, etc.
<b>CATEGORY 3:</b> Staff with childcare needs	<p>Staff who are eligible for Emergency Family and Medical Leave under FFCRA (i.e if they have no childcare due to COVID-19), but who don’t want to apply for it because they want to keep working and receive full pay</p> <ul style="list-style-type: none"><li>● Staff who have children in remote school and need to stay home</li><li>● Staff who have other childcare situations outside of the ones above</li></ul>	Staff could choose to fill out an <a href="#">Exception Request Form</a> and be given priority in the staff assignment process for an opportunity to work remotely, adjust their schedule, adjust their job responsibilities, etc.

## Requesting Accommodations or Exceptions

In July 2020, staff attended a [webinar](#) that outlined details about reopening and how DREAM would address staff needs. Staff were then asked to complete the required paperwork for those who were requesting a leave of absence, an accommodation, or an exception. This allowed a network committee of school leaders to determine who has a remote school position or other accommodations for the first day of in-person school. The committee assessed all staff requests when making decisions, considering questions including but not limited to the following:

- Can the team member's current role be done remotely with minimal or reasonable adjustments that support school programming?
- If the current role cannot be done remotely, is there another remote role that the team member could do at the staff member’s school or another place in the network?
- Can other accommodations be made to minimize risk further (e.g. additional PPE, adjusted schedule, etc.)?

The first round of accommodations and exception requests has already taken place, but staff may request accommodations or exceptions multiple times as their situation changes and they



learn more about their needs. In order to do so, they can fill out accommodation or exception request forms and email Jen Baez, Director of Employee Relations ([jbaez@wearedream.org](mailto:jbaez@wearedream.org)) letting her know of their request. The forms can be found here:

- **Accommodations forms (category 1)**
  - [Accommodation Request Form](#)
  - [Healthcare Questionnaire](#)
- **Exceptions forms (category 2 and 3)**
  - [Exception Request Form](#)

It is unlikely that we will be able to approve all requests. In those instances, staff members are encouraged to have an open dialogue with their school leaders in conjunction with the Director of Employee Relations to identify whether any additional adjustments may be available.

Medical information received from staff members is confidential and not shared with the network committee members.

Accommodation and exception requests will be reevaluated every 30 days or in alignment with CDC/Department of Education guidelines, whichever is more frequent. In general, school leaders require a minimum of five days to appropriately staff and plan for a temporary shift in staffing and responsibilities. For planning purposes, staff are encouraged to submit accommodation and exception requests as soon as possible.

**Staff with questions can reach out to Jen Baez, Director of Employee Relations, at [jbaez@wearedream.org](mailto:jbaez@wearedream.org).**

## LEAVE POLICY

### Emergency Paid Sick Leave

In accordance with the FFCRA (Families First Coronavirus Relief Act)<sup>1</sup>, staff are entitled to:

- up to two weeks (80 hours) of paid sick leave at the regular rate of pay (maximum of \$511 per day and \$5,110 in the aggregate) if unable to work due to quarantine and/or experiencing COVID-19 symptoms and seeking a medical diagnosis;
- and two weeks (up to 80 hours) of paid sick leave at two-thirds the regular rate of pay (maximum of \$200 per day and \$2,000 in the aggregate) if unable to work because of a need to care for an individual subject to quarantine, or care for a child (under 18 years of age) whose school or childcare provider is closed or unavailable for reasons related to COVID-19.

To apply for emergency paid sick leave through the FFCRA, employees must:

- a. Complete the [FFCRA Emergency Paid Sick Leave Request Form](#) as soon as is practicable.

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<sup>1</sup> FFCRA: <https://www.dol.gov/agencies/whd/pandemic/ffcr-employer-paid-leave>



- b. Email [HRteam@wearedream.org](mailto:HRteam@wearedream.org) to provide documentation supporting their leave request.<sup>2</sup>

## Expanded Family and Medical Leave

In accordance with the FFCRA (Families First Coronavirus Relief Act), staff are entitled to up to an additional 10 weeks of paid expanded family and medical leave at two-thirds the regular rate of pay (maximum of \$200 per day and \$10,000 in the aggregate) if unable to work due to a need to care for a child whose school or child care provider is closed or unavailable for reasons related to COVID-19. Employees are eligible if employed for at least 30 calendar days.

Under the Emergency Family and Medical Leave Expansion Act, the first 10 days of public health emergency FMLA leave are unpaid, but employees may elect to substitute accrued paid leave during this time, including paid sick leave pursuant to the Emergency Paid Sick Leave Act.

To apply for paid expanded family and medical leave through the FFCRA, employees must:

- c. Complete the [FFCRA Emergency Family and Medical Leave Request Form](#) as soon as is practicable
- d. Email [HRteam@wearedream.org](mailto:HRteam@wearedream.org) to provide documentation supporting their leave request.<sup>3</sup>

Staff are not eligible for FFCRA benefits if they are able and allowed to continue to carry out their responsibilities working remotely. The expanded sick leave provided under FFCRA does not impact an employee's overall personal days.<sup>4</sup>

Employees should refer to this [public notice](#) for more information on FFCRA provisions and reach out to DREAM's Director of Employee Relations with additional questions regarding eligibility.

## COMMUTING BENEFIT

In response to the staff survey question, "How concerned are you with taking public transportation?" 93% of returning staff were concerned to some degree. In response to this concern, DREAM has added a COVID-era commuting benefit, effective 9/23/20.

DREAM will offer the following reimbursement for transportation costs related to COVID-19 concerns that support commuting to and from work:

- Up to \$100/month for those staff who live within 9 miles of their work site
- Up to \$150/month for those staff who live more than 9 miles from their work site

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<sup>2</sup> IRS guidelines (Q 44):

[https://www.irs.gov/newsroom/covid-19-related-tax-credits-how-to-substantiate-eligibility-and-periods-of-time-for-which-credits-are-available-faqs#substantiate\\_eligibility](https://www.irs.gov/newsroom/covid-19-related-tax-credits-how-to-substantiate-eligibility-and-periods-of-time-for-which-credits-are-available-faqs#substantiate_eligibility)

<sup>3</sup> IRS guidelines (Q 44):

[https://www.irs.gov/newsroom/covid-19-related-tax-credits-how-to-substantiate-eligibility-and-periods-of-time-for-which-credits-are-available-faqs#substantiate\\_eligibility](https://www.irs.gov/newsroom/covid-19-related-tax-credits-how-to-substantiate-eligibility-and-periods-of-time-for-which-credits-are-available-faqs#substantiate_eligibility)

<sup>4</sup> DOL Guidance (Q 31 and 32): <https://www.dol.gov/agencies/whd/pandemic/ffcra-questions>



We trust that only staff who need this will apply, and there will be no expectation of demonstrating need. This benefit is available to any full-time DREAM staff member who applies and can be put toward any mix of transportation types.

To apply for the COVID-era commuting benefit, staff need to fill out [this form](#) and submit to [HRteam@wearedream.org](mailto:HRteam@wearedream.org) within 45 days of expense. For further details on this benefit, please refer to the [Internal Hub](#).

To facilitate carpooling, DREAM has created a [Ride Board](#) on the Internal Hub, which will include both those who are looking for a ride and those who can offer a ride to others.

Staff may reach out to Jen Baez ([jbaez@wearedream.org](mailto:jbaez@wearedream.org)), Director of Employee Relations, with any individual questions on the commuting benefit or the DREAM Ride Board.

## TECHNOLOGY DISTRIBUTION AND MANAGEMENT

The [IT Service Desk](#) remains the central hub for all tech requests for both staff and students.

### **DREAM Staff**

Submitting a ticket via the IT Service Desk will initiate the process for staff to receive support with:

- New hardware request (note: accessories like mice or keyboards, cables, power adapters, or supplies like printer ink/toner do not require approval)
- New software request
- Troubleshooting hardware
- Hotspots

### **DREAM Students**

IT tickets are submitted via [studentsupport@wearedream.org](mailto:studentsupport@wearedream.org) by students or families, or on their behalf by teachers, School Ops, or FACE, in order to receive support with:

- Troubleshooting hardware
- Chromebook charger replacement
- Hotspots

For any non-returning student looking to return DREAM equipment, the student must coordinate the return with School Ops.



## MENTAL HEALTH RESOURCES

**Unum** [staff] is designed to help you lead a happier and more productive life at home and at work by providing you with resources to tackle personal growth, relationships, finances, legal issues, health, and more. You can speak to a Licensed Professional Counselor or schedule to meet with a Work/Life Specialist by:

- Calling 1-800-854-1446 (multilingual line)
- Visiting [www.unum.com/lifebalance](http://www.unum.com/lifebalance)

This benefit is available to all DREAM employees. If you encounter any issues, please first call the assistance number listed on the website and if the issue is not resolved, you can email us at [HRteam@wearedream.org](mailto:HRteam@wearedream.org).

**Oxford Insurance** [staff]: If you receive healthcare coverage through DREAM, you can check what mental health resources your insurance plan covers by logging into your healthcare plan and seeing what benefits your plan specifically provides. Visit <https://www.oxhp.com/> to login and learn more.

**NYC Well** is a confidential help line staffed 24/7 with trained counselors who can provide brief supportive therapy, counseling, and connect you to additional resources. Contact NYC Well at 888-NYC-WELL (888-692-9355) or text WELL to 65173.

**Crisis Text Line** serves anyone, in any type of crisis, providing access to free, 24/7 support and information. You may text SHARE to 741741 to reach their Crisis Counselors.

### To Help with Anxiety:

- Headspace - Science-backed meditation and mindfulness; this is available for free when you sign up using your DREAM email
- Coa - Online therapist-led groups and workshops for anxiety, stress, and connection
- Calm - Mindfulness app that provides a free list of curated meditations via video and audio
- Shine (virus anxiety) - Resources for anxiety and overall mental health specific to COVID-19
- All Mental Health (Coronavirus) - App with coping and communication skills specific to COVID-19
- Ginger - Strategies, activities, and articles to help users stay grounded during COVID-19

### To Help with Depression:

- Sanvello - Clinically-validated evidence-based mobile application based on cognitive behavioral therapy (plus content related to other conditions)
- Litesprite - Clinically-validated mental health video game

### To Help with Sleep:



- Big Health's Sleepio - Digital therapeutic for sleep, fully automated yet highly personalized digital sleep improvement program accessible via app and web
- Magellan's Restore - Digital cognitive behavioral therapy for sleep