PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	DREAM Charter School Hunts Point		
Education Corp. Name:	DREAM Charter School		
Education Corp. Status:	Not for Profit	Proposal Type:	Replication
School District (or NYC CSD):	Bronx CSD 8	Opening Date:	8/20/2021

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	K	81
Year 2	K-1, 6	243
Year 3	K-2, 6-7	405
Year 4	K-3,6-8	567
Year 5	K-4,6-8	648

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	
CMO Public Contact Info (Name, Phone):	
Partner Organization:	DREAM
Partner Public Contact Info (Name, Phone):	Richard Berlin 1991 Second Avenue New York, New York 10029 212-722-1608

Lead Applicant Contact Information						
First Lead Applicant Name:	**Richard Berlin**					
Applicant is a:	☐Parent	☐ Teacher	☐School Administrator	☐District Resident	X Education Corp./Charter School	
Organization Name:	DREAM					
Applicant Mailing Address:	1991 2nd Avenue, New York, NY					
Primary Phone #:	212-722-1608	Secondary Phone #:		Email:	rberlin@wearedream.org	
Second Lead Applicant Name:	Eve Colavito					
Applicant is a:	☐ Parent	☐ Teacher	X School Administrator	☐District Resident	☐Education Corp./Charter School	
Organization Name:	DREAM					
Applicant Mailing Address:	[redacted]					
Primary Phone #:	[redacted]	Secondary Phone #:		Email:	[redacted]	
List additional lead applicants in the "Other" section.	X Not Applicable ☐Additional Applicants Listed in "Other"					

Media/Public Contact Information (required)					
Name:	Eve Colavito	Phone #:	917-701-3751	Email:	communications@wearedream.org

Lead Applicant Signature			
Signature:		Date:	6/22/18

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design

MISSION STATEMENT

The mission of DREAM Charter School is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

KEY DESIGN ELEMENTS

- An innovative curriculum that emphasizes critical thinking and questioning
- A co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general school population
- A robust data cycle that uses data to inform all aspects of teaching and learning
- A whole child approach to teaching and learning that deeply integrates health, wellness, music and the arts into the overall school program
- An extended day and an extended year model that maximizes learning hours
- An active family engagement program that fosters parent/guardian participation, leadership and advocacy
- A focus on teacher motivation, development, and retention
- A universal Pre-kindergarten program that ignites learning in children

BRIEF OVERVIEW OF ACADEMIC PROGRAM

The intent of our replicating schools is to further the successes of DREAM Charter School. We will replicate our most prominent characteristics of a successful first decade. We will continue to engage families, offer exceptional instruction and use data to make important decisions that will bring the South Bronx the same academic results our students received since 2008 in Harlem.

The engagement of DREAM since 2008 has allowed our charter school to thrive in concentrating on academics and culture, leaving peripheral functions to DREAM. This arrangement will continue for the benefit of our academic program and our financial bottom line. DREAM has already built the capacity to manage the significant functions of multiple schools.

School Management

MANAGEMENT STRUCTURE

Prior to 2018-19, academic oversight stayed at the school level, with DREAM filling other significant non-academic functions for one school, such as finance, information technology, and human resources. The new position created for DREAM academic oversight is the Chief Education Officer (CEO). The new network-level position of CEO and other positions, including the Managing Director of Schools, will be added as we scale to provide internal oversight over all academics throughout three schools, and ensure the qualities in place at DREAM Charter School (Harlem) replicate effectively and methodically to the other DREAM network schools.

The primary team responsible for instruction across schools, grades, and content areas is the School Leadership Team (SLT). Primarily responsible to make high-level school policy and strategic decisions, all other instructional leaders and staff report to members of the SLT. The SLT is a centralized leadership structure at the DREAM network level with some members acting as school-based leaders as well.
Both DREAM and DREAM Charter Schools will report to the Board of Trustees which will consist of the same members across all schools.

ROLE OF CMO OR PARTNER(S)

DREAM, the non-profit network that will be managing our multiple schools, will be scaling to add capacity to oversee the three schools' academic programs. Effective in 2018-19, DREAM will add an entire academic department reporting to the DREAM Executive Director. DREAM will maintain its other four departments of finance, development, talent and recruitment as well as a chief of staff.

School Facility Plans

Initial Facility Plans DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will both seek co- located New York City Department of Education (NYC DOE) spaces to incubate. If co-located space is not available, DREAM will rent a revenue-neutral private space for the initial years of the schools. On June 13, 2018, DREAM and DCS leadership met with the NYC DOE to discuss the specifics of public space for both proposed schools. NYC DOE stakeholders have been informed about DREAM's intention to expand and have responded positively to the proposed growth in CSD 7 and CSD 8.

DREAM has also engaged DBI Consulting in a search for both short- and long-term private space for both proposed schools. DREAM has partnered with DBI in the past to successfully build its headquarters and the current location for DREAM Charter School's K-8 school as well find short- and long-term space for DREAM High School. As noted, any potential private site for incubation will be within the confines of the rental assistance provided per pupil.

Board Member Names and Biographical Summaries

The Board of Trustees will remain the same as DREAM Charter School- East Harlem. Resumes were submitted within the Letter of Intent.
Richard A. Berlin: DREAM
Ashish B. Doshi: Soroban Capital Partners
Jonathan Gyurko:ACUE
Michele Joerg
David Kirsch: Mudrick Capital Management
Jonathan E. Schmerin:The Georgetown Company
Brad Visokey: Weiss Multi-Strategy Advisers LLC
Claudia Zeldin: Growth for Good

Other

PROPOSED SCHOOL NAME:

		A		B			C			D	E
	Proposal Request	Are you incoporating by reference?		This response applies to:			Does the incorporated material require any revisions?			Specific exhibit or document being incorporated by reference	Year of Source File
		Yes	No	All Schools	Proposed School	N/A	Yes	No	N/A		
		Place an "x" in the appropriate column to		*Place an "x" in the appropriate column to indicate whether this response*			*Place an "x" in the appropriate column to indicate whether the incorporated*			*Provide the name, title, filename, etc. of materials that you are incorporating. If you are referencing a subsection of a document, please identify the section as specifically*	*List the most recent year*
	Sample Response	x		x			x			Renewal Application, Response D, Benchmark 1B, Assessment Data	2013
1(a)	Community Description and Need	*All applicants must provide a Response to this Request.*									
1(b)	Programmatic Impact	*All applicants must provide a Response to this Request.*									
1(c)	Fiscal Impact	*All applicants must provide a Response to this Request.*									
2(a)	Mission	x		x				x		Transfer Application, R-02	2017
2(b)	Key Design Elements	x		x				x		Transfer Application, R-03	2017
2(c)	Draft Accountability Plan	*All applicants must provide a Response to this Request.*									
3(a)	Applicant Information	*All applicants must provide a Response to this Request.*									
3(b)	Proposal History	*All applicants must provide a Response to this Request.*									
3(c)	List of Founding Team Members	*All applicants must provide a Response to this Request.*									
3(d)	Founding Board Members	*All applicants must provide a Response to this Request.*									
3(e)	Description of Outreach	*All applicants must provide a Response to this Request.*									
3(f)	Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	*All applicants must provide a Response to this Request.*									
3(g)	Letter of Justification for Previously Denied Applications	*All applicants must provide a Response to this Request.*									
3(h)	Founding Team Resumes		x			x			x	Not applicable as per 2018 RPF page 70	
3(i)	Board Member Resumes and RFIs	x		x				x		Transfer Application, D-06	2017
3(j)	Outreach Evidence	*All applicants must provide a Response to this Request.*									
4(a)	School Enrollment Plan	*All applicants must provide a Response to this Request.*									
4(b)	Student Enrollment Chart	*All applicants must provide a Response to this Request.*									
4(c)	Statistical Overview - Existing Schools	*All applicants must provide a Response to this Request.*									
5(a)	Curriculum Selection and Processes		x	x							
5(b)	Assessment System		x	x							
5(c)	Instructional Methods		x	x							
5(d)	Course or Subject Overview		x	x							
5(e)	Promotion and Graduation Policy		x	x							
5(f)	Programmatic Audits		x	x					x		
6(a)	School Calendar	x		x				x		Renewal Application, Exhibit D	2017
6(b)	Sample Student Schedule	x		x				x		Renewal Application, Exhibit D	2017
6(c)	Sample Teacher Schedule	x		x				x		Renewal Application, Exhibit D	2017
7(a)	Struggling Students		x	x					x		
7(b)	Students with Disabilities		x	x					x		
7(c)	English Language Learners		x	x					x		
7(d)	Gifted and Advanced Students		x	x					x		
8(a)	Instructional Leadership Roles		x	x					x		
8(b)	Teacher Support and Supervision		x	x					x		
8(c)	Professional Development		x	x					x		
8(d)	Teacher Evaluation and Accountability		x	x					x		
9(a)	Culture and Discipline		x	x					x		
9(b)	Discipline Policy	x		x				x		Renewal Application, Response D2c1, Family Handbook	2017
9(c)	Special Education Policy	x		x				x		Renewal Application, Response D2c1, Family Handbook	2017
9(d)	Dress Code	x		x				x		Renewal Application, Response D2c1, Family Handbook	2017
10(a)	Organizational Chart	*All applicants must provide a Response to this Request.*									
10(b)	School Leadership and Management Structure	*All applicants must provide a Response to this Request.*									
11(a)	Staffing Chart and Rationale	*All applicants must provide a Response to this Request.*									
11(b)	Qualifications and Responsibilities		x	x					x		
11(c)	Staff Recruitment and Retention		x	x					x		
11(d)	Personnel Policies	x		x				x		Renewal Application, Response D (2) c (8)	2017
12(a)	Partner Information	x		x				x		Transfer Application, D-12 CMO and partnership information	2017
12(b)	Partner Commitment	*All applicants must provide a Response to this Request.*									
13(a)	EdCorp Board Roles & Responsibilities		x	x					x		
13(b)	Education Corporation Board Design		x	x					x		
13(c)	Stakeholder Participation		x	x					x		
13(d)	By-laws	x		x				x		Transfer Application, Document D-08	2017
13(e)	Code of Ethics	x		x				x		Renewal Application, Exhibit I	2017
13(f)	Complaint Policy		x	x					x		
14(a)	District Relations	*All applicants must provide a Response to this Request.*									
14(b)	Community Relations	*All applicants must provide a Response to this Request.*									
15(a)	General Student Population	*All applicants must provide a Response to this Request.*									
15(b)	Target Population Enrollment	*All applicants must provide a Response to this Request.*									
15(c)	Evidence of Demand	*All applicants must provide a Response to this Request.*									
15(d)	Community Support	*All applicants must provide a Response to this Request.*									
15(e)	Evidence of Community Support	*All applicants must provide a Response to this Request.*									
15(f)	Admissions Policy	x		x				x		Renewal Application, Response D(2)c(2)	2017
16(a)	Facility Needs	*All applicants must provide a Response to this Request.*									
16(b)	Facility Selection	*All applicants must provide a Response to this Request.*									
16(c)	Facility Related Conflicts of Interest	*All applicants must provide a Response to this Request.*									
16(d)	Additional Facility Information	*All applicants must provide a Response to this Request.*									
17	Food Services	x		x						Renewal Application, DREAM Family Handbook, page 40 and 51.	2017
18	Health Services	x		x				x		Renewal Application, Response D(2) c(7)	2017
19	Transportation	x		x				x		Renewal Application, Response D(2) c(1): Family Handbook, page 45.	2017
20	Insurance	x		x				x		R-23b - Supplemental Attachments_Insurance for details and proof of insurance.	2018
21(a)	Budget Narrative	*All applicants must provide a Response to this Request.*									
21(b)	Financial Planning	x		x				x		Transfer Application, R-06, Fiscal Soundness	2017
21 (c)	Fiscal Audits	x		x				x		Transfer Application, R-06, Fiscal Soundness	2017
21(d)	Dissolution Procedures		x	x				x			
21(e)	Budget Template	*All applicants must provide a Response to this Request.*									
21(f)	Letters of Commitment	*All applicants must provide a Response to this Request.*									

21(g)	Non-SUNY Financials	*All applicants must provide a Response to this Request.*				
22	Action Plan	Have you included an action plan?		x		
23(a)	Supplemental Narrative	Have you included a supplemental narrative?		x		
23(b)	Supplemental Attachments	Have you included supplemental information?	x			
	Business Plan	*All replicating applicants must provide a Business Plan.*				

1. Community Need and Proposed School Impact

(a) Community Description and Need

The two community school districts chosen for our proposed schools lie in the first and third most at-risk communities for a child to grow up in all 59 communities of New York City. Covered more in Response 15abd, Mott Haven (CSD 7) and Hunts Point (NYC CSD 8) are among the highest in crime, unemployment, teen pregnancy and other factors in the entire city. In contrast, thriving communities such as Park Slope in Brooklyn and Manhattan's upper east side rank among the safest, most academically successful, and therefore lowest risk.

The concentration of need in the NYC charter sector has shifted in large part to the still available area of the South Bronx.

DREAM Charter School Mott Haven Proposed District NYC Bronx # 7: 2016-17 Demographic Data

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1%	26%	70%	1%	1%	>1%

DREAM Charter School Mott Haven Proposed District NYC Bronx # 7: 2016-17 Subgroup Data

English Language Learners	Students with Disabilities	Economically Disadvantaged
18%	26%	93%

DREAM Charter School Hunts Point Proposed District NYC Bronx # 8: 2016-17 Demographic Data

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
1%	22%	64%	6%	6%	1%

DREAM Charter School Hunts Point Proposed District NYC Bronx # 8: 2016-17 Subgroup Data

English Language Learners	Students with Disabilities	Economically Disadvantaged
14%	26%	79%

DREAM Mott Haven CS Proposed District NYC Bronx # 7: 2016-17 NYS Test Results

Grades:	**3**	**4**	**5**	**6**	**7**	**8**	**All(vs.NYS)**

ELA	27%	25%	19%	13%	20%	27%	22%(40%)
Math	28%	22%	21%	13%	11%	9%	18%(40%)
Science		72%(86%)				32%(68%)	53%

DREAM Hunts Point CS Proposed District NYC Bronx #8 : 2016-17 NYS Test Results

Grades:	**3**	**4**	**5**	**6**	**7**	**8**	**All(vs.NYS)**
ELA	30%	29%	24%	20%	29%	38%	28%(40%)
Math	30%	26%	30%	23%	19%	16%	24%(40%)
Science		80%(86%)				42%(68%)	61%

DREAM Charter School 2016-17 Demographic Data

American Indian or Alaska Native	Black or African American	Hispanic or Latino	Asian or Native Hawaiian/Other Pacific Islander	White	Multiracial
--	31%	66%	1%	1%	1%

DREAM Charter School 2016-17 Subgroup Data

English Language Learners	Students with Disabilities	Economically Disadvantaged
7%	27%	84%

DREAM Charter School 2016-17 NYS Test Results

Grades:	**3**	**4**	**5**	**6**	**7**	**8**	**All(vs.NYS)**
ELA	62%	48%	48%	28%	42%	45%	46%(40%)
Math	74%	68%	69%	49%	34%	38%	56%(40%)
Science		91%				69%	80%

(b) Programmatic Impact

DCS offers a unique program that pairs an academically rigorous school experience with the expertise of DREAM's 30-year record of OST for afterschool and summer activities. The highly-inclusive aspect of DCS and DREAM's model is a non-negotiable of the organization. As outlined previously, DCS reserves half of all seats in its lottery for residents of NYCHA in order to ensure the organization is serving the most economically insecure families in East Harlem and the South Bronx. DCS has also gained a reputation for serving SPED and ELL students so

well that it typically serves more students in these two demographics than surrounding district schools. As the organization evolves and replicates, DREAM believes that a dedication to serving a highly-inclusive and diverse student population is central to its mission. Operational and strategic priorities will always reflect this.

Providing an education that is centered on the whole-child is also a non-negotiable aspect of the DCS model. This educational philosophy is also at the heart of DREAM's integrated model and five-year strategic plan. DREAM knows that it can deliver effective, positive social-emotional programming to youth. DCS has proven that it can make continual academic gains and outperform comparable organizations. The integrated program and organizational model is a proof point in a new way of educating children.

District 7 Options for DREAM Charter School Mott Haven

In a district of 19,269 students in Pre-K through twelfth grades there is only one traditional public school that serves K-8 in one building in CSD 7. That one school had an NYS ELA 3-8 proficiency in 2016-17 of 17%, up from 14% the year before. The NYS math proficiency rate was 10% in 2016-17, up from 8%. Most of the students that we anticipate applying to the proposed schools would likely not have the means to attend non-public school options. Although many non-public schools offer scholarships, many economically disadvantaged families do not pursue enrollment because of financial constraints. Attending a private school is an option not considered, whereas charter schools advertise as tuition free.

Bronx CSD 7 Schools	Grades
PS 1 COURTLANDT SCHOOL	Pre-K-5
PS 5 PORT MORRIS	Pre-K-6
PS 18 JOHN PETER ZENGER	Pre-K-5
PS 25 BILINGUAL SCHOOL	Pre-K-5
PS/MS 29 MELROSE SCHOOL	Pre-K-6
PS 30 WILTON	Pre-K-5
PS/MS 31 WILLIAM LLOYD GARRISON	Pre-K-8
PS 43 JONAS BRONCK	Pre-K-5
PS 49 WILLIS AVENUE	Pre-K-5
PS 65 MOTHER HALE ACADEMY	Pre-K-5

JHS 151 LOU GEHRIG	6-8
PS 154 JONATHAN D HYATT	Pre-K-5
PS 157 GROVE HILL	Pre-K-5
PS 161 PONCE DE LEON SCHOOL	Pre-K-5
JHS 162 LOLA RODRIGUEZ DE TIO	6-8
PS 179	Pre-K-5
MS 223 LAB SCHOOL OF FIN & TECH	6-8
PS/IS 224	6-8
PS 277	Pre-K-5
SO BRONX ACADEMY-APPLIED MEDIA	6-8
ACADEMY OF PUBLIC RELATIONS	6-8
ACADEMY OF APPLIED MATH AND TECH	6-8
CONCOURSE VILLAGE ELEMENTARY SCHOOL	Pre-K-5
YOUNG LEADERS ELEMENTARY SCHOOL	Pre-K-5
SOUTH BRONX PREPARATORY	6-12
HERO HIGH SCHOOL	9-12
CROTONA ACADEMY HIGH SCHOOL	9-12
INTERNATIONAL COMMUNITY HIGH SCHOOL	9-12
JILL CHAIFETZ TRANSFER HIGH SCHOOL	9-12
BRONX HAVEN HIGH SCHOOL	9-12
COMMUNITY SCHOOL-SOCIAL JUSTICE	9-12
MOTT HAVEN VILLAGE PREP HIGH SCHOOL	9-12
UNIVERSITY HEIGHTS SECONDARY SCHOOL	9-12

HOSTOS-LINCOLN ACADEMY OF SCIENCE	6-12
BRONX DESIGN-CONSTRUCTION ACADEMY	9-12
BRONX LEADERSHIP ACAD II HIGH SCHOOL	9-12
NEW EXPLORERS HIGH SCHOOL	9-12
CAREERS IN SPORTS HS	9-12
URBAN ASSEMBLY BRONX OF LETTERS	6-12
MOTT HAVEN COMMUNITY HIGH SCHOOL	9-12
ALFRED E SMITH CAREER-TECH HIGH SCH	9-12
HEALTH OPPORTUNITIES HIGH SCHOOL	9-12

District 7 Charter School Options

Of the 27 charter schools located in Bronx CSD 7, five serve K-8 along with one K-12.

1) Academic Leadership Charter School: Through a commitment to broad-based education for all students — ranging from the basics of reading and mathematics to fine arts and technology — we will teach the next generation of community leaders. To complete our mission, Academic Leadership Charter School will depend on the full commitment of our students, their parents, our teachers, and the administration. With this teamwork, our school will provide a better future for our students, as individuals and as leaders in the community.
2) Bronx Global Learning Institute for Girls Charter School, The Shirley Rodriguez-Remeneski School: Bronx Global Learning Institute for Girls (“BGLIG,” pronounced Big League) will provide an exceptional education to young girls through dual language instruction in a technology-rich environment, while building on cultural heritage to foster leadership characteristics and strong values, promote self-confidence and create global leaders. Through highly motivated and accomplished teachers, our students will receive a standards-based, research-proven, technology-infused curriculum focusing on core subjects that will create a strong foundation for lifelong learning. Our intellectually challenging curriculum, enriched by a cultural perspective, a focus on successful women leaders, and a dual language program, will promote excellence in all areas: cognitive, social, emotional, and moral. A single-sex environment coupled with a rigorous instructional program ensures that each student is able to disengage from traditional social pressures and focus on personal development and academic achievement.
3) Family Life Academy Charter School II: Family Life Academy Charter Schools, in partnership with the Latino Pastoral Action Center and parents, seeks to create the conditions for self-empowerment for all its K-8 students to achieve high academic standards, help them take responsibility for their own learning, and encourage them to explore and affirm human values.

4) KIPP Academy Charter School: KIPP's mission is to teach our students to develop the character and academic skills necessary to succeed in high school and college, to be self-sufficient, successful, and happy in the competitive world, and to build a better tomorrow for themselves and us all.
5) South Bronx Charter School for International Cultures and the Arts: In an effort to represent the community's prestige, the South Bronx Charter School for International Cultures and the Arts is a model of excellence providing its youngsters with a constructivist and child-centered curriculum. Our community, our parents, and staff are empowered to participate meaningfully in our school to strengthen its potential for success. Our intellectually challenging and standards-based curriculum is enriched by our international perspective, the arts, and our dual-language program. Our students receive a well-rounded education that uses the arts to promise excellence in all areas: cognitive, social, emotional, and moral.
6) Success Academy Charter School - Bronx 1: The mission of Success Academy Charter School - Bronx 1 is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy.

With the exception of the larger networked schools of KIPP and Success Academy, most of the charter schools who operate in CSD 7 and serve grades K-8 have specific models that are not in line with the proposed DREAM Charter School Mott Haven, such as single gender, leadership or a focus on the arts. After examining the options the students of CSD 7 have, there is space for DREAM Charter School Mott Haven to have an impact on the students of the South Bronx.

District 8 Options for DREAM Charter School Hunts Point

As with CSD 7 above, CSD 8 has just one traditional public school serving grades K-8, PS 71 ROSE E SCALA whose ELA and math proficiency were each 38 percent in 2016-17. However, the overall CSD 8 ELA percent proficient was 28% and math was 24%.

Bronx CSD 7 Schools	**Grades**
PS 14 SENATOR JOHN CALANDRA	K-5
PS 36 UNIONPORT	Pre-K -5
PS 48 JOSEPH R DRAKE	Pre-K -5
PS 62 INOCENSIO CASANOVA	Pre-K -5
PS 69 JOURNEY PREP SCHOOL	Pre-K -5
PS 71 ROSE E SCALA	**K-8**

PS 72 DR WILLIAM DORNEY	Pre-K -5
PS 75 SCHOOL OF RESEARCH-DISCOVERY	Pre-K -5
PS 93 ALBERT G OLIVER	Pre-K -5
PS 100 ISAAC CLASON	Pre-K -5
MS 101 EDWARD R BYRNE	6-8
PS 107	Pre-K -5
EMMETT W BASSETT SCHOOL	Pre-K -5
JHS 123 JAMES M KIERNAN	6-8
JHS 125 HENRY HUDSON	6-8
PS 130 ABRAM STEVENS HEWITT	Pre-K -5
JHS 131 ALBERT EINSTEIN	6-8
PS 138 SAMUEL RANDALL	Pre-K -5
PS 140 EAGLE SCHOOL (THE)	Pre-K -5
PS 146 EDWARD COLLINS	Pre-K -5
PS 152 EVERGREEN	Pre-K -5
PS 182	Pre-K -5
MS 301 PAUL L DUNBAR	6-8
MS 302 LUISA DESSUS CRUZ	6-8
PS 304 EARLY CHILDHOOD SCHOOL	Pre-K -5
MILLENIUM ART ACADEMY	9-12
PS 333 MUSEUM SCHOOL (THE)	Pre-K -5
ACADEMY OF THE ARTS (THE)	Pre-K -5
SCHOOL FOR INQUIRY & SOCIAL JUSTICE	6-8

URBAN INSTITUTE OF MATHEMATICS	6-8
BRONX MATHEMATICS PREP SCH (THE)	6-8
BRONX DELTA SCHOOL	Pre-K -5
HUNTS POINT SCHOOL (THE)	6-8
SOUNDVIEW ACADEMY	6-8
MOTT HALL COMMUNITY SCHOOL	6-8
BLUEPRINT MIDDLE SCHOOL	6-8
BRONX STUDIO SCHOOL-WRITERS-ARTISTS	6-12
WOMEN'S ACADEMY OF EXCELLENCE	9-12
RENAISSANCE HIGH SCHOOL-MTT	9-12
PABLO NERUDA ACADEMY	9-12
PELHAM LAB HIGH SCHOOL	9-12
HOLCOMBE L RUCKER SCHOOL OF COMMUNIT	9-12
SCHUYLERVILLE PREPARATORY HIGH SCHOO	9-12
BRONX RIVER HIGH SCHOOL	9-12
ARCHIMEDES ACAD-MATH, SCI, TECH	6-12
ANTONIA PANTOJA PREP ACADEMY	6-12
BRONX COMMUNITY HIGH SCHOOL	9-12
HERBERT H LEHMAN HIGH SCHOOL	9-12
BRONX BRIDGES HIGH SCHOOL	9-12
BRONX GUILD HIGH SCHOOL	9-12
F R DE GAUTIER INST-LAW & POLICY	9-12
BANANA KELLY HIGH SCHOOL	9-12

BRONX ARENA HIGH SCHOOL	9-12
WESTCHESTER SQUARE ACADEMY	9-12
SCHOOL FOR TOURISM AND HOSPITALITY	9-12
BRONX COMPASS HIGH SCHOOL	9-12

District 8 Charter School Options

1. Bronx Charter School for the Arts: Bronx Charter School for the Arts is a public elementary school founded on the principle that arts education is a catalyst for the academic and social success of all students. Located in the South Bronx, we serve as a model that encourages reform and innovation in the broader public school system.
2. Girls Preparatory Charter School - Bronx: The mission of Girls Prep Bronx is to prepare New York City girls to graduate from college and succeed in life. Girls Prep scholars will embody the core values of Scholarship, Merit, Responsibility and Sisterhood and use these values to guide their choices. Girls Prep will graduate scholars who are active citizens who learn and serve in their communities. Girls Prep is part of the Public Prep Network, a nonprofit organization that develops single-sex elementary and middle public schools that pursue excellence through continuous learning and data-driven instruction. Our model is designed to empower each student to build strong character, demonstrate critical thinking, possess a core body of knowledge, and be on a predictive path to earn a degree from a four-year university. Starting in Kindergarten, Girls Prep scholars, receive science instruction five days a week from faculty who are exclusively focused on teaching the wonders of science. Girls Prep Bronx is committed to developing the next generation of female engineers, scientists and mathematicians.
3. Grand Concourse Academy Charter School: The mission of Grand Concourse Academy Charter School is to establish a challenging, collaborative and nurturing, student-centered learning environment, where staff and parents are accountable and empowered as major stakeholders in guiding students to mastery of common core standards, personal responsibility and strong character to meet 21st century skills.
4. Hyde Leadership Charter School: The Hyde Leadership Charter School's mission is to develop the deeper character and unique potential of each student. Using the Hyde Process for family based character education, the Hyde Leadership Charter School unites parents, teachers and students in helping each student achieve his or her best academically and in sports, the arts, and the community. Rigorous learning attitudes, leadership skills and a social conscience lay the foundation for each student's success in college and fulfillment in life.
5. Icahn Charter School 7: The mission of Icahn Charter School 7 is to use the Core Knowledge curriculum, developed by E. D. Hirsch, to provide students with a rigorous academic program offered in an extended day/year setting. Students will graduate armed with the skills and knowledge to participate successfully in the most rigorous

academic environments, and will have a sense of personal and community responsibility.

6. Success Academy Charter School - Bronx 3: The mission of Success Academy Charter School - Bronx 3 is to provide students in New York City with an exceptionally high-quality education that gives them the knowledge, skills, character, and disposition to meet and exceed New York State Common Core Learning Standards, and the resources to lead and succeed in school, college, and a competitive global economy.

As with CSD 7, CSD 8 has only six charter schools serving grades K-8 or K-12. Three are focused on the arts, single gender instruction or leadership. Two are part of large networks, and one, Grand Concourse Academy Charter School, is an independent charter school.

(c) Fiscal Impact

DREAM Charter School Mott Haven: Fiscal Impact

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	**B**	**C**	**D (B X C)**	**E**	**F (D + E)**	**G**	**H (F ÷ G)**
Operational Year	**Enrollment (Number of Students)**	**Per Pupil Rate**	**Per Pupil Aid**	**Other District Revenue (SPED Funding, Food Service, Grants, Etc.)**	**Total Funding to Charter School From District**	*** Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District**	**Projected Impact (% of District's Total Budget)**
Year 1 (2019-20)	81	15,460	1,252,266	-	1,252,266	25,200,000,000	0.005%
Year 2 (2020-21)	243	15,615	3,794,365	-	3,794,365	25,200,000,000	0.015%
Year 3 (2021-22)	405	15,771	6,387,181	-	6,387,181	25,200,000,000	0.025%
Year 4 (2022-23)	567	15,929	9,031,474	-	9,031,474	25,200,000,000	0.036%
Year 5 (2023-24)	648	16,088	10,424,901	-	10,424,901	25,200,000,000	0.041%

DREAM Charter School Hunts Point: Fiscal Impact

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	**B**	**C**	**D** (B X C)	**E**	**F (D + E)**	**G**	**H (F ÷ G)**

Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2021-22)	81	15,460	1,252,266	-	1,252,266	25,200,000,000	0.005%
Year 2 (2022-23)	243	15,615	3,794,365	-	3,794,365	25,200,000,000[1]	0.015%
Year 3 (2023-24)	405	15,771	6,387,181	-	6,387,181	25,200,000,000	0.025%
Year 4 (2024-25)	567	15,929	9,031,474	-	9,031,474	25,200,000,000	0.036%
Year 5 (2025-26)	648	16,088	10,424,901	-	10,424,901	25,200,000,000	0.041%

Shown in the two identical tables above, neither of the proposed schools would have a material impact on the NYCDOE budget. Even at full enrollment of 648 students at the end of the proposed charter term, our fiscal impact is lower than 4/100 of one percent. NYCDOE operating budget of $25.2 Billion reflects the current 2018-19 budget. DREAM's revenue assumptions include a modest 1% increase in per pupil aid for year for five years. Our ten-year history provides data that we will reach enrollment targets considering past demand and overall enrollment since 2008. Our accommodating backfill policy also ensures the best chance seats will be filled to capacity, considering DREAM backfills all seats up to 11th grade. Finally, our proposed authorizer even allows for an upper enrollment collar of 20% of enrollment, if demand can be accommodated.

[1] http://schools.nyc.gov/AboutUs/funding/overview/default.htm

2. Addressing the Need

(a) Mission

This response is incorporated by reference from the following source material: DREAM Charter School Transfer Application, R-02, 2017.

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the mission of DREAM Charter School.

(b) Key Design Elements

This response is incorporated by reference from the following source material: DREAM Charter School Transfer Application, R-03, 2017.

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the key design elements of DREAM Charter School.

DREAM Charter School Mott Haven

Accountability Plan
for the Accountability Period 2019-20 TO 2023- 24

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: All students at the DREAM Charter School Mott Haven will become proficient in reading and writing of the English Language.

Absolute Measures

· Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.

· Each year, the school's aggregate Performance Index[1] ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Comparative Measures

· Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.

· Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measure

· Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

GOAL II: MATHEMATICS

Goal: All Students at the DREAM Charter School Mott Haven will become proficient in Mathematics.

Absolute Measures

· Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.

· Each year, the school's aggregate Performance Index[1] ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Comparative Measures

· Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.

· Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measure

· Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

GOAL III: SCIENCE

Goal: All students at DREAM Charter School Mot Haven will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Measures

· Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

Comparative Measures

· Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: ESSA

Goal: The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

· Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

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[1] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

DREAM Charter School Hunts Point

Accountability Plan
for the Accountability Period 2021-22 TO 2025- 26

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: All students at the DREAM Charter School Hunts Point will become proficient in reading and writing of the English Language.

Absolute Measures

· Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.

· Each year, the school's aggregate Performance Index[1] ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Comparative Measures

· Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.

· Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measure

· Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

GOAL II: MATHEMATICS

Goal: All Students at the DREAM Charter School Hunts Point will become proficient in Mathematics.

Absolute Measures

· Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.

· Each year, the school's aggregate Performance Index[1] ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Comparative Measures

· Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.

· Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measure

· Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

GOAL III: SCIENCE

Goal: All students at DREAM Charter School Mot Haven will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Measures

· Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

Comparative Measures

· Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: ESSA

Goal: The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

· Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

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[1] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

Mission

DREAM Charter School's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

Key Design Elements

An innovative curriculum that emphasizes critical thinking and questioning
We provide a comprehensive liberal arts education that prepares students for active, engaged citizenship. Staff members deliver rigorous inquiry-based instruction that teaches children to think critically and imaginatively. The curriculum is designed for students to grapple with big ideas across all subjects. Students learn through thematic units and by engaging with meaningful content and a variety of texts in order to develop cognitive flexibility and critical thinking skills.

A co-teaching model that reduces the teacher-to-student ratio and integrates special needs students into the general school population
All DREAM classrooms have co-teaching teams in which two educators share instructional responsibility, resources and accountability for a single group of students. Co-teaching is designed to improve instruction and meet the needs of all students, including those with special needs, in a general education classroom. A content-specialist teacher leads middle school classrooms with co-teaching support from learning specialists during core-content blocks. Speech and occupational therapists provide additional pull out services based on student needs. Two full time social workers are also on staff to provide counseling and social emotional support.

A robust data cycle that uses data to inform all aspects of teaching and learning
DREAM uses regular analysis of grade level cohorts' interim and unit assessment performance to consistently inform classroom instruction. Use of these interim assessments enables teachers to identify gaps in student understanding and barriers to learning. Quarterly, teachers analyze data and create action plans, with grade teams, to identify standards in need of "re-teach lessons". After these quarterly data day sessions, teachers implement their action plans and administer re-assessments to evaluate the impact of their "reteach lessons". During weekly professional development sessions, teachers reflect with their grade teams and school leaders and continue the data analysis cycle.

A whole child approach to teaching and learning that deeply integrates health, wellness, music and the arts into the overall school program
At DREAM we prioritize health, wellness, art and music for our students. As part of health and wellness, students participate in baseball, soccer, swimming, basketball, yoga and recess. Starting in PreK, every student at DREAM is exposed to both music and art. As students progress they chose a focus area and major in either music or art during middle school. Additionally, DREAM builds character education into morning meetings, community gatherings, homeroom, and enrichment blocks.

An extended day and an extended year model that maximizes learning hours

DREAM uses an extended day and extended year model to maximize instructional hours and increase student achievement. Students have access to tutoring, sports, and clubs every day after school and DREAM also offers all its students summer programming which focuses on literacy and enrichments. Our extended day and extended year model allows students to maintain regular contact with a consistent set of staff, prevents summer learning loss and exposes them to additional enrichment opportunities.

An active family engagement program that fosters parent/guardian participation, leadership and advocacy

Our Family Engagement team is extremely active and is made up of a full-time Director, Manager, Family Support Coordinator and interns. In addition to family-teacher conferences, DREAM engages families through home visits, workshops, community gatherings and special events such as curriculum night, Reading night, and breakfast with school leadership. Parents run elections and officers serve yearly terms as representatives of the DREAM Family Action Council.

A focus on teacher motivation, development, and retention

DREAM supports teachers as they develop their practice. Coaches observe and meet with teachers on a regular basis to provide actionable feedback. Additionally, school wide teacher observation rubrics are used to give normed feedback to teachers five times per year in the areas of culture of learning, essential content, academic ownership, and demonstration of student learning.

Staff development is fostered by weekly grade team meetings and a weekly Professional Development Day. The schedule allows time for staff to meet and share best practices and focus on areas in need of improvement. School Leadership teams meet consistently to provide oversight and to build alignment across teams. This cadence of teacher and leadership meetings ensures the sharing of best practices and adds focus to school wide areas that are in need of improvement.

A universal Pre-kindergarten program that ignites learning in children

We offer a pre-kindergarten program, aligned to the key design elements and mission of the school. As a part of the NYC Department of Education Universal PreK program we currently serve 36 students. Our PreK program prepares children for performance in K-8th grades by focusing on literacy, phonics, numeracy and social emotional learning.

3. Proposal History

(a) Applicant Information

Richard Berlin

(b) Proposal History

As a SUNY education corporation seeking authority to operate additional schools, this response is not applicable.

(c) Application Team Members

Rich Berlin: Executive Director, DREAM. Role: Strategic planning and advisement.
Eve Colavito: Chief of Schools, DREAM Charter School. Role: Strategic planning and advisement.
Katie Doctor: Director of Data and Assessment, DREAM Charter School. Role: Data support.
Emily Parkey: Director of Family, Community, and Government Affairs, DREAM. Role: Outreach lead.
Dave Bircher: Writer Consultant. Role: Writing support.
Nora Clancy: RFP Consultant. Role: Project management support.
Dan Pasek: RFP Consultant. Role: Project management support.
Jen Pasek: RFP Consultant. Role: Project management support.

(d) Board Members

Trustee Name	Position on the Board (Officer or Constituent Representative)	Committee Affiliations (If Any)	Area of Expertise and/or Additional Role at School (Parent, Staff, Etc.)	Voting	*Ex-Officio*
Richard Berlin	Chair	Executive	Strategy	Yes	No
Michele Joerg	Vice Chair	Executive	Education	Yes	No
Ashish Doshi	Treasurer	Executive, Finance	Finance	Yes	No
Claudia Zeldin	Secretary	Executive	Communications	Yes	No
Brad Visokey	Trustee	Executive, Finance	Finance	Yes	No
Jonathan Schmerin	Trustee	Executive,	Facilities	Yes	No

		Finance			
David Kirsch	Trustee	Executive	Finance	Yes	No
Jonathan Gyurko	Trustee	Executive	Education	Yes	No

(e) Description of Community Outreach Efforts

Explain:

• The methods used to inform stakeholders in the intended community about the proposed charter school;

- "South Bronx Family Meeting"
  - Community informed of proposed schools
  - Community opportunity for input
  - Process for feedback and incorporation of feedback into planning
  - Meeting and follow-up in March of 2018
- "East Harlem Family Meeting"
  - Community informed of proposed schools
  - Community opportunity for input
  - Process for feedback and incorporation of feedback into planning
  - Meeting and follow-up in March of 2018
- "DREAM Bigger with DREAM" K-8 meetings
  - Community informed of proposed schools
  - Community opportunity for input
  - Process for feedback and incorporation of feedback into planning
  - Meeting and follow-up in March and April of 2018
- "DREAM Bigger with DREAM" High School meeting
  Community informed of proposed schools
  - Community opportunity for input
  - Process for feedback and incorporation of feedback into planning
  - Meeting and follow-up in March and April of 2018
- "Community and Family FAQ" in English / Spanish
  - Community informed of proposed schools
  - April of 2018
- Meetings with Elected and Appointed Officials including:
  - City Councilwoman Diana Ayala
  - Office of the Bronx Borough President, Monica Major
  - Assemblywoman Carmen Arroyo
  - Assemblyman Michael Blake
  - Office of State Senator José Serrano Jr, George Damalis
  - Cedric Loftin, District Manager of CB 1
    - Community informed of proposed schools
    - Opportunity for input
    - Process for feedback and incorporation of feedback into planning

- Presentations to Community Based Organizations including:

- Community Board 1 Youth and Education Committee
- PSA 7
- St. Rita's Church, Father Pablo
- PS 18, Principal Sewell
- Patterson Houses, Mayor's Action Plan Stakeholder Group
- Eastside Settlement House
- Bronx Works
- Healthy and Livable Mott Haven
- Guns Down Lives Up
- Institute for Mediation and Conflict Resolution
- Hostos
    - Community informed of proposed schools
    - Opportunity for input
    - Process for feedback and incorporation of feedback into planning

- Community Tabling and Flyering
    - Patterson Houses
    - Millbrook Houses
        - Community informed of proposed schools
        - Opportunity for input
        - Process for feedback and incorporation of feedback into planning

Strategies to solicit input

We obtained community input through one-on-one conversations, group information sessions, visits to local businesses and community non-profits, community flyering and tabling at Bronx NYCHA Housing Developments, and community surveys that included space for open-ended response. Our surveys conducted in CSD 7 and CSD 8 included a question to find out what DREAM should know about the community. Similarly, DREAM solicited information on our website.

Form and nature of feedback received

DREAM received strong positive feedback and community interest as a result of our outreach efforts. The form of feedback ranged from in-person conversations with officials and community leaders, letters from elected officials, businesses, and community based organizations, support petitions from community residents at NYCHA tabling events, resident surveys, and in-person conversations with current DREAM families. Although DREAM provided an email address for feedback on advertisements, to date no emails have been sent to the address.

Common themes in the feedback we obtained included:

- From elected officials: there is a strong community desire for a "whole child" approach that includes specials such as art, music, and gym. This is part of DREAM's mission and will be integral to the design of our proposed schools.
- From community board officials: feedback included the suggestion that foreign language be included in the design of the school. DREAM is researching how this might be factored into the design of our proposed schools. While foreign languages are not part of the model replicated with this proposal, we value this feedback and will investigate how it might be incorporated into the design of our schools.

- From community leaders: leaders in the community emphasized the importance of providing social work and support services for economically disadvantaged and homeless youth, as this is a critical need in the community. As shown in Response 15abd, DREAM has a strong record of serving economically disadvantaged (ED) students. At DREAM ED students show substantially higher rates of academic proficiency than ED students in the city and our CSD. DREAM will continue to incorporate this feedback into the design of our proposed schools to ensure that our program is designed to meet the academic and social-emotional needs of students facing the challenges of poverty or homelessness.
- From community residents: many residents emphasized a need for access to technology and computers. DREAM will ensure that our new facilities offer access to the technological tools students need for academic success.
- From all stakeholders: across the board, all stakeholders indicated that they desire a program to keep students engaged in activities outside of the school day. DREAM's strong record of robust afterschool programming will be a crucial factor in meeting this need.

DREAM has not received any negative feedback to date. However, some officials expressed concern about a possible oversaturation of charter schools in CSD 7. We believe that our unique program, and our record of academic achievement for at-risk subgroups, will mitigate any concentration issues in the district. DREAM will also aim to work with, when possible, district schools to share best practices and collaborate to serve students in the community. For more details of how DREAM and our proposed schools will contribute positively to CSD 7 and CSD 8, please refer to Response 14.

Incorporation of feedback
As described above, DREAM will investigate ways in which foreign language and technology can be incorporated into the design of the new schools. As this application is a replicating request, it was not possible to fully integrate this feedback into the design of this application. However, DREAM will continue to work with stakeholders and community leaders throughout the planning and initial stages of the schools to ensure that our programs are appropriate to meet the needs of students in the communities we serve.

(f) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

This response is not applicable.

(g) Letters of Justification for previously denied applications

This response is not applicable.

(h) Founding Team Resumes

This response is not applicable.

(i) Board Member Credentials

Not applicable. All board members were included in the Letter of Intent and are existing trustees on the DREAM Charter School board.

ASHISH DOSHI

Address: [redacted]
Mobile: [redacted]
Email: [redacted]

WORK EXPERIENCE

[redacted]

EDUCATION

University of Pennsylvania – Philadelphia, PA September 2001 – May 2005
Jerome Fisher Program in Management & Technology

- *The Wharton School*: B.S. Economics; concentrations in Finance, Management, and Operations & Information Mgmt.
- *School of Engineering and Applied Science:* B.A.S. Operations Research
- Cumulative GPA: 3.82 / 4.00
- Honors: Summa cum laude, Frederick H. Gloeckner Award in Entrepreneurial Studies
- SAT Math: 780 | SAT Verbal: 750

SKILLS & INTERESTS

Financial analysis and valuation, Microsoft Excel, PowerPoint, Access, Bloomberg
Guitar (15 years), writing and producing music, travel, personal investing, the New York Yankees

Brad Visokey

[redacted]

Experience:

[redacted]

Education:

2002-2004 **New York University - Masters Business Administration**

- Finance concentration
- Served as graduate teaching assistant for finance department

1993-1997 **Georgetown University – B.S. Finance**

- Letterman wide receiver on varsity football team

Additional:

- **Harlem RBI and DREAM Charter School -** Member of Board of Directors of DREAM Charter School serving youth in East Harlem.
- **Deutsche Bank Community Development Finance Team**- Participating member in bank's division which facilitates investment in microcredit loans to borrowers in impoverished areas globally.
- Series 7, Series 63, Series 55 licensed

C L A U D I A Z E L D I N

[redacted]

PROFESSIONAL EXPERIENCE

[redacted]

PROFESSIONAL REFERENCES UPON REQUEST

C L A U D I A Z E L D I N

[redacted]

VOLUNTEER POSITIONS

1989 to Present **Harlem RBI Afterschool Program & DREAM Charter School** New York, NY
Executive Committee; Board Vice President; Programs and Integration Governance Committees
Served on 1991, 1995, 2000, 2004, 2008 and 2011 Strategic Planning Committees. Awarded 'Best Board' in New York City by Volunteer Consulting Group, 2010. Founding Board Member to the DREAM Charter School.

1993 to Present **Zeldin Family Foundation** Philadelphia, PA
Principal Trustee and Grant Manager

1999 to Present **Berkeley Carroll School** Brooklyn, NY
Chair of Parent Association's Community Service Committee: Side-By-Side

EDUCATION & ASSOCIATIONS

2009 **Support Center for Nonprofit Management** New York, NY
Interim Executive Leadership Training Course

2000 to 2008 **New York Regional Association of Grantmakers (NYRAG)** New York, NY
Co-Chair of the Family Foundation Peer Network Representative

Summer 2004 **Learning to Give's Philanthropy Education Training Institute** Grand Rapids, MI
Service Learning Training and Curriculum Development Workshop
Grand Valley State University; Council of Michigan Foundations

2004 **Partnership For After School Education Fundraising Academy** New York, NY
Concentration: Fundraising Planning for Individual Donors

1990-1992 **New York University Continuing Education** New York, NY
Concentration: Nonprofit Management

1981-1985 **Tulane University – Newcomb College** New Orleans, LA
Bachelor of Arts in Communication

Spring 1984 **Syracuse University – London Center/International Studies** London, England

AWARDS

2009 President's Volunteer Service Award – Gold Level for Service to The LEAGUE New York

2005 Super Reggie® Award for The History Channel's Cause-Related "Save Our History" Campaign
Presented by the Promotion Marketing Association honoring the best of the best promotions and integrated marketing campaigns. Responsible for soliciting and securing public partnerships, as Director of Strategic Alliances while consulting for Civic Entertainment Group.

JONATHAN E. SCHMERIN

[redacted]

[redacted]

EMPLOYMENT EXPERIENCE

[redacted]

EDUCATION

NEW YORK UNIVERSITY, SCHOOL OF CONTINUING AND PROFESSIONAL STUDIES – Class of 2010

Master of Science in Real Estate Finance
Recipient of Dean's Graduate Fellowship and Merit Scholarship
Cumulative GPA: 4.00/4.00

UNIVERSITY OF PENNSYLVANIA, COLLEGE OF ARTS AND SCIENCES – Class of 2000

Bachelor of Arts in Economics – *Magna Cum Laude*
Cumulative GPA: 3.65/4.00 (Dean's List '98-'99, '99-'00)
Chairman of Alumni Board of Tau Epsilon Phi (Rho Chapter)

LANGUAGES & INTERESTS

Proficient in conversational French and Hebrew
Enjoy playing squash, tennis and golf as well as barbequing/tailgating
Avid fan of New York sports teams, especially the New York Jets

JONATHAN GYURKO, PH.D.

[redacted]

EXPERIENCE

[redacted]

EDUCATION

Columbia University, New York, NY
Doctor of Philosophy in Politics and Education *May 2012*
Master of Public Administration in Education Policy*, May 2000*

University of North Carolina at Chapel Hill, Chapel Hill, NC
Bachelor of Arts in English Literature*, May 1996*
John Motley Morehead Scholar

Taft School, Watertown, CT
Diploma, *May 1992*

Michele Joerg

[redacted]

[redacted]

Volunteer Work

June 2007- present: DREAM Charter School Board of Directors
July 2008-present: Harlem RBI Board of Directors

[redacted]

Michele Joerg

[redacted]

Michele Joerg

[redacted]

Education

Fordham University, New York, New York
Masters of Arts in Educational Administration and Supervision
Permanent New York State and City 1-6 Common Branches Certificate
School Administration and Supervision Certificate

Marywood University, Scranton, Pennsylvania
Masters of Arts in Teaching, Elementary Education

University of Scranton, Scranton, Pennsylvania
Bachelor of Science in Biology and Philosophy

Other Work Experience

Full-time Live-in Nanny for two children, New York, NY
August 1995- July 1997

Currently

Stay at home mother to two children, ages 3.5 years and 7 months

Richard A. Berlin

[redacted]

EXPERIENCE

[redacted]

EDUCATION

Columbia University, Graduate School of Business, New York, NY
Institute for Not-for-Profit Management, Leadership Development Certificate Program • April 2000
Institute for Not-for-Profit Management, Middle Management Certificate Program • January 1998

London School of Economics and Political Science, London, England
Masters of Science in Government (Political Theory) • *September 1996*

University of Wisconsin at Madison, Madison, WI
Bachelor of Arts in Political Science • *May 1992*

HONORS

Citizens Committee for the Children of New York City, Community Leadership Fellow, Fall 2001
WCBS Hometown Hero, July 2000
Do Something Foundation, "Brick Award" Finalist, 1999

AFFILIATIONS

East Harlem Human Services Consortium, Member; New York Volunteer for Youth Campaign, Board of Advisors; SCAN Beacon Program, Board of Advisors; Sports & Arts in Schools Foundation, Advisory Committee, New York Amateur Athletic Alliance, Advisory Board; Partnership for After School Education (PASE), Program Council

VOLUNTEER ACTIVITIES

Everybody Wins Foundation, participate in lunch-hour reading with elementary school students

DREAM
CHARTER SCHOOL

May 16, 2016

Dear Sammi Oerlemans,

We are writing to inform that we have added two new board members to the DREAM Charter School Board of Trustees during the 2015-2016 school year. The Board approved the addition of Adrea Simmons and Jessica Boccardo earlier this year.

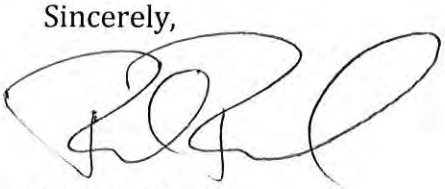
Attached to this letter are the requested items for each new board member, including:

- Minutes from board meetings where new members were voted on and approved
- Resumes for both new board members
- NYC DOE Board of Trustees Questionnaire for both new board members

Both members have completed the NYSED Financial Disclosure form online. Conflicts of interest forms will be completed at our next board meeting in mid-May.

We look forward to your approval.

Sincerely,



Richard Berlin
DREAM Charter School Board Chair
1991 2nd Avenue
New York City, New York 10029

Adrea Simmons

[redacted]

Work Highlights

10 years B2C marketing
across entire product lifecycle, including retail

10+ product launches
for consumer brands, like Xbox and Android

Experience managing
marketing and engineering teams

Education

New York University (Stern School of Business)
MBA in Strategy and Management of Technology Operations, May 2014
NYU President's Service Award, NYU Stern Leadership Award

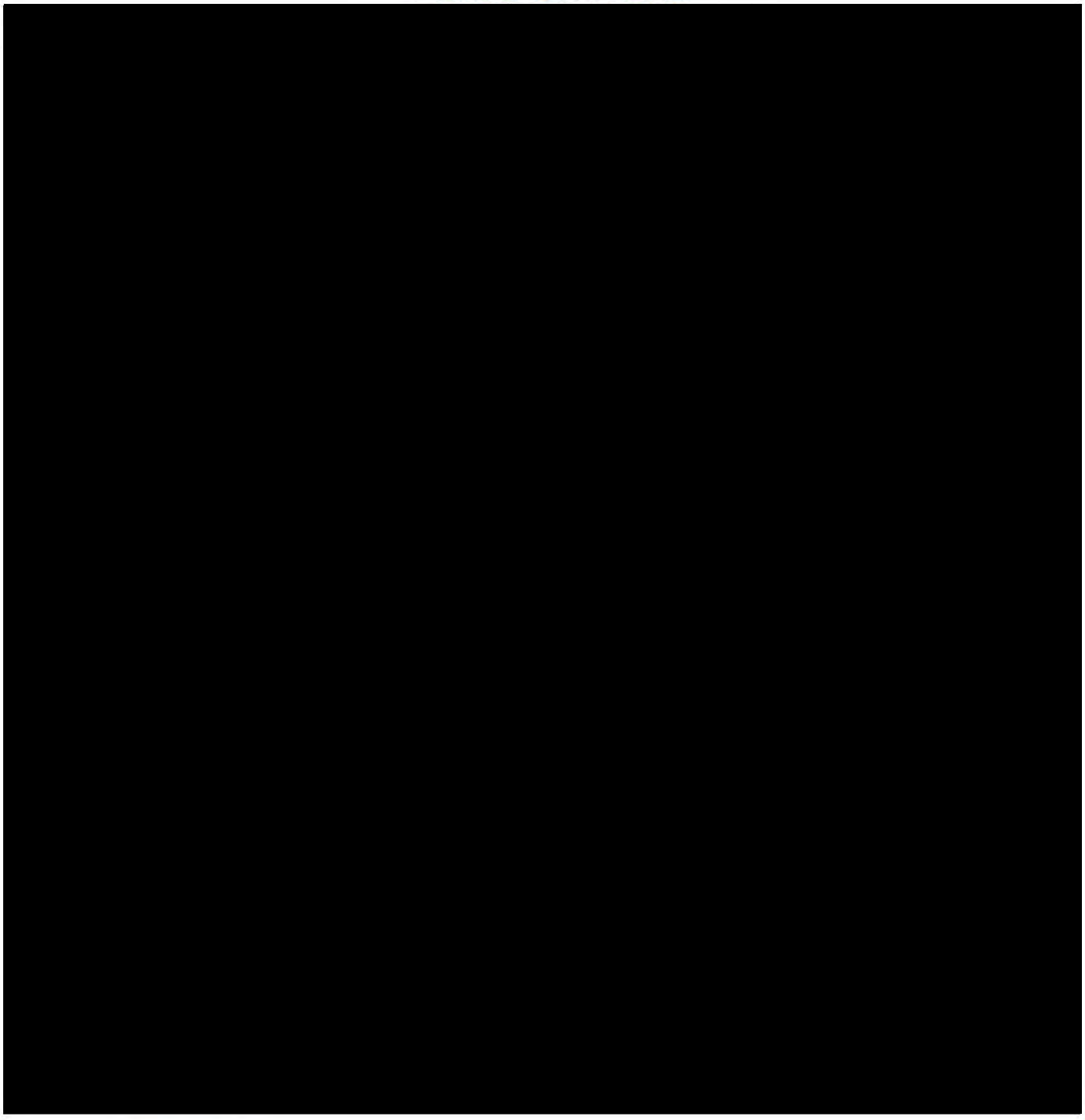
Howard University
BBA Marketing, May 2004
Magna cum laude

Collège International de Cannes (France)
Study Abroad, Aug 2002 – Dec 2002

Experience

[redacted]

Adrea Simmons



About Me

Community Involvement

Harlem Dream Charter School (board), Harlem Education Access Fund (junior board), Streetwise Partners (mentor), Dream Jamaica (founding member, VP), YWCA Girls First (mentor), Delta Sigma Theta Sorority

Other Interests

Travel, food, nonfiction, career coaching, interior design and skiing

Department of Education

NEW BOARD TRUSTEE QUESTIONNAIRE

As you may know, serving on a public charter school board of trustees ("Board") is a position of great trust and responsibility. As a member of a public charter school's Board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

New York City Department of Education Office of School Design and Charter Partnerships (OSDCP) consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide complete and thorough answers to each of the items on pages 3 through 6 in addition to filling out and signing the required Statement of Assurance on page 7. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the NYC DOE OSDCP approval, nullifying your appointment to the board.

Only in very rare cases does the NYC DOE OSDCP reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the NYC DOE OSDCP requests that you provide full and complete answers to each of the items below. This will assist the NYC DOE OSDCP in its review.

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts can be waived as long as the trustee discloses the interests to the school board and recuses him or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

Department of Education

SCHOOL TRUSTEE BACKGROUND INFORMATION

Name (include preferred honorific)	Adrea Simmons
Daytime Telephone	[redacted]
Home Mailing Address	
Personal Email/Fax	
Business Address	n/a
Business E-Mail/Fax	n/a
Charter School Name	Harlem RBI Dream Charter School
Charter School Address	
To which charter school board position and/or office are you asking to be appointed (e.g., parent representative, vice-president, Finance subcommittee, etc.)?	Subcommittee

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☑ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☑ I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Through Board Lead placement program.

4. Please explain why you wish to serve on the board. Helping build educational Programs that help low income youth Succeed.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me. ☑ Yes. (Include description here): Harlem Educational Activities Fund Junior Board Plus Volunteer experience in similar youth facing programs (see resume)

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   ☑ This does not apply to me. ☐ Yes.

   If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

   Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good

conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

☑ This does not apply to me. ☐ Yes.

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

☑ I / we do not know any such persons. ☐ Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☑ I / we do not know any such persons. ☐ Yes.

If yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member is an employee of the Department of Education. (Employees of the Department of Education are not prohibited from participating on charter school boards of trustees, unless their work responsibilities present a direct conflict of interest).

☑ I / we do not know any such persons. (Please skip to question 11)
☐ Yes. (Please answer questions 10a – 10c)

a) Please indicate your position and division at the Department of Education:

b) If the charter school is co-located with a Department of Education district school, are you an employee of the co-located district school?
☐ No. ☐ Yes:

c) Do you have any decision making power in the district where the charter school resides? (Examples include, but are not limited to superintendent, CEC member/officer, community board member, borough enrollment office employee, etc.)

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☑ No.

☐ Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved.

12. If the charter school is partnered with an educational service provider (a management company,

whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes:

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

☑ I / we have no such interest.

☐ Yes:

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☐ Not applicable because the School does not/will not contract with a management company or charter management organization.

☑ I / we do not anticipate conducting any such business.

☐ Yes:

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

☑ This does not apply to me, my spouse or other family members.

☐ Yes:

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☐ None. ☐ Yes:

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would bring it up at a board meeting and recommend we bring in an outside party to explore conflict of interest.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
To help prepare students to enter and be competitive in high performing high schools & colleges.

19. Please explain your understanding of the educational program of the charter school.
Rigorous curriculum built around critical thinking and problem solving.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
Diverse programming that provides a innovative liberal arts education to students who might otherwise 5 not have the opportunity. The board must reinforce policies and principals to ensure this happens and clear barriers and seek out opportunities to do so.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
To help advise on budget spending and program direction
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. Yes

23. Please provide any other information that you feel is pertinent to the Department's review.

STATEMENT OF ASSURANCE

I, Adrea Simmons (name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Signature

5/11/16
Date

JESSICA BOCCARDO

[redacted]

EXPERIENCE

[redacted]

JESSICA BOCCARDO

[redacted]

LEADERSHIP

BOSTON CONSULTING GROUP — **New York, NY**
Ethnic Diversity Retreat Organizing Committee — 2015

- Part of 3-member committee responsible for organization of yearly BCG Ethnic Diversity Retreat

NEW YORK UNIVERSITY - INSTITUTE FOR EDUCATION SCIENCES — **New York, NY**
Pre-doctoral Interdisciplinary Research Training — 2009

- Selected for 4-year scholarship to conduct microeconometric analysis and study of social and education policies in New York City. Resulted in co-authored paper of effects of science schools on student outcomes in high schools and college, as well as in closing the gender gap in science and co-authored paper of effects of attending different types of schools in New York City on obesity and other non-academic outcomes.

SUPPORTING KIDS IN PERU (SKIP) NGO — **Trujillo, Peru**
Volunteer/Advocacy Project Fellow — 2007

- **Oversaw development of micro-finance unit.** Facilitated information sharing through key partnerships with NGOs, SKIP, and government.

PUBLICATIONS AND REPORTS

- Boccardo J., Schwartz A., Stiefel L., and Wiswall M. **All Schools are not Created Equal: Differences in Learning Environments in New York City Small and Large Public High Schools,** submitted to *Journal of Urban Economics.*
- Boccardo J., Schwartz A., Stiefel L., and Wiswall M. **STEMming the (OUT)flow: Do STEM Schools Close the Gender Gap in Math and Science?,** *Economics of Education Review* 06/2014; 40.
- Boccardo, J., Wolf, P. (2011). **School vouchers and social justice: Evidence from Washington, DC.** *Revista Iberoamericana de Evaluación Educativa, nº* 4(Vol. 1).
- Boccardo, J., Ley, E. (2009). **The taxation of motor fuel.** *International Comparison, Policy Research Working Paper, no. 5212, The World Bank.*
- IADB (2009). **Country evaluation of Trinidad and Tobago.** *OVE, IADB.*
- IADB (2008). **Diversification from energy in Trinidad and Tobago.** *OVE, IADB.*
- Boccardo, J., Chandra, V. (2008). **Diversification and innovation opportunities in Benin.** *Chapter Four of Country Economic Memorandum (CEM).*

PERSONAL

- **Languages:** Spanish (native). English (fluent). French (conversational).
- **Skills:** MS Office Suite. Stata. Matlab. SPSS.
- **Interests:** Social issues. Biking and running. Literature. Independent and foreign movies. Music and film festivals. Have traveled widely through Europe, Latin America, Africa and Asia.

Department of Education

NEW BOARD TRUSTEE QUESTIONNAIRE

As you may know, serving on a public charter school board of trustees ("Board") is a position of great trust and responsibility. As a member of a public charter school's Board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

New York City Department of Education Office of School Design and Charter Partnerships (OSDCP) consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide complete and thorough answers to each of the items on pages 3 through 6 in addition to filling out and signing the required Statement of Assurance on page 7. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the NYC DOE OSDCP approval, nullifying your appointment to the board.

Only in very rare cases does the NYC DOE OSDCP reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the NYC DOE OSDCP requests that you provide full and complete answers to each of the items below. This will assist the NYC DOE OSDCP in its review.

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- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts can be waived as long as the trustee discloses the interests to the school board and recuses him or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

Office of School Design and Charter Partnerships Actions

The NYC DOE OSDCP will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the below required documentation.

Please send the Board member request to charteroversight@schools.nyc.gov.

If the NYC DOE OSDCP takes no action within the 45-day period the person may be seated as a school trustee. After the NYC DOE OSDCP approves a trustee in writing, it will ask the school for an updated list of school trustees within a specific timeframe. The Department reserves the right to interview in person any new board member they feel appropriate.

The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote.

If you have any questions, please call the OSDCP Office at 212-374-5419.

Department of Education

SCHOOL TRUSTEE BACKGROUND INFORMATION

Name (include preferred honorific)	Jessica Boccardo
Daytime Telephone	[redacted]
Home Mailing Address	
Personal Email/Fax	
Business Address	
Business E-Mail/Fax	
Charter School Name	DREAM CHARTER SCHOOL
Charter School Address	1991 Second Avenue, NY, NY (10029)
To which charter school board position and/or office are you asking to be appointed (e.g., parent representative, vice-president, Finance subcommittee, etc.)?	

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. ☒ Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. ☒ I affirm.

3. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I learnt about the school and opportunity to serve as member through my husband, who is CFO of Harlem RBI, parent organization of DREAM CHARTER SCHOOL.

4. Please explain why you wish to serve on the board.

I want to be part of this board as I think that I have the experience and knowledge to provide guidance and provide support to the school with the aim to increase the positive impact in community and children in school.

5. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. ☐ This does not apply to me.

Yes. (Include description here): I did not serve in any Board before. I belive my PhD in Public Policy with focus on education and current work at BCG on education provide relevant background for this position.

6. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

☐ ☐

X- This does not apply to me.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good

conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

☐X- This does not apply to me.☐

If the answer to this question is yes, please provide an explanation.

Conflict of Interest

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

☐X- I / we do not know any such persons.☐

If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
☐ X-Yes. My husband wis Strategy officer of Harlem RBI parent organization of DREAM

If yes, please indicate the precise nature of your relationship here:

10. Please indicate whether you, your spouse, or other family member is an employee of the Department of Education. (Employees of the Department of Education are not prohibited from participating on charter school boards of trustees, unless their work responsibilities present a direct conflict of interest).

☐ X- I / we do not know any such persons. (Please skip to question 11)
☐

a) Please indicate your position and division at the Department of Education:

b) If the charter school is co-located with a Department of Education district school, are you an employee of the co-located district school?
☐ No. ☐ Yes:

c) Do you have any decision making power in the district where the charter school resides? (Examples include, but are not limited to superintendent, CEC member/officer, community board member, borough enrollment office employee, etc.)

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
☐ X- No. (But as mentioned above, my husband is Strategy Officer of Harlem RBI)

☐ Yes:

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved.

12. If the charter school is partnered with an educational service provider (a management company,

whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
☐

☐

☐ X- Yes: Husband is Strategy Officer of Harlem RBI, parent organization of DREAM

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
☐

☐

☐ X- Yes: Husband is Strategy Officer of Harlem RBI, parent organization of DREAM

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
☐

☐

☐ X- Yes: Husband will be Strategy Officer of Harlem RBI in 2016.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.

☐

☐ Yes: Husband is Strategy Officer of Harlem RBI in 2016.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
☐X- None.☐

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would report issue

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
Mission of school is to prepare children fholistically for college and beyond and the vision is to provide chidren attending DREAM the skills and tools to achieve this.

19. Please explain your understanding of the educational program of the charter school.
DREAM leverages co-teaching to provide holistic education, highly focused on social emotional learning and an inquiry-based method of teaching

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A succesful charter school provides support to children

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. Responsible for ensuring that the academic program is succesful and the the organization's program and operation are faithful to the terms of its charter.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand all documents

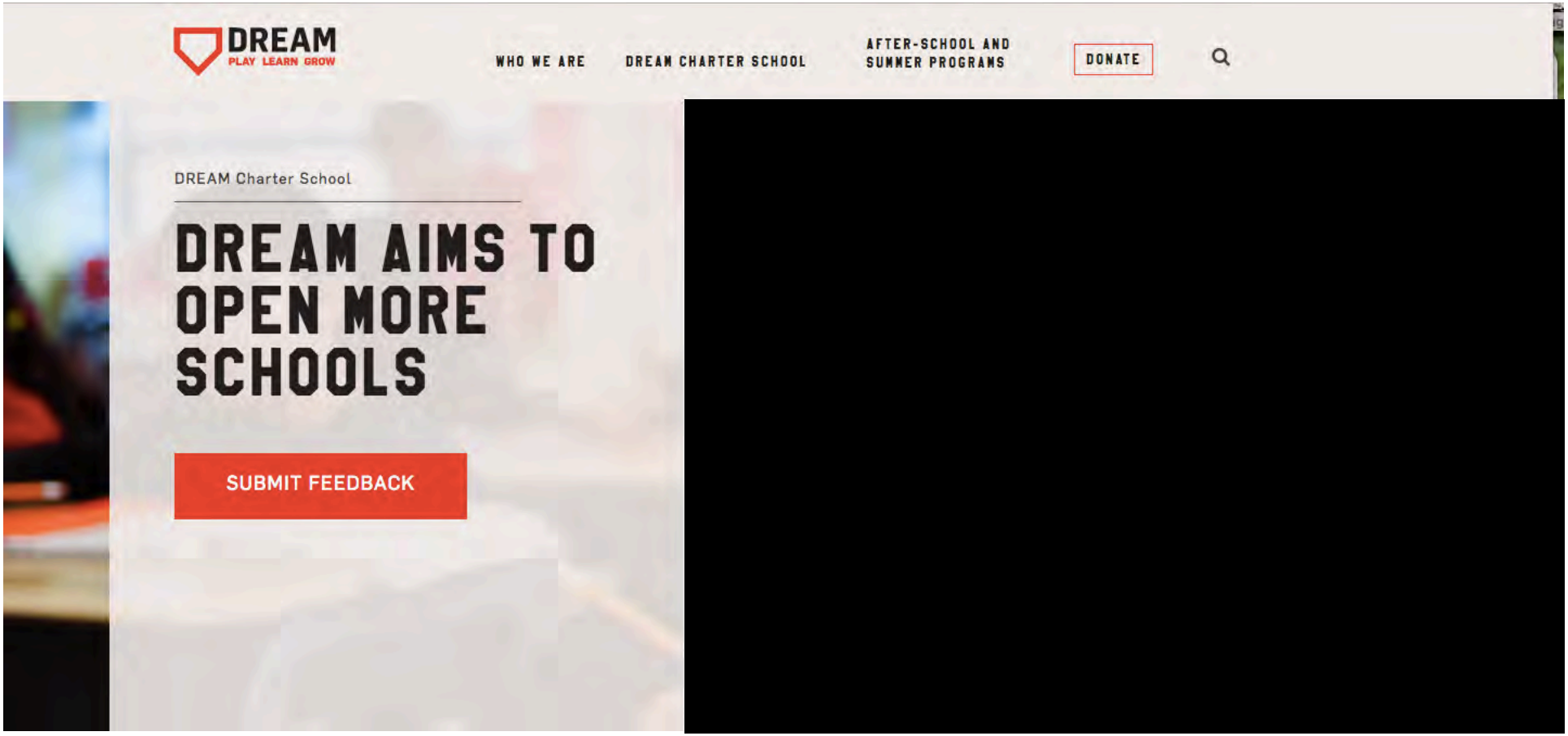
23. Please provide any other information that you feel is pertinent to the Department's review. (None)

STATEMENT OF ASSURANCE

I, _____Jessica Boccardo_____(name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

_____ Jessica Boccardo
Signature

_____05/10/2016_____
Date


DREAM
PLAY LEARN GROW
WHO WE ARE
DREAM CHARTER SCHOOL
AFTER-SCHOOL AND SUMMER PROGRAMS
DONATE
DREAM Charter School
DREAM AIMS TO OPEN MORE SCHOOLS
SUBMIT FEEDBACK

SUBMIT FEEDBACK

ABOUT DREAM CHARTER SCHOOL

FAMILY ENGAGEMENT

PRE-K

ELEMENTARY SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ADMISSIONS & LOTTERY

DREAM TO SUBMIT APPLICATIONS FOR NEW SCHOOLS

In summer 2018, DREAM will submit an application to the SUNY Charter Schools Institute to establish two new schools in Bronx Community School Districts 7 and/or 8. The schools, DREAM Mott Haven and DREAM Hunt's Point, will aim to serve South Bronx youth in grades K-8, and will eventually feed into DREAM Charter High School.

The first school is slated to open in 2019 while the second school hopes to open its doors by 2022. Both schools will grow to eventually serve 729 students in grades K-8. This steady, deliberate growth will help to ensure that DREAM has the time to learn about the unique needs of the districts' scholars and families.

We can't wait to bring DREAM Charter School's proven model to the Mott Haven and Hunt's Point communities. More information to follow!

MISSION

DREAM Charter School prepares scholars for high-performing high

SUBMIT FEEDBACK

ABOUT DREAM CHARTER SCHOOL

FAMILY ENGAGEMENT

PRE-K

ELEMENTARY SCHOOL

MIDDLE SCHOOL

HIGH SCHOOL

ADMISSIONS & LOTTERY

schools, colleges, and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship.

DREAM inspires all scholars to recognize their potential and realize their dreams.

Learn more about our school.

CURRICULUM

DREAM's challenging and innovative curriculum motivates students to apply higher level thinking in a joyful learning environment. Scholars are encouraged to apply inquiry-based learning to take ownership of their education and develop a deep love of learning.

Read more about our Elementary School curriculum and our Middle School curriculum.

RESULTS

In 2017, DREAM Charter School outperformed the district, city, and state in

both Math and ELA.

See our results.

SUBMIT YOUR FEEDBACK

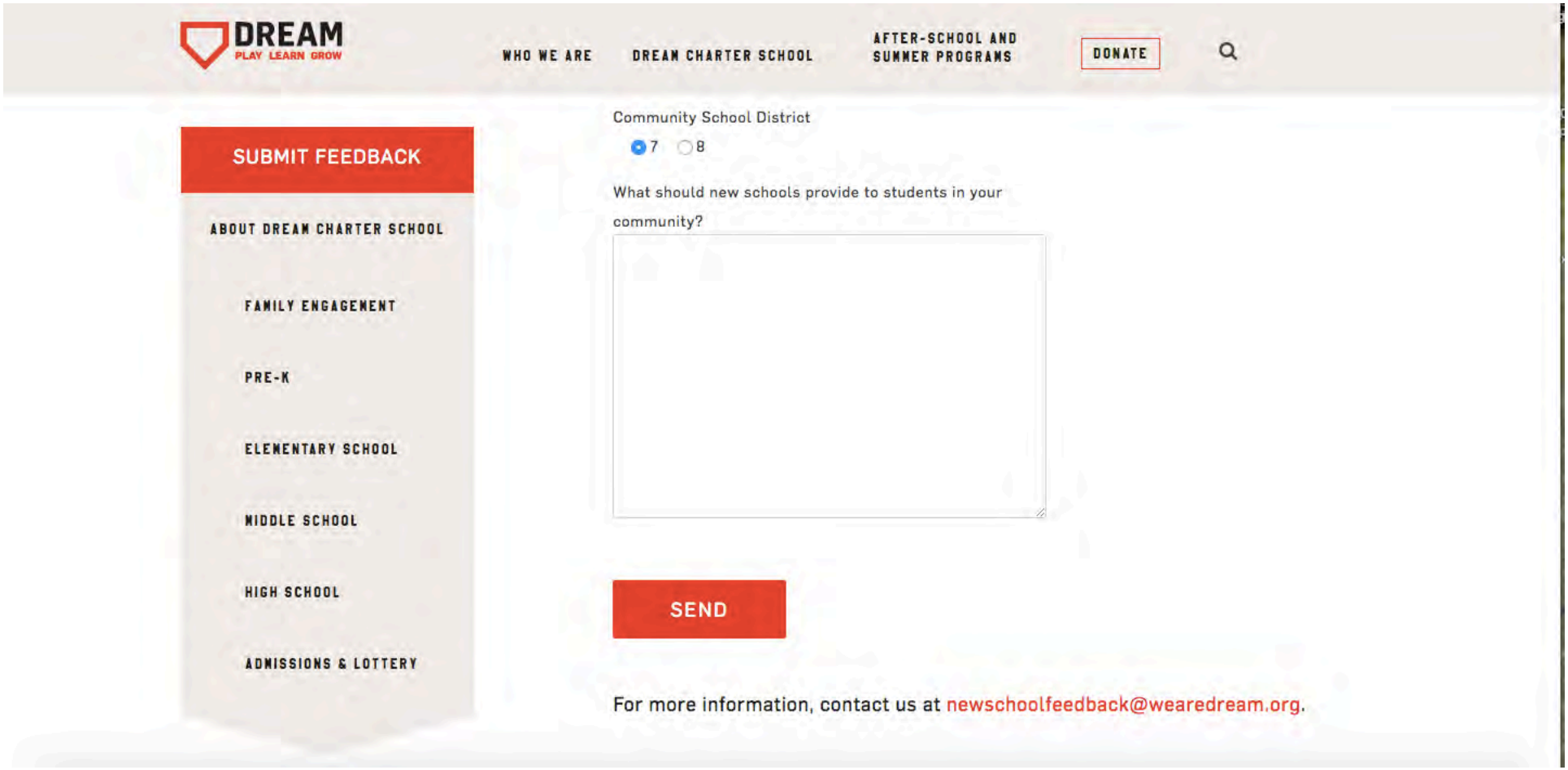
Do you live in New York City School Districts 7 or 8? We want to hear from you.

Your Name (required)

Community School District

(•) 7 ( ) 8

What should new schools provide to students in your community?


DREAM
PLAY LEARN GROW
WHO WE ARE
DREAM CHARTER SCHOOL
AFTER-SCHOOL AND SUMMER PROGRAMS
DONATE
SUBMIT FEEDBACK
ABOUT DREAM CHARTER SCHOOL
FAMILY ENGAGEMENT
PRE-K
ELEMENTARY SCHOOL
MIDDLE SCHOOL
HIGH SCHOOL
ADMISSIONS & LOTTERY
Community School District
7
8
What should new schools provide to students in your community?
SEND
For more information, contact us at newschoolfeedback@wearedream.org.



DREAM CHARTER SCHOOL AIMS TO OPEN MORE SCHOOLS!

DREAM WITH US!

In the Summer of 2018, DREAM Charter School will submit an application to the SUNY Board of Trustees to establish two new DREAM Charter Schools in potential Community School Districts 7, 8 or 9. DREAM hopes to open the first of these schools (DREAM Charter School #2) in the school year 2019-2020, and the next (DREAM Charter School #3) in the school year 2022-2023.

DREAM Charter School's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

As members of the community that would benefit from DREAM Charter School, we invite you to DREAM with us!

What dreams do you have for new schools in your district?
Share your feedback with us at:
newschoolfeedback@wearedream.org



DREAM CHARTER SCHOOL TIENE UN OBJETIVO PARA ABRIR MÁS ESCUELAS!

¡SUEÑE CON NOSOTROS!

DREAM Charter School presentará una solicitud al Instituto de las Escuelas Charters de SUNY para establecer dos nuevas DREAM Charter Schools en los Distritos Escolares Comunitarios 7, 8, y/ o 9. DREAM espera abrir la primera de estas escuelas (DREAM Charter School #2) en el año escolar 2019-2020, y la siguiente (DREAM Charter School #3) en el año escolar 2022-2023.

La misión de DREAM Charter School es preparar a los estudiantes para escuelas secundarias de alto rendimiento, universidades y más allá a través de un riguroso programa académico que desarrolla pensadores críticos que demuestran amor por el aprendizaje, carácter fuerte y compromiso con el bienestar y la ciudadanía activa. DREAM Charter School inspira a todos los estudiantes a reconocer su potencial y hacer realidad sus sueños.

¡Como miembros de la comunidad que se beneficiaría de DREAM Charter School, los invitamos a DREAM (soñar) con nosotros!

¿Qué sueños tienen para las nuevas escuelas en su distrito?
Comparta sus comentarios con nosotros en:
newschoolfeedback@wearedream.org

South Bronx Family Meeting

March 22, 2018
Bronx Academy of Letters
339 Morris Ave, Bronx, NY 10451

Expected number of attendees: 50 parents, 50 youth, 10 staff
Staff: Please wear a DREAM shirt to be easily identified
Translation:

TIME	ACTIVITY	NOTES
5:00	Set up food	Judy & Yolanda set up outside the auditorium on the 2nd floor (Nancy: need tablecloths, tables, and chairs)
5:45	REAL Kids Staff Arrive	See Nancy on 2nd Floor, will provide care in small cafeteria downstairs. (Need coloring and games)
6:00	Families Arrive, direct to sign in and get food, bring into auditorium	Need sign-in table, sign-in sheets, DREAM Tablecloth
6:20	Announcement is made that all children between ages of 5-11 should go with RK Staff to the Small Cafeteria	
6:25	Welcome and Introduction (Brandon)	
6:35	Presentation regarding rationale & structure / decision to focus on school work and apply to open school in South Bronx (Karina & Parkey)	
6:45	Opportunities at School (Brandon)	
6:50	Karina transition to Breakouts 4 Teams - 6th Grade: Rm 280: Marla and Carlos - 7th Grade: Rm 283: Gaby and Jen WB - 8th Grade: Rm 284: Kalila, Shariyf, Zalika, Leslie - Non- BAL: Rm 287: Emily and Nancy Breakout Run of Show:	

	a.) Explanation of how changes will affect specific youth b.) Reiterate program challenges that impacted this decision c.) Talk about Summer program offerings: July 5th - August 3rd / Sleep Away camp: Aug. 8th - 10th (transportation will be provided from the South Bronx d.) Answer family questions e.) Provide resources: alt. after-school programs, resources where available <u>Bronx Works:</u> - Betances Community Center - Afterschool program hours 3 pm - 6 pm / Night Center 6 pm - 11 pm - Melrose Community Center - Night Center program hours 6 pm - 11 pm. f.) Conclusion: Families leave following conclusion of breakout groups	
7:30	Families leave following conclusion of breakout groups	

FAMILY MTG. AGENDA - East Harlem
March 23, 2018

TIME	ACTIVITY	POINT PERSON
20	Gather, food, mingle, music	Judy
3	Welcome and Introduction I want to welcome you here tonight. If there is one thing constant in DREAM's 27 year history - it is that our organization has constantly grown and changed. (No anecdotes.) Tonight you will have the opportunity to hear from our organizational leadership team about a series of changes that we believe will allow our organization to have greater focus, clarity, and impact. However, I want to recognize in advance that change is hard - and we take it very seriously. We want to partner with you to support our youth throughout these changes. Introduce Eve and Karina and their roles at DREAM / why they are presenting this information.	Rich
10	**Presentation regarding rational & structure** 5 min changes Every five years our organization creates a strategic plan and every year our leadership team reviews it to ensure that we are making progress towards our goals. In our review this year, we found that operating two simultaneous, but separate streams of work has stretched our organization very thin and we decided to focus our work in a new way. The greatest changes to our current model affect Middle School and High School Programming where we will be combining our school and afterschool programs into one single department	Karina / Eve Open more schools language - part of business plan Need visual timeline of program closures in East Harlem. - Add TB - EH - Hand out note cards and take them to the break out

that serves youth enrolled at our Middle and High school. Ultimately, our long term goal is to open more schools - the first of which we would like to open in the South Bronx- using this model.

What this means is:
REAL Kids (K-5): REAL Kids After School and Summer programs will remain as they currently are for the foreseeable future.

TeamBuilders East Harlem (6-8): Team Builders East Harlem will continue to serve 7th and 8th grade scholars in our current model, but will not enroll new 6th grade students next year. Team Builders programming will no longer operate after August of 2019.

TeamBuilders South Bronx (6-8): After summer of 2018, Team Builders South Bronx will no longer operate.

DreamWorks (9-12): DreamWorks will continue to serve students in 10-12th grades until those students graduate from high school (and into college). DreamWorks will not enroll new 9th grade students this fall.

Legends (College): We will continue to serve all DREAM students who are currently enrolled in college.

Baseball/Softball All 6th-12th graders, regardless of whether they attend our schools or not, will have the opportunity to play on a baseball or softball team that competes with outside competition.

We know that hearing this news is difficult - and that in addition to your concerns about your children's participation, you may also be

	concerned about the future of staff members that your family has grown close to. Right now we are working on what the new school model including what the staffing structure will be to support this new programming. There will be new positions created in the new model and current staff will be prioritized. Because every program is affected differently by this change, we would like to now give you the time to process this and learn more about how it will affect your individual child in a smaller breakout group. After Breakout sessions we will be around in case there are further questions. TeamBuilders grades 6-7 (Cafeteria) TeamBuilders grade 8 (cafe/community room) DreamWorks (Gym) Legends (2nd floor classroom) REAL Kids (2nd floor classroom)	
5	Transition to break-out	
45	Break out sessions: In program bands (RK, EH TB 6-7, EHTB 8, SBTB -BAL, SBTB non-BAL, DW 9-12) We wanted to be able to provide you with a space to process this with the people that you are most connected with. a.) Explanation of how changes will affect specific youth b.) Express organizational commitments to specific grade bands c.) Reiterate program challenges that impacted this decision d.) Introduce DCHS choice (EH + non BAL SB) e.) Answer family questions f.) Provide resources: alt. after-school programs, resources where available g.) Conclusion: Families dismiss from small	Program Managers Erika - RK Jenn Khan - EHTB - EHTB Matt - DW

	groups Note to TBEH - should touch on: - Middle school enrollment challenges - DCHS preference (even current 6th graders who won't be in an 8th grade program) - Determine if youth will be with parents, or in separate group (staffing?)	

DREAM Bigger with DREAM!

April 19, 2018

Dear DREAM Families,

As many of you know, DREAM held a Family Information Session last month to inform DREAM Charter School families of some important organizational shifts that we believe will lead to greater impact for our school community. We wanted to be sure to share the exciting news with those of you who were unable to attend the sessions, so that you know where our organization is headed, and what this means for your child.

Following a review of our organization's five-year strategic plan, both school and out-of- school time leaders at DREAM have decided to combine the power of our after-school programming with its focus on socio-emotional learning and extracurricular activities with the rigorous academics of our school to create a single integrated model that offers year-round programming from 7:55 a.m. – 5:45 p.m. for any interested DREAM Charter School scholar. In the future our hope is to grow our impact by opening additional DREAM Charter schools using this integrated approach.

Next year, our school will pilot this integrated model at the Elementary, Middle, and High School level. These small pilots will allow us to test and learn from this model before adopting it in all grades.

4th Grade Pilot Highlights	6th Grade Pilot Highlights
• A new full-time staff member will join the 4th grade team. • This staff member will work from 10 a.m. to 6 p.m. in both 4th grade classrooms and will provide a seamless transition for scholars involved in REAL Kids after school programming. • The staff member will be responsible for integrating socio emotional learning opportunities throughout the school day and will also provide additional literacy support to scholars. • The staff member will attend DREAM Charter School trainings and will supervise scholars during lunch and recess.	• A new full-time staff member will join the 6th grade team. • Socio emotional learning will be woven throughout the curriculum and school day. • 6th grade scholars will have the opportunity to do more project-based learning through the introduction of culminating projects in 5 of 10 of their units. • A new Advisory System will be introduced so that families have one point of contact at the Middle School level to help navigate questions and

	concerns and provide scholars with personal support. • Home room time will be extended to provide scholars with an opportunity to set and reflect upon individual and shared goals.

9th and 10th Grade Pilot Highlights

- New full-time positions will be created to provide every scholar with an adult advisor who supports them with one-on-one conversations about their development, goals, and interests and supports them on their path to college.
- Scholars will have increased opportunities to participate in extra curricular opportunities, teams, and clubs as well as summer internship opportunities.
- Freshman and Sophomore Seminar classes will provide scholars with opportunities to focus on academic mindsets and behaviors as well as socio-emotional learning and interest exploration.

We are extremely excited to focus our organization's efforts and resources on what it will take to get our scholars to and through college and on to the life of their dreams! We have attached a Frequently Asked Questions sheet for school families to this letter that explains more about the rationale for making this decision, and what it means for DREAM's existing out-of- school time programming.

If after reading the FAQ sheet you find that you still have questions about our the integrated model, next year's pilot programs, or the future of DREAM Charter School please reach out to the following school leaders:

Pre K: Christine Wicks – c[redacted]
Elementary School: Kara Brockett – [redacted]
Middle School: Marjorie Gardner – [redacted]
High School: Jared Francis – [redacted]
All Schools: Emily Parkey – [redacted]

We look forward to continuing to build this DREAM (and future DREAMs) together with you, our families!

Sincerely,

Eve Colavito,
Chief of Schools
DREAM Charter School

---------- Forwarded message ----------
From: **Hannah B. Kim** [redacted]
Date: 2018-06-18 15:43 GMT-04:00
Subject: Re: Spanish language translation
To: Emily Parkey [redacted]

Great, see attached for final!

2018-06-18 15:34 GMT-04:00 Emily Parkey [redacted]
Sí!

Es:

¡Sueñe con nosotros!

2018-06-18 15:30 GMT-04:00 Hannah B. Kim [redacted]
Thanks, Emily.

Please see attached. Also, could you send me the translation for "DREAM with us!"?

2018-06-18 10:17 GMT-04:00 Emily Parkey [redacted]
DREAM Charter School tiene un objetivo para abrir MÁS ESCUELAS! DREAM Charter School presentará una solicitud al Instituto de las Escuelas Charters de SUNY para establecer dos nuevas DREAM Charter Schools en los Distritos Escolares Comunitarios 7, 8, y/ o 9. DREAM espera abrir la primera de estas escuelas (DREAM Charter School # 2) en el año escolar 2019-2020, y la siguiente (DREAM Charter School # 3) en el año escolar 2022-2023. La misión de DREAM Charter School es preparar a los estudiantes para escuelas secundarias de alto rendimiento, universidades y más allá a través de un riguroso programa académico que desarrolla pensadores críticos que demuestran amor por el aprendizaje, carácter fuerte y compromiso con el bienestar y la ciudadanía activa. DREAM Charter School inspira a todos los estudiantes a reconocer su potencial y hacer realidad sus sueños.

¡Como miembros de la comunidad que se beneficiaría de DREAM Charter School, los invitamos a DREAM (soñar) con nosotros! ¿Qué sueños tienen para las nuevas escuelas en su distrito? Comparta sus comentarios con nosotros en: [redacted]

—
HANNAH B. KIM
Director of Communications
DREAM

---------- Forwarded message ---------
From: **Rosmery Hidalgo** <[redacted]
Date: Tue, Mar 20, 2018 at 11:25 AM
Subject: Dream BIGGER with DREAM, Family Information Session / Sueña más GRANDE con DREAM, Sesión de Información para Familias
To: PRE-K FAMILIES [redacted], KINDERGARTEN FAMILIES <[redacted] 1ST GRADE FAMILIES [redacted] 2ND GRADE FAMILIES <[redacted] 3RD GRADE FAMILIES <[redacted] 4TH GRADE FAMILIES <[redacted] 5TH GRADE FAMILIES <[redacted], 6TH GRADE FAMILIES <[redacted] 7TH GRADE FAMILIES <[redacted] 8TH GRADE FAMILIES [redacted]
Cc: Dery Rodrigue[redacted] Emily Parkey[redacted]

Hello DREAM Families, (Español abajo)

DREAM Charter School has exciting plans and pilot programs to share with all DREAM Families!





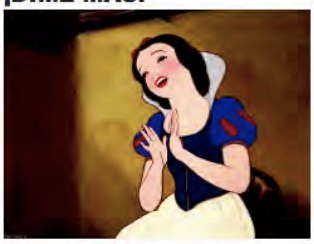
Mi mejores deseos,

Rosmery Hidalgo
Family Engagement Coordinator
DREAM

Hola Familias de DREAM,

¡DREAM Charter School tiene planes emocionantes y programas piloto para compartir con todas las familias de DREAM!

¡DIME MÁS!



Únase a nosotros el **martes, 27 de marzo para Sueña más GRANDE con DREAM, Sesión de Información para Familias a las 8:15 a.m. en el salón comunitario o a las 6:00 p.m. en el gimnasio de DREAM**.

Se proporcionará desayuno, cena, y cuidado de niño. Por favor inscribasé conmigo respondiendo a este correo electrónico o llamando/enviando un mensaje al [redacted] on su nombre, hora de la sesión, y si necesita cuidado de niño a más tardar viernes, 23 de marzo. ¡Revise el volante adjunto con la información!

Please join us on **Tuesday, March 27th for the DREAM BIGGER with DREAM, Family Information Session at 8:15 am in the community room or at 6:00 pm in DREAM's gym**.

Breakfast, dinner, and childcare will be provided. Please RSVP with me by replying to this email or calling/texting [redacted] with your name, session time, and if childcare is needed by Friday, March 23rd. Check out the flyer below!



Best regards,

Rosmery Hidalgo
Family Engagement Coordinator
DREAM

March 26, 2018

Dear DREAM Families,

On Friday night, DREAM families were invited to a Family Information Session to learn about important changes to our program offerings. While there will be no changes to program offerings until September of 2018, it is important to our organization to be as transparent as possible about the future of our organization and to communicate these changes to our youth and families with as much advance notice as possible.

Following a review of our strategic five year plan, our organization's leadership team made the difficult decision to focus our efforts on a new model that combines our after school and school model into a single department that we believe will allow us to have a greater impact on youth than a stand alone school or after school program.

Rather than having two separate work streams, moving forward we will have one stream of work that will have a deeper impact on youth enrolled in our schools. In the future our hope is to grow our impact by opening additional schools with this combined model. This decision will impact our current programming in the following ways:

Rookies (Kindergarten Little League): The Rookies program will continue to exist as is.

REAL Kids (K-5): REAL Kids After School and Summer programs will remain as they currently are for the foreseeable future.

TeamBuilders East Harlem (6-8): Next year Team Builders East Harlem will continue to serve 7th and 8th grade scholars in our current model, but will not enroll new 6th grade students next year. Team Builders programming will no longer operate after August of 2019. (All current 6th, 7th, and 8th grade East Harlem TeamBuilders students will be granted preference for DREAM Charter High School.)

TeamBuilders South Bronx (6-8): After summer of 2018, Team Builders South Bronx will no longer operate. The vast majority of Team Builders youth attend the Bronx Academy of Letters, and will seek after school opportunities through BAL. Non-BAL scholars may choose to enroll in DREAM Charter High School if they prefer to continue receiving services from DREAM.

DreamWorks (9-12): DreamWorks will not enroll new 9th grade students this fall, but will continue to serve students in 10-12th grades until those students graduate from high school (and into college).

Legends (College): We will continue to serve all DREAM students who are currently enrolled in college. Current 10-12th grade DreamWorks students who graduate and enroll into Legends programming will continue to be served.

Baseball/Softball Baseball/softball is an important part of our history and our organizational identity. All 6th-12th graders, regardless of whether they attend our schools, will have the opportunity to play on a baseball or softball team that competes with outside competition.

We recognize that these changes may bring up feelings for youth and families who have come to know and love our programming, just as it has for many of our staff. This decision was not taken lightly, and was informed by a number of external challenges including a decrease in program utilization over the years, an increase in school-based programming in New York City Middle Schools in addition to a desire to gain clarity and focus in our model in order to have a greater impact on the youth that we serve.

Attached to this letter, you will find a Frequently Asked Questions sheet that provides additional information about how these changes may affect your youth. Our staff are also available to answer questions, provide additional information, and support youth and families throughout this transition. Should you have additional questions, don't hesitate to reach out.

Sincerely,

Rich Berlin,
Executive Director,
DREAM
[redacted]

Karina Saltman,
Chief Program Officer
DREAM
[redacted]

Eve Colavito,
Chief of Schools,
DREAM Charter School
[redacted]

What is happening?

We are excited to announce that DREAM Charter School will be partnering more closely with out-of-school time staff at DREAM (formerly Harlem RBI) to offer a seamless experience for our youth. Rather than having two separate work streams, we will have one stream of work that will have a deeper impact on youth enrolled in our schools. We believe that this model will allow us to have a greater impact on youth than a stand alone school or program.

Why has DREAM chosen to take this integrated approach?

DREAM wants every single one of our youth to achieve the DREAM List which means that they will be:

- College Graduates
- Mentally and Physically Healthy
- Socially and Emotionally Competent
- Advocates for themselves and others

Statistics show that there are many barriers in the way of our youth achieving their dreams. For example, only 8% of youth from low-income neighborhoods graduate from college by their mid-twenties. Charter networks like Kipp and Yes Prep, who have been doing this work for years have recently published studies that prove that a rigorous education alone is not enough to prepare youth for success in college and beyond. In order to ensure our scholars' success, we believe that we need to expand our current focus to promote more opportunities for socio emotional learning for our youth and to surround them by more caring professionals who are committed to getting them to and through college.

What does this mean for my child, my family, and our school this year?

In year one of this integration, we will run pilot programs in each of our schools to test this partnership and learn more before making additional changes.

Elementary School: In 4th grade, we will hire one full-time employee who will work both with DREAM and with REAL Kids and will be a part of the 4th grade team. This coach will work from 10 a.m. - 6 p.m. and will provide a seamless school day and after school experience for our 4th grade scholars. The coach will work to integrate socio emotional learning into the 4th grade curriculum, participate in all teacher trainings, and support literacy in the classroom.

Middle School: In 6th grade, we will introduce culminating projects in 5 of our 10 themed units. These projects will give our scholars hands-on learning experiences and opportunities to present learning to our school and family community. We will also incorporate Algorhythm socio emotional competencies throughout our curriculum and expand our homeroom time to provide scholars with more opportunities to explore socio emotional learning. DREAM Builders coaches will serve as mentors and leaders of advisory groups for Middle School students to strengthen the connection between school, after school, and home.

High School: In High School, we will add four hybrid positions next year to provide additional extracurricular opportunities for our youth to participate in after-school and throughout the summer. This model will allow us to offer robust mentoring for youth, strengthen opportunities for college and career counseling, and more fully integrate restorative justice practices within the school day.

What does this mean for my child, my family, and our school in the future?
Eventually, DREAM would like to run a seamless school / after school model that operates from 8 a.m. to 6 p.m. and provides all scholars with a rigorous academic experience that incorporates socio emotional learning throughout the curriculum, offers multiple extracurricular opportunities for scholars to explore their passions, and maintains our commitments to health and wellness, special education, and family engagement. In the future we would like to open more DREAM Charter Schools using this integrated model, and the first location that we are exploring is the South Bronx.

Would all youth have to participate in after school in the future?
Currently, DREAM does not have the space necessary to offer after school seats to all DREAM scholars and there is a significant waiting list for after school services. In the future, we hope to offer after school seats to any scholar that would like to participate - and we imagine with all of the amazing offerings that most scholars will want to partake in the fun!

What if my child has other after school opportunities?
DREAM knows that a small number of scholars are committed to other programs after school including dance, karate, and academic support programs. We encourage scholars to pursue their passions outside of our school if they are unable to find an opportunity that meets their needs inside our school. Eventually, we will shift our recruitment practices to recruit scholars and families who are interested in an 8 a.m. to 6 p.m. experience.

Will after school be equipped to support scholars with special needs?
One of the exciting opportunities in our new model is the opportunity for shared professional development and training. DREAM school and after school staff will eventually belong to the same team and will be able to use a common language and common practices across both school and after school time.

How long will it take for this model to be fully up and running?
We estimate that it may take up to five years to fully implement this new model, and are excited to share what we learn from next year's pilot programs with our families and the larger community.

How soon might DREAM open a new school?
DREAM is currently in the process of submitting paperwork for an additional school, but there are multiple external factors including space availability that impact this decision. Ideally, DREAM would like to open a school as early as the 2019-2020 school year.

Does DREAM plan to become a charter network?
Yes. DREAM plans to open additional schools in the future to offer seats to the more than 3,000 youth who are currently on our waiting list and deserve access to an excellent education. As we grow, DREAM will maintain our commitment to the things that make us unique: a commitment to the whole child, robust family and community engagement practices, multiple supports for scholars with special needs, dedication to health and wellness.

What if any changes are being made to DREAM (formerly Harlem RBI) after-school and summer programs to make way for this new line of work?

Rookies (Kindergarten Little League): The Rookies program will continue to exist as is.

REAL Kids (K-5): REAL Kids After School and Summer programs will remain as they currently are for the foreseeable future.

TeamBuilders East Harlem (6-8): Team Builders East Harlem will continue to serve 7th and 8th grade scholars in our current model, but will not enroll new 6th grade students next year. Team Builders programming will no longer operate after August of 2019.

Sueñe en Grande con DREAM!

19 de abril, 2018

Estimadas Familias de DREAM,

Como saben, DREAM tuvó una Sesión Informativa para padres de DREAM para compartir información acerca de algunos cambios en nuestra organización que creemos que nos permitirán tener un impacto más grande en nuestra comunidad escolar. Quisimos compartir estas noticias emocionantes con todos que no pudieron asistir las sesiones para que estén informados acerca del future de nuestra organización y lo que significa para su hijo/a.

Según un reviso del plan estratégico de los próximos 5 años de DREAM, nuestros líderes escolares juntos con los líderes de los programas después de la escuela tomaron la decision de combinar nuestra programación que toma lugar después de la escuela (con su enfoque en el aprendizaje socio emocional y las actividades extracurriculares) con el programa académico de la escuela. Esta combinación resultará en un solo modelo que ofrecerá programación durante el año entero de 7:55 a.m. – 5:45 p.m. para todos los alumno/as de las escuelas de DREAM Charter que les interese. En el futuro esperamos abrir más escuelas de DREAM utilizando este modelo integrado.

El año que entra nuestra escuela realizará algunas pruebas de este modelo en la escuela Primaria, Secundaria, además de la Preparatoria. Estas pruebas piloto nos permitirán probar y aprender del modelo antes de adoptarlo en todos los grados.

Prueba Piloto del 4to Grado	**Prueba Piloto de 6to Grado**
• Un nuevo empleado unirá al equipo del 4to grado. • Este empleado trabajará de 10 a.m. a 6 p.m. en los salónes de clase del 4to grado para proveer una transición fluida al programa después de la escuela para los alumno/as que participan en el programa de REAL Kids. • Tambien este empleado será responsible por integrar oportunidades para el aprendizaje socio emocional durante el día escolar y apoyarán a los alumno/as con el alfabetismo. • Este empleado asistirá todos los entrenamientos de DREAM y supervisará a	• Un nuevo empleado unirá al equipo del 6to grado. • El aprendizaje socio emocional será incorporado en el plan de estudios durante el día escolar. • Los alumno/as del 6to grado tendrán la oportunidad de realizar más proyectos prácticos en 5 de 10 de las unidades de estudio. • Introducirémos un nuevo sistema de consejería para proveer más apoyo individual a los alumno/as. Los consejeros servirán como un solo punto de contacto para las familias del 6to

los alumno/as durante la hora del almuerzo y de recreo.	grado y les ayudarán son preguntas e inquietudes. • Ofrecerémos más tiempo de reflexión a los alumno/as en sus salónes de clase.

Prueba Piloto del 9no y 10mo Grados
• Crearémos nuevos puestos de tiempo completo para proveer a cada alumno/a con un consejero que les apoyará con conversaciones individuales sobre su desarollo, sus metas, y sus íntereses. Este consejero ayudará a preparar los alumnos para la Universidad. • Los alumno/as tendrán más oportunidades para participar en oportunidades extracurricular incluso los equipos, clubs, y pasantías. • Proveyeremos a los alumno/as con una clase en su primer y segundo año en DREAM que le proveyerá con una oportunidad de enfocarse en cultivar los comportamientos y las formas pensar que resultan en el éxito académico. Además esta clase les proveryerá con una oportunidad de explorer sus intereses y enfocarse en el aprendizaje socio emocional.

Nos emociona mucho enfocar nuestros recursos en nuestra mission para asegurar que nuestros alumno/as tengan todo lo necesario para graduarse de la universidad y realizar a sus sueños. Anexado a este documento encontrará una lista de preguntas frecuentes que explica más sobre nuestra decisión y lo que significa para nuestros programas después de la escuela.

Si tenga preguntas después de leer las preguntas frecuentes sobre nuestro modelo nuevo o el future de nuestra escuela, favor de ponerse en cuenta con los líderes de nuestra escuelas.

Escuela Pre K: Christine Wicks – [redacted]
Escuela Primaria: Kara Brockett – [redacted]
Escuela Secundaria: Marjorie Gardner – [redacted]
Preparatoria: Jared Francis – [redacted]

Esperamos seguir constuyendo este DREAM (y más DREAMs) juntos con uds, nuestras familias!

Sinceramente,

Eve Colavito,
Directora de Escuelas
DREAM Charter School

March 23, 2018

Dear South Bronx TeamBuilders Families,

On Thursday, March 22nd, DREAM held a meeting in collaboration with our partners at the Bronx Academy of Letters (BAL) to announce that after June of 2018, TeamBuilders South Bronx will no longer operate at BAL. Going forward for the remainder of this program year:

- TeamBuilders Summer programming will continue as planned for this year for all TeamBuilders youth in East Harlem

- Busing will be available from the South Bronx to our DREAM office for summer Programming

- Following summer of 2018, DREAM will no longer operate TeamBuilders Middle School programming in the South Bronx.

This was a difficult decision for our organization to make, given that we run highly functioning, well-loved, after school and summer programming at BAL and have enjoyed our partnership with the school. However, following a review of our five year strategic plan, our organizational leaders have made the decision to focus our work to achieve additional clarity and greater impact.

Rather than operating our own schools and running afterschool/summer programming in other middle and high schools, we will be combining our school and afterschool model to have a deeper impact on youth enrolled in our schools.

We believe that this model will allow us to have a greater impact on youth than a stand alone school or program. In the future we would like to open more schools using this integrated model, and are looking at the South Bronx as a possible school expansion site.

We recognize that this decision impacts the youth and families with whom we have developed extremely close relationships with over the past few years, and want to ensure you that we will work very closely with BAL Principal, Brandon Cadet Hernandez, to suggest alternative after school program opportunities for BAL for the 2018-19 school year. Similarly, our South Bronx staff are available to support youth and families throughout this transition.

June 14,2018

Dear DREAM Families,

I am excited to announce that DREAM will be submitting an application to our authorizers at the SUNY Charter Schools Institute at the end of June with a proposal to open two new K-8 DREAM Charter Schools in the future in Bronx Community School Districts 7, 8, and/or 9.

The first new school is slated to open in 2019 or 2020 while the second school hopes to open its doors by 2022. Both schools will grow to eventually serve 729 students. This steady, deliberate growth will help to ensure that DREAM has the time to learn about the unique needs of the Bronx school districts' scholars and families, just as we have here in East Harlem.

It is incredibly important to our team that as our school network grows, we ensure that our current schools continue to thrive and improve. On Monday, June 18th at Family Conferences, we will invite all families to share their thoughts and feelings about what makes DREAM Charter School such a special place for our scholars and families, and what our school should be sure to hold onto as we grow.

Should you have any additional comments or questions, feel free to contact our Director of Family and Community Engagement, Emily Parkey at [redacted]. You can also share your thoughts at: newschoolfeedback@wearedream.org

We are grateful for your continued support. Part of what makes this school such a special place is our relationship with you, our families! We look forward to continuing to learn and grow together as we bring our school model to new communities!

Sincerely,

Eve Colavito,
Chief Education Officer
DREAM Charter School

Junio 14, 2018

Estimadas familias DREAM,

Estoy emocionado de anunciar que DREAM presentará una solicitud a nuestros autorizadores en el Instituto de Escuelas Autónomas SUNY a fines de Junio con una propuesta para abrir dos nuevas Escuelas Charter DREAM K-8 en el futuro en los Distritos Escolares de la Comunidad del Bronx 7, 8 y / o 9.

La primera escuela nueva está programada para abrir en 2019 o 2020, mientras que la segunda escuela espera abrir sus puertas para el año 2022. Ambas escuelas crecerán para servir finalmente a 729 estudiantes. Este crecimiento constante y deliberado ayudará a asegurar que DREAM tenga tiempo de aprender sobre las necesidades únicas de los escolares y las familias de los distritos escolares del Bronx, tal como lo tenemos aquí en East Harlem.

Es increíblemente importante para nuestro equipo que a medida que crezca nuestra red escolar, garanticemos que nuestras escuelas actuales continúen prosperando y mejorando. El lunes, 18 de junio en las Conferencias familiares, invitaremos a todas las familias a compartir sus pensamientos y sentimientos sobre lo que hace que DREAM Charter School sea un lugar tan especial para nuestros alumnos y familias, y lo que nuestra escuela debería tener en cuenta a medida que crezcamos.

Si tiene comentarios o preguntas adicionales, no dude en contactar a nuestra Directora de Participación Familiar y Comunitaria, Emily Parkey a [redacted]. También puede compartir sus ideas en: newschoolfeedback@wearedream.org

Estamos agradecidos por su apoyo. ¡Parte de lo que hace que esta escuela sea un lugar tan especial es nuestra relación con usted, nuestras familias! ¡Esperamos continuar aprendiendo y creciendo juntos mientras traemos nuestro modelo de escuela a nuevas comunidades!

Sinceramente,

Eve Colavito,
Director de Educación
DREAM Charter School

Should you have any questions about this decision or how it affects your child, please refer to the Frequently Asked Questions sheet attached to this letter or contact Marla Turan at [redacted] or Kalila Hoggard at [redacted].

Sincerely,

Rich Berlin,
Executive Director,
DREAM
rberlin@wearedream.org

Karina Saltman,
Chief Program Officer
DREAM
[redacted]

Eve Colavito,
Chief of Schools,
DREAM Charter School
ecolavito@wearedream.org

DREAM CHARTER SCHOOL

Pre-K to 8th Grade Family Café

June 11th, 2018

Name of Scholar(s) *Nombre de Alumno/a*	PRINT Parent/Guardian Name *Nombre Impreso de Padre/Guardian*	Class/Grade *Clase/Grado*
[redacted]	Jessica Rojas	King's
	J. Regalado	Jaguar
	Isabel Ariel	4th
	Esmeralda Mc	Stars
	Cheyl Starks	1 grade
	Patricia Carollo	K. Garden
	Jacqueline Stevens	Kin
	MIRIAM THOMAS	6 Grade
	Miliai Stewart	Ravens - K
	Artemio Garcia	
	ANA VENTURA	6 grado
	María Sanchez	6 Grade
	MARIA Abad	1 grade
	ABU KOROMA	2nd K
	Grantia Wynn	2nd Grade
	Awilda Guzman	Stars / 1st grade
	Crystal Sanchez	Jaguars / Stars
	Sybeth Morales	Ravens / Stars
	monet muriel	Comets
	Antoinette Clark	eagels. kr
	Shearie Hamilton	Pre-K
	Shezkira Perry	
	MARIA Delgado	8
		6
		6 Grader

DREAM CHARTER SCHOOL

Pre-K to 8th Grade Family Café

June 11th, 2018

	Name of Scholar(s) *Nombre de Alumno/a*	PRINT Parent/Guardian Name *Nombre Impreso de Padre/Guardian*	Class/Grade *Clase/Grado*
1	[redacted]	Artemio Garcia	
2		Diamond Calderon	
3			
4		Guillermina Ortega	
5		Irene Brettler	Ravens
6		Jacqueline Ortiz	Angels -
7		Natashia Veras	3rd Monarchs-
8		Cynthia Aguilar.	6th
9		Dunlop Cindy Alier	2nd & 6th.
10		Melanie Bellber	8th, 3rd, 4th, 9th
11		Rutila Merino	3.
12		Anchalee Sappakit	5th grade.
13		Anchal ee Sappakit	1st grade.
14		Milly Montanez	4th grade
15			
16		Victorina Batana	6th
17		Rishem McBride	
18			
19		Sheri Simmons	Pre K
20			
21			
22.			
23.			
24.			

DREAM
CHARTER SCHOOL

Monday, June 11

Please help yourself to some coffee! We will begin in a few minutes!
Por favor de tomar café, vamos a comenzar en unos minutos!

NORMS

- Put cell phones on vibrate
- Raise hand & wait to be called on.
- There is "One-Mic" One person speaks at a time. No side conversations, please.
- Follow agenda & stay on topic. Off-topic issues will be moved to "Parking Lot"
- Respect views & ideas of others.
- Be positive & solution minded.
- Leave personal issues outside.
- Participate! Silence is agreement.

AGENDA

Agenda

- Welcome/norms (5mins)
- Ice breaker turn, talk and share about your favorite cafe this year at DREAM (5mins)
- Uniform update (10mins)
- DREAM's future / Future DREAMs (10 mins)
- Staff Transitions(10 mins)
- Family Reflection Survey (10 mins)
- Closing Remarks (5mins)

Ice Breaker

- Ice breaker turn, talk and share about your favorite cafe this year at DREAM

Uniform Update

More DREAMS...

What is our 5 year plan?

Two schools, preferably in the Bronx, between 2019-2022

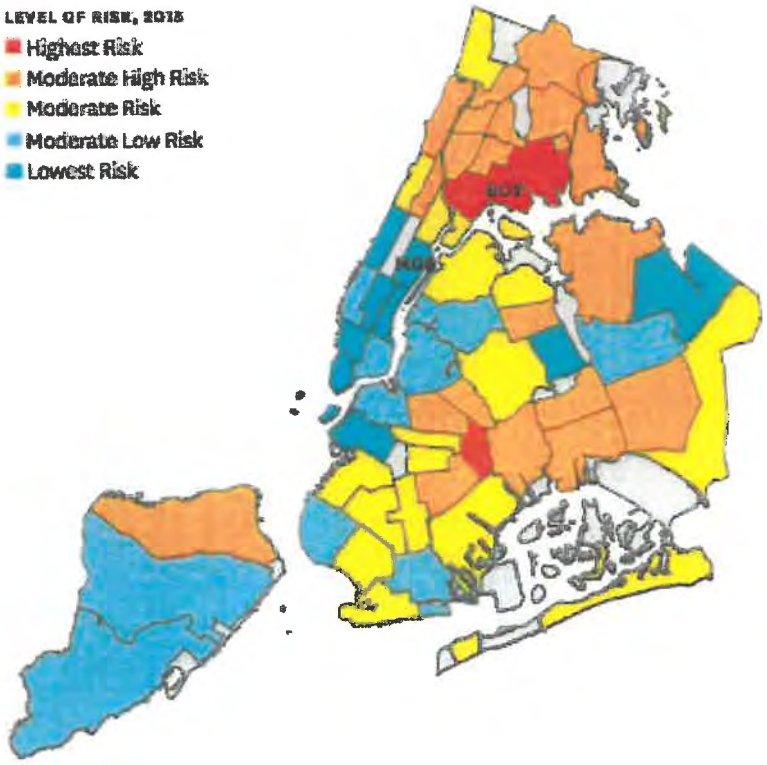
Opening with K, 1 and 6

Eventually growing to K-8 (hopefully PK) with 729 students

DREAM
PLAY LEARN GROW

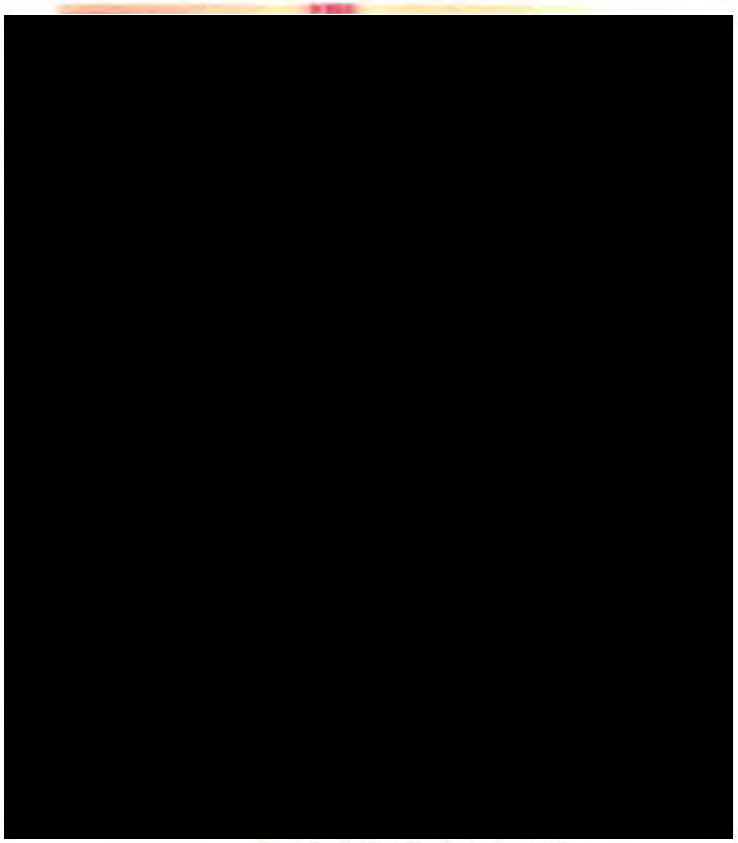
When and where will the schools open?

- In education, Mott Haven (CSD 7) is the 2nd highest risk neighborhood in NYC.
- This is based on early education enrollment, elementary and middle school reading and math test pass rates, and high school graduation rates.



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Who will lead our new school?



DREAM
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DREAM's Theory of Change

Our Mission

Ensure the youth we serve have the opportunity to recognize their potential and realize their dreams.

Who We Serve

Underserved youth who live in the communities we serve and are seeking extended day, extended year learning and enrichment opportunities.

Our Approach



- Academics
- Social Emotional Learning
- Health & Wellness
- Advocacy for Self & Others

Short-term Outcomes

- **Youth earn a Bachelor's degree**
- Youth attain or demonstrate progress towards baseline social emotional competencies
- Youth are provided with sufficient exposure to sports, fitness, and health education to reasonably choose to live a healthy lifestyle
- Youth are a member of a team where they advocate for themselves and others

Long-term Impact

Youth achieve the DREAM List:

- **College graduates**
- Mentally and physically healthy
- Socially and emotionally competent
- Advocates for self and others

empowering them to break the cycle of inequity and transform their communities.

Not without worries

Will we lose who we are?

Will we become bureaucratic or overly standardized?

How will we maintain our commitment to the communities we serve?

Will resources be drained?

Will we be able to focus on everything: continuous improvement, growing the HS, opening a new school?

DREAM
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DREAM Academic Model

What We Believe	What We Do
Teacher Development A significant investment in teacher development is an investment in our students' academic success.	• Internal and external training opportunities, including 2 hours of weekly training • Frequent observation and feedback and weekly coaching meetings • Teacher Career Pathway
Data Driven Instruction Standards-based data driven instruction provides a roadmap for rigor that accelerates teacher and student learning	• Interim assessment data cycle • Unit assessment data cycle with unit previews and reviews • Data on the short cycle • Data driven small group intervention for remediation and extension • Common formative assessments
Constructivist Approach to Curriculum A constructivist approach to curriculum fosters life-long learners, critical thinkers, and develops strong conceptual understandings	• Math: CGI • Literacy: Develops across PK-12 through balanced literacy, thematic units, and writing across the curriculum
The Whole Child A rigorous academic curriculum is insufficient in developing the whole child.	• Commitment to SEL and Wellness • Consistent and supportive school-wide culture practices • Robust family engagement program that empowers families to be active partners in their child's learning and development • Electives and Extracurricular opportunities • Experiential learning
Inclusive and Customized Learning A fully inclusive school gives ALL children opportunity to recognize their potential and realize their dreams	• Co-teaching model • Response To Interventions; Intervention Blocks • Differentiated classwork and homework • Backfill seats in all grades

DREAM
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Capturing the



What makes DREAM special to you?

DREAM
PLAY LEARN GROW

QUESTION 3 | What Makes DREAM Special?

MOST PREVALENT THEMES

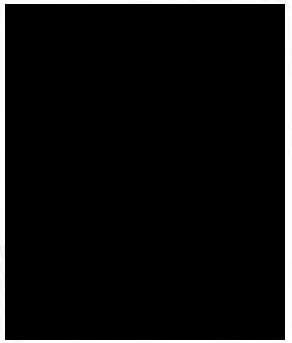
1. SUPPORT/LOVE/CARE FOR YOUTH + FAMILY
- DREAM is special because we truly believe in the potential of all scholars and are willing to do whatever it takes to support all scholars. We view families as partners in really incredible ways. We also think outside the box, willing to be innovative to meet the needs of our youth and community. – *School staff*
2. STAFF RELATIONSHIPS + TEAM CULTURE
- What makes DREAM special is the dedication that many people have here. We are all collectively working towards the same goal to provide the best environment to our youth. That commitment alone is definitely worthwhile and inspiring. – *Shared services staff*
3. OUR SERVICES
- DREAM allows the opportunity to work with youth, families and staff in many different settings. We teach values such as teamwork, diversity, integrity, effort, respect, promise and fun and are afforded the opportunity to see these values on the field, in the classroom, during workshops and so many other places. – *Shared services staff*

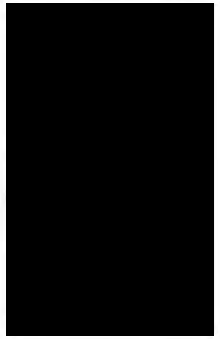
ALL THEMES

Support/Love/Care for Youth + Families (57)	Commitment To Excellence (28)	Communities We Serve (15)
Staff Relationships + Team Culture (55)	Family Engagement (24)	Sports/Health + Wellness (13)
Our Services (33)	Community Engagement (18)	History (12)

Community Engagement

- **5 year presence in the community**
  - Community Board 1
  - Healthy and Liveable Mott Haven
  - Guns Down Lives Up
  - Active OST Family Action Council





- **Strong Relationships with CBO's, Government Agencies & Elected Officials**
  - NYCHA Tenant Associations (Patterson, Millbrook, Mott Haven, Mitchell)
  - 40th Precinct and PSA 7
  - St. Ritas
  - City Councilwoman Diana Ayala and State Senator Jose Serrano represent both East Harlem and the South Bronx
  - Bronx Borough President Ruben Diaz is a huge DREAM fan

DREAM
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Community Engagement

Plan of Action led by DREAM's Family and Community Engagement Team

- Conduct meetings with elected officials and cbo's
- Collect letters of Support from local businesses, non-profits, and churches
- Survey community residents to understand what they want to see in a new school
- Survey current DREAM Charter School families to understand what they want to ensure is maintained in our new school(s)
- Conduct meet and greet and feedback sessions with residents and DREAM families
- Spread the word through an active communications campaign with active channels of feedback

DREAM
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Why is expansion good?

Talent

- Pathways increase for current staff
- Allows us to create a strong internal leadership development program
- New roles in a small network will support you and your work

Teams and Innovation

- More partners in the work across schools -- collaborators on curriculum and instructional design
- Multiple schools and classrooms allow for more opportunities to test and learn

Resources

- Charter networks have access to new sources of funding
- Greater numbers means more opportunity to bring in external PD and opportunities for our youth

DREAM
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One thing you're excited about

One question you have

DREAM
PLAY LEARN GROW

Transition Announcements

Eve Colavito - Chief Education Officer

Emily Parkey - Managing Director of Family and Community Engagement

Marjorie Cass - Managing Director of Schools

Liz Solaimanian - Middle School Principal

Carmen Isaacs - Middle School Academic Dean

Jamie Platzer - Academic Dean and Resident Principal

Endeara Campbell - Academic Dean

Transition Announcements



THANK YOU FOR YOUR SERVICE TO DREAM!

Final Family Conferences

Family Reflections Survey

Thank you!

What Makes DREAM Special?		Points of Excitement		Questions		Feedback/Concerns
Small classroom sizes	2	To see DREAM grow	2	How can parents continue being involved?		DREAM's Family orientation is important and could be lost with it's expansion
Two teachers per class	2	Opening a new school	5	Will the same social services continue?		Encourage students to ask more questions/ stress the importanc of understanding what you are learning more
Art and music classes		Next school year		Can students transfer to the Bronx school?		More staff/teachers for support
Supportive teacher student relationships	8	More people attending DREAM	4	Will summer porgrams be alloted to DREAM students in the Bronx school?		More bullying workshops to raise more awareness
DREAM family events		Living closer to DREAM in Bronx	3	Will trained mental health advisors be provided at DREAM?		More tutoring programs
The involvement of parent ideas	5	Students will get more attenion from teachers		How many staff will be transfering to the new school?		
Afterschool and summer programs	2			How will the transfering of staff impact the DREAM school in East Harlem?	3	
The college prep/college trips				Will the food services in the school ever be revised?		
Specialized/adaptable curriculum	10			Will busing be provied for students in the new school?	2	
Availibility/openess of the staff	11			Will the other school have two teachers in each class as well?		
Parent volunteering opportunities				Would there be space for more students on the afterschool programs?		
Life skills	3					
Belive in my student	2					
Family oriented	6					
Creates a safe space Physically						
Gives back to the community						
Brings people together						
support between staff and family	2					
staff is nice						
teachers are dedicated	3					
Rules are nice						
family participation						

Supportive teacher student relationships	17
DREAM family events	2
The involvement of parent ideas	4
Afterschool and summer programs	3
The college prep/college trips	1
Specialized/adaptable curriculum	7
Availibility/openess of the staff	15
Parent volunteering opportunities	3
Belive in my student	6
Family oriented	12
Creates a safe space Physically	5
Gives back to the community	2
support between staff and family	10
staff is nice	12
teachers are dedicated	24
family participation	2
Responds well to bullying	1
Learning at home is encouraged	1
Inspires students to become something	1
Implementation of DREAM values	1
Classes/Programs being available for parents and children outside of DREAM classes (ex:ESL classes)	1
Community activities (ex: DREAM day)	3
Teachers update academic status	4

May 25 - June 25	May 28 - June 2	Notes	June 4 - 9	June 11-16	June 18-23	June 25 - July 28	June 25 - 30	July 2-7	July 9 - 14	July 16-21	July 23-28	Jul 30 - Aug. 31	July 30-Aug 4	Aug 6 -11	Aug 13-18	Aug 20-25	Aug 27-1
1:1's with Government Officials and CBO's: Diana Ayala, Rafael Salamanca, Ruben Diaz, José Serrano Jr, Cedric Loftin, Hakiem Yamada, Carmen Arroyo, Michael Blake, Traci (CEC 7,) Eastside Settlement House, BronxWorks, 40th Precinct, PSA 7, St. Rita's, Hostos / Set up 1:1's for July	Schedule all June 1:1's that have not been scheduled / Create list of July 1:1's and begin to schedule	Diana Ayala - June 14th -4:00 / Salamanca - tbd / Ruben Diaz - CA will send dates with Laidy by EOD June 6th/ CA - set up phone call with Cedric by Fri. 8 / Hakiem - June 12th - 3 p.m. / Carmen Arroyo - CA will stop by the office will ask about Education person / Michael Blake - CA set up by EOD June 5 / Traci set up 1:1 by EOD June 5 / East Side Settlement - CA spoke with the Director - will sign letter after programming ends on June 15th / Bronx Works - meet with Dir. of South Bronx Initiatives - Kim / 40th Precinct - meet next week CA will get support/ St. Rita's - CA will talk to Father Pablo/ Sister Stella on Sunday 17th / Hostos - CA reach out to Joshua Rivera				**1:1's with Government Officials and CBO's:** José Serrano Sr, Vanessa Gibson, Rivera, Masa, Immaculate Coneption, Mercy House					**1:1's with Government Officials and CBO's:**					
Collect 15 Letters of Support (CBO's, Businesses, Electeds, etc.) - Patterson, Mitchell, Mott Haven, Millbrook, John Adams, St. Rita's, 40th Precinct, PSA 7, Hostos, Mott Haven Reformed Church, Masa, Guns Down Lives Up, Mott Haven Bar and Grill, La Morada, 3rd Ave Bid, Tanner's, Cookies	Draft Sample Support Letter / Reach out to Maleck and Emily and ask about local businesses that RK orders from (CA)		Collect 5 Letters of Support	Collect 5 Letters of Support	Collect 5 Letters of Support	**Collect 20 Letters of Support** (CBO's, Businesses, Electeds, etc.)	Collect 5 letters of support	Collect 5 letters of support	Collect 5 letters of support	Collect 5 letters of support	Collect 5 letters of support	**Collect 20 Letters of Support** (CBO's, Businesses, Electeds, etc.)					
Collect 100 Family Support Petition Signatures (School) - EA	Draft Family Support Petition	CA - finalize by 6/6		Collect 30 Signatures - DFAC, Family Café	Collect 70 DREAM Family Conferences, Stepping Up, Graduations	**Collect 100 Family Support Petition Signatures** (OST) - EA		Collect 50 letters of support RK	Collect 50 letters of support RK			**Collect 100 Family Support Petition Signatures** (OST)					
Collect 100 Community Support Petition Signatures	Draft Community Support Petition	CA - finalize by 6/6		Collect 50 signatures	Collect 50 signatures	**Collect 100 Community Support Petition Signatures**	Collect 20 Signatures	Collect 20 Signatures	Collect 20 Signatures	Collect 20 Signatures	Collect 20 Signatures	**Collect 100 Community Support Petition Signatures**					
CollectFamily / Community Surveys			Finalize Surveys (EP) Translate Surveys (EA)		Collect surveys												
Tabling in District 7	Identify Summer Community Events in South Bronx that DREAM can be present at to table	2nd Sat. June - St. Mary's Park / Fri. Lincoln Hospital Mental Health Fair / Build a Block				**Tabling in District 7:** NYCHA Family Days						**Tabling in District 7:** NYCHA Family Days					
Communications (Fliers, Website, Petitions, Social Media: Facebook, Twitter, Email, Presentation to Electeds)	Develop initial flyer / Schedule mtg. with Hannah re: real flyer, website, social media posts/ Meet with Jonathan to establish email address: feedback@weareadream.org	EP - Scheduled mtg. with H Kim 6/6		Website post / Letter to DCS current families concerning new school with feedback mechanism	Facebook / Twitter posts re: new school with feedback mechanism	**Communications (Fliers, Website, Petitions, Social Media: Facebook, Twitter, Email, Presentation to Electeds)**						**Communications (Fliers, Website, Petitions, Social Media: Facebook, Twitter, Email, Presentation to Electeds)**					
Internal Communications	Eve meets with all staff by the 8th	Ep - Announcing at our Whole School Family Café on Mon. June 11th /	Family Café - June 11th														
The Multiplier Effect			CA - reach out to Pat, Princella, and Vanessa to see if they would be willing to collect signatures / EP meet with JN on 6/8 to talk about how to bring on HS families and youth														

Relationships	Boards /Committee/Coalitions	South Bronx Media	CBO's to know	Local Business Used by South Bronx Office
Bronxworks - One stop program, service providers, after school, adult services, HomeBase	Communiyt Board 1	Mott Haven Herald	Mercy Center	NYCommon Pantry
East Side House Settlement - after school services, one stop program, after school, senior services NYCHA	BronxWorks Healthy and Livable Mott Haven - Stakeholder team	Bronx Times	St Mary's Racreation Center	Sabores
NYPD 40th Precinct / PSA 7 - NCO	Bronx Council on Alcohol Use and Disorders / Samaritan Villiage and DOHMH	News 12	Mott Haven Library	Tanners
St Rita's - Father Pablo	Mayors Action Plan - Patterson Houses - Stakeholder team		Guachos Gym	Dollar Tree
NYCHA Tenant Association @ Patterson/*Mott Haven/ Milbrook*/Mitchell - Family Days, table and faciltiate games, donated backpacks, TA mtgs,	NYCHA Family Day Participation and donations - Patterson Houses / Mitchel Houses / Millbrook Houses / Mott Haven		Immaculate Conception - Father Skelly	Western Beef
Masa - immigration work, after school programming	Forward South Bronx Coalition		Arch Care - South Bronx	Julias Cafes
Boricua College - Brenda - Former Chair of Ed CB 1, Hs Recruitment			Metropolital College of NY - Bronx Campus	Pio Pio
CEC 7			The Door - Bronx Youth Center	Mott Haven Bar and Grill
District 7 - Family Leadership Coordinator Timothy Coleman - participation in their cultural fairs			Acasia Network	Concrete Jungle
Middle School 224 - HS Recruitment			Catholic Charities	Bronx Native
PS 18 - Sewell			SOBRO	Yolandas
Mott Haven Reform Church - Pastor Cely			Grace Outreach	Kennedys
Mott Haven JCPP			Third avenue bid	Virginias Natural Health Store
Brilla Charter School			Bronx Doc Center	Francos
			Bronxarts space	Bakery (Morris ave)
			Belvis Hospital	

6/11/18
Mtg. with
PS 18
Principal

DREAM
SOUTH BRONX

- Programming
  - Enrollment number: 149
  - Overenrolled/ waitlist
  - Surveys- data team will be processing these
  - Waitlists at end of After School
    - Clemente - 40
    - Satchel-30
    - Robinson-20
- Summer
  - Permit
  - Review Summer Calendar
  - F & P data collected from Nethaneel Cleary
  - 53% of students from PS 18 X
- Patterson Park Fence
  - NYC Parks Department will provide guidance
  - We will continue to clean the field

- Strategic Plan
  - Integrated Model that integrates school and afterschool
  - Plan-Opening a new school in District 7 or 8 by the 2019-2020 Academic Year

Notes:

Sign In:

[redacted]

From: Emily Parkey [redacted]
Sent: Wednesday, June 20, 2018 10:28 AM
To: Jolita Brettler '21
Subject: Fwd: Meeting with CM Ayala to discuss Dream Charter School expansion to The Bronx

---------- Forwarded message ----------
From: **Dickens, Corine** [redacted]
Date: Thu, Jun 14, 2018 at 5:38 PM
Subject: RE: Meeting with CM Ayala to discuss Dream Charter School expansion to The Bronx
To: Clarisa Alayeto [redacted], Emily Parkey [redacted] Richard Berlin [redacted]

Hello,

I am confirming your meeting tomorrow, June 15th, at 12:00pm with CM Ayala to discuss Dream Charter School expansion to The Bronx in her East Harlem District office.

Have a great evening and we will see you tomorrow.

Best,
Corine

-----Original Appointment-----
From: Dickens, Corine
Sent: Tuesday, June 12, 2018 3:21 PM
To: Dickens, Corine; 'Clarisa Alayeto'; Emily Parkey; Richard Berlin; Almedina, Bianca; Singletary, Chantanae
Subject: Meeting with CM Ayala to discuss Dream Charter School expansion to The Bronx
When: Friday, June 15, 2018 12:00 PM-1:00 PM (UTC-05:00) Eastern Time (US & Canada).
Where: 105 East 116 (Park and Lexington Avenues)

HONORABLE COUNCIL MEMBER DIANA AYALA

In Association With

THE BRONX TASKFORCE ON VIOLENCE

Presents a:

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JUNE 29, 2018

MARCH BEGINS AT 5PM FROM STARTING POINTS

FESTIVITIES END AT 6:45 AT PATTERSON PLAYGROUND

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4. School Enrollment

Grade configuration
As the enrollment chart shown in section (b) shows, DREAM Charter School Mott Haven would open in 2019, and DREAM Charter School Hunts Point would open in 2021. DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will both be K-8 models at full enrollment, with both schools ultimately having the preferred option of sending grade nine students to DREAM Charter School K-12 (Harlem).

We plan to start with only kindergarten in year one to align with our culture and space. Culturally, we wanted to have one cohort of kindergarten students get acclimated for one full year without older students in the building. For facility reasons mentioned throughout this application, we will be seeking shared space with the New York City Department of Education (NYC DOE). At the time of this writing, our budget assumes incubation colocation space with NYCDOE for our early years (1-3) with a private space for year 4. With limited public space availability in our planned districts, we wanted to provide the NYC DOE with the most accommodating grade structure for at least year one. Offering kindergarten only would allow the DOE to find incubation space for just a few classrooms for our three sections of Kindergarten students.

The two new schools have staggered openings in 2019 and 2021 to allow our partner organization, DREAM, to effectively scale with the schools. By slowly scaling to three total schools over a three-year period, we will be able to thoughtfully assess our growth one school at a time, rather than all at once. With a planning year scheduled for Mott Haven in 2018-19 and for Hunts Point in 2020-21, these will be vital years as well. During those respective planning years, care will be given to scaling carefully, ensuring that high-quality practices are in place at DREAM Mott Haven and DREAM Hunts Point.

District alignment
There is limited conflict with transitioning into New York City schools since DREAM schools will ultimately be a K-12 continuum. With no automatic exit grades for DREAM students to have to transfer out, we will not be placing any burden on the NYC DOE schools to handle a large influx of our students, since all of our students will be guaranteed a DREAM seat for K-12. DREAM does place an emphasis on positioning our graduating 8th grade students into the most ideal fit for high school. Thus, not all DREAM students will fill our one high school, although they are given preference to do so.

Growth rationale
Charter schools replicating into additional schools may begin by serving only kindergarten in year one. We have utilized this kindergarten option in year one for both schools, in addition to adding grade 6 in year 2. From there, we will be able to build our middle school and elementary schools simultaneously, over years 3-5. This is by design, in order to have a growing cohort of

elementary staff and middle school staff building the schools together, under the management of DREAM.

(b) complete the student enrollment table in the budget template and include a copy of it here

Identical enrollment for DREAM Charter School Mott Haven (2019) and DREAM Charter School Hunts Point (2021)

PROPOSED CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**AGE RANGE**
Kindergarten	Elementary School	81	81	81	81	81	4-6
1st Grade	Elementary School		81	81	81	81	5-7
2nd Grade	Elementary School			81	81	81	6-8
3rd Grade	Elementary School				81	81	7-9
4th Grade	Elementary School					81	8-10
5th Grade	*Elementary School*						*9-11*
6th Grade	Middle School		81	81	81	81	10-12
7th Grade	Middle School			81	81	81	11-13
8th Grade	Middle School				81	81	12-14
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		81	243	405	567	648	

PROPOSED NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School		3	3	3	3
2nd Grade	Elementary School			3	3	3
3rd Grade	Elementary School				3	3
4th Grade	Elementary School					3
5th Grade	*Elementary School*					

6th Grade	Middle School		3	3	3	3
7th Grade	Middle School			3	3	3
8th Grade	Middle School				3	3
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		3	9	15	21	24

DREAM Charter School and Proposed Schools at Full Capacity

With the enrollment structure shown below, a full enrollment of 2,344 K-12 students will be reached for school year 2026-27. It is important to note that the flagship school, DREAM Charter School, is shown immediately below to accommodate grade nine students at 100 students per class. Over time, we feel this will be an attainable number from within our own three graduating middle school classes. While we will have just over 200 eighth grade students graduating each year at full capacity at three middle schools, we estimate that our 100 available 9th grade seats will be filled with our own students. Should there be a number needed greater than that, we will utilize the SUNY Trustees 20% enrollment collar, without the need for a material change to our chartered enrollment. This will go on each year on a “case-by-case” basis depending on high school placement of our graduating grade 8 students.

DREAM Charter School Enrollment								
Grade	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
K	54	54	54	54	54	54	54	54
1	54	54	54	54	54	54	54	54
2	54	54	54	54	54	54	54	54
3	54	54	54	54	54	54	54	54
4	54	54	54	54	54	54	54	54
5	54	54	54	54	54	54	54	54
6	54	54	54	54	54	54	54	54

7	54	54	54	54	54	54		54
8	54	54	54	54	54	54	54	54
9	100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100
11	100	100	100	100	100	100	100	100
12	-	100	100	100	100	100	100	100
Total	786	886	886	886	886	886	886	886

Students in grades K-11 at DREAM Charter School have a preference to matriculate to the next grade. For graduating 8th graders, we provide high school access support to guide students in selecting a best-fit high school. As a result, we expect roughly half of graduating 8th graders to attend DREAM High School. To better serve the community, DREAM backfills all open seats in grades K-10.

DREAM Charter School Mott Haven								
	Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**	**Yr 7**	**Yr 8**
Grade	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
K	81	81	81	81	81	81	81	81
1		81	81	81	81	81	81	81
2			81	81	81	81	81	81
3				81	81	81	81	81
4					81	81	81	81
5						81	81	81
6		81	81	81	81	81	81	81
7			81	81	81	81	81	81
8				81	81	81	81	81
Total	81	243	405	567	648	729	729	729

In 2019 DREAM Charter School Mott Haven will enroll 81 new kindergarten students who will matriculate to 1st grade in 2020, reaching a full scale elementary school in year 6 (2024-25).

For years 2, 3, 4, 5, and 6 we will enroll 81 new 6th graders. Starting in year 7 (2025-26) DREAM Charter School Mott Haven Middle School will be fed by DREAM Charter School Mott Haven Elementary School. In 2023 the graduating 8th graders will have the option to matriculate to DREAM Charter School East Harlem High School. Since we will provide high school access support to guide students in selecting a best-fit high school we expect roughly half of graduating 8th graders to attend DREAM Charter School East Harlem High School. To better serve the community, DREAM Charter School Mott Haven will backfill all open seats in grades K-8.

DREAM Charter School Hunts Point								
			Yr 1	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
Grade	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
K			81	81	81	81	81	81
1				81	81	81	81	81
2					81	81	81	81
3						81	81	81
4							81	81
5								81
6				81	81	81	81	81
7					81	81	81	81
8						81	81	81
Total	0	0	81	243	405	567	648	729

Total Enrollment in All DREAM Charter Schools

Growth	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**	**2026-27**
Total	867	1129	1372	1696	1939	2182	2263	2344

In 2021, DREAM Charter School Hunts Point will enroll 81 new kindergarten students who will matriculate to 1st grade in 2022, reaching a full scale elementary school in year 6 (2026-27). For years 2, 3, 4, 5, and 6 we will enroll 81 new 6th graders. Starting in year 7 (2027-28) DREAM Charter School Hunts Point Middle School will be fed by DREAM Charter School Hunts Point Elementary School. In 2025 the graduating 8th graders will have the option to matriculate

to DREAM Charter School East Harlem High School. Since we will provide high school access support to guide students in selecting a best-fit high school we expect roughly half of graduating 8th graders to attend DREAM High School. To better serve the community, DREAM Charter School Hunts Point will backfill all open seats in grades K-8.

SCHOOL NAME: DREAM Charter School

	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment[1]					
Total Enrollment	344	396	449	497	597
Number of Students with Disabilities	86	111	144	165	196
Number of English language learners	43	50	47	42	60
Number of Economically Disadvantaged Students	278	354	316	418	542
Retention[2]					
Total Number of Students **Eligible** to Return from Previous Year[3]	294	344	394	404	482
Total Number of Eligible Students Who Returned from Previous Year	253	293	354	365	441
Number of Students with Disabilities Eligible to Return from Previous Year[4]	74	86	111	136	165
Number of Students with Disabilities Who Returned from Previous Year	67	82	106	105	145
Number of English language learners Eligible to Return from Previous Year[5]	38	43	50	41	42
Number of English language learners Who Returned from Previous Year	35	37	35	25	37
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	250	278	354	345	418
Number of Economically Disadvantaged Students Who Returned from Previous Year	199	263	323	306	369
Average Daily Attendance Rate	94%	94%	94%	94%	94%
Discipline					
Number of In-School Suspensions (Occurrences)	40	63	69	11	44
Number of Out of School Suspensions (Occurrences)	49	33	43	16	44
Number of In-School Suspensions (unique students)	N/A	48	47	10	33
Number of Out of School Suspensions (unique students)	20	25	26	15	32
Number of Expulsions	0	2	0	0	0

5. Curriculum and Instructional Design

(a) Curriculum Selection and Processes

The following section describes the curriculum used by DCS, which will be replicated at DREAM Charter School Mott Haven and DREAM Charter School Hunts Point.

Educational Philosophy
The curriculum draws from published programs and materials modified or created by DCS. Students receive a rich educational experience driven by the New York State Learning Standards (NYSLS), academic excellence, and social-emotional health. All curricular materials are rooted in a constructivist approach to learning in which students struggle through problems and questions in order to gain a deeper, lasting understanding of the content. Over the course of DCS's operation, the school has continuously updated all core curricula to ensure close alignment with the NYSLS.

Instructional Planning
In operation 10 years, DCS has refined its model and developed a set of best practices that provide instructional norms and a system for data-based planning, while allowing for teacher creativity. DCS currently provides normed scope and sequencing, assessments, and lesson plans across all schools, grades, and content areas. This ensures that every student is on track for success, teachers have access to vetted and effective planning materials, and that school academic culture is consistent across campuses.

In addition to these norms, teachers are encouraged to adjust lesson plans based on coaching from academic deans and on the data they are receiving about growth in individual students and cohorts. DCS is committed to students receiving the individualized support they need to succeed. Encouraging teachers to adjust lesson plans means that special education teachers and whole classroom teachers are providing the individualized attention necessary for their students and classrooms. In tandem, if teachers are struggling with content or their general practice, coaching from academic deans and access to exemplar lesson plans provide the necessary tools for professional growth and instructional effectiveness.

New York State Learning Standards Alignment and Effectiveness Review
DCS aims to provide vertical and horizontal alignment across schools and grades and to ensure that the curriculum is NYSLS-aligned and supports academic growth. To achieve this, DCS uses the following approaches:

- End-of-Unit Reflections: leads data-based reflections at the end of each unit.
- Weekly Professional Development: DCS leadership provides weekly professional development time for teachers and academic deans to review student data and identify the strengths and weakness are each unit, subject, and grade.
- End-of-Year State Exam Analysis: The results of the New York State (NYS) exams are used to adjust the curriculum for the following year. DCS's Managing Director of

Strategy, Performance, and Impact leads this process with principals and academic deans. The Managing Director of SPI is currently a DCS staff member. In DREAM's integrated model, this role will become part of the central office and will support data analysis for DREAM MH and DREAM HP. This happens for two weeks after scores are received (usually August). Results are reviewed grade-by-grade and subject-by-subject, and trends across grades, curricula, and subjects are identified and addressed. Principals and academic deans then bring these findings and solutions back to their schools to create success plans tailored to the unique needs of each school.

Elementary school curriculum (K-5)

English language arts (ELA)
The elementary school ELA curriculum includes six thematic units in each grade, drawing from *The Wheatley Portfolio* curriculum maps. Teachers and academic leaders use these maps to create unit plans, with adaptations for individual cohorts of students. Students read a cannon of texts to create a foundational bank of shared literary experiences. Together, the six units expose students to a wide variety of fiction and non-fiction texts. Texts read within the thematic units will provide an interdisciplinary connection between content. DCS uses Wilson's *Fundations* for phonics instruction and the Teachers College Reading and Writing Project for writing and reading.

Math
To develop scholars' in-depth mathematical understanding, DCS uses an inquiry-based math curriculum built on the belief that scholars need to understand problems and develop their own problem-solving strategies. Scholars are challenged to reflect upon and defend their strategies, analyze the strategies of others, and explain mathematical concepts and ideas. DCS achieves this through three mathematics blocks in per day: Story Problem, Math Workshop, and Math Routines. Within each block, teachers facilitate meaningful discussion through careful questioning to help scholars develop and solidify their own understandings about math. The math curriculum is rooted in Cognitively Guided Instruction (CGI), which builds students' intuition and number sense. Portions of *Investigations* are also used to guide math instruction and supplemented with in-house materials and alterations.

Science and Specials
Elementary school scholars receive two daily instructional periods in Science, Physical Education, Art, and Music. DCS refers to these courses as the "Science and Specials program." The science program is inquiry-based, draws from *Foss* resources, and the New York State Science Learning Standards. DCS students explore science concepts through real-world, hands on experiences. It is through our Science and Specials program that we accomplish our goal of providing scholars a well-rounded education that includes science, technology and the arts.

Middle school curriculum (6-8)

In middle school, the academic day consists of eight 45-minute periods—excluding lunch and recess. Students receive Literature, Math, Social Studies, and Science every day, Problem Solving and Writer's Workshop two days per week, and formal intervention/enrichment (called "Focus") four days per week.

ELA

Middle school year is broken into ten Thematic Units. Each unit theme (Survival, Culture, Perspectives, Institutions, Balance, Identity, Greed, Ethics, Bridges, and Citizenship) serves as a consistent thread that is integrated into the humanities curriculum, as well as Homeroom, Advisory, and Community Gatherings.

The DCS ELA program includes two blocks: Literature and Writer's Workshop. Each block provides a separate, yet connected, way of approaching texts as readers and writers. The purpose of a two-block program is to provide a balanced and comprehensive understanding of literacy. Scholars learn how to think critically and analyze a wide variety of challenging texts, will write in response to literature, and will learn how to identify themselves as readers and writers as they choose to read and write on topics and in genres of their choice.

Math

In Math, the curriculum focuses on two periods—*Math in Context* and Problem Solving. Scholars understanding of mathematics is deepened through exposure and experiences. The *Math in Context* curriculum uses realistic, real-world contexts that engage and motivate students and uses various representations that will encourage retention and flexible thinking. During the Problem Solving period, students are presented with a purposefully planned word problem, are given time to solve, and then engage in discourse with their classmates about their strategies. The middle school math curriculum is also supplemented with resources from EngageNY.

Social Studies

In Social Studies, DCS's curriculum is aligned with the NYSLS and the National Curriculum Standards for Social Studies. The integrated unit themes drive unit topics, and the content for each grade combines Global History, US History, and Geography. The goal for Social Studies is not for our students to memorize facts and dates, but to explore, debate, and understand the concepts that underlie important time periods and events in history. The design of the curriculum motivates students to make connections between events that occurred in across geographies and time periods. From these connections, scholars develop their own theories on human behavior and motivation and learn to present and defend their ideas in an informed way.

Science

In Science, DCS uses the *Foss* curriculum and is aligned with the NYS Science Scope and Sequence. Science units include physical setting and living environment content, with an emphasis on inquiry and problem solving skills. Each unit focuses on two of the school's integrated themes and challenge students to apply science content to their personal lives and across subjects. The curriculum intentionally leads students through reflection on how choices today impact both their health and environment tomorrow. Students learn to support their

viewpoints with evidence and use inquiry as a driving force for exploring the natural world.

Advisory
In addition to core subject areas, DCS believes that advisory is an important part of the middle school experience. The school dedicates 30 minutes each week for teachers and non-instructional staff to build meaningful relationships with small groups of scholars. This time is used to review and reflect on student performance, build social skills, and create trusting relationships.

Specials
Students have one elective period per day and choose between Art and Music on a quarterly basis. These two elective periods cover visual arts, theatre, choir, and other opportunities. In addition, all DCS scholars must take a physical education class 2-3 times per week, which upholds the school's dedication to health and wellness.

(b) Assessment System

Assessment Overview
DCS is committed to using data as a driver for success. Our robust assessment framework facilitates problem-solving with teachers, supports shifts in interventions, drives teacher coaching and professional development, measures progress toward internal goals, and provides a measure of scholar progress for families. The DCS assessment framework includes the following assessments:

- Diagnostic:
    - Early childhood Inventories (K-1)
    - Fundations assessments (K-2)
    - Fountas & Pinnell Benchmark Assessment (K-8)
- Formative:
    - Unit Assessments (K-8 ELA & Math; 6-8 Science & Social Studies)
    - DCS-created Interim Assessments (K-1)
    - Achievement Network Interim Assessments (2-8 ELA; K-8 Math)
- Summative:
    - NWEA MAP (K-2)
    - NYS Test (3-8)

DCS uses data to provide targeted support for students and equip teachers will the knowledge they need to perform at their highest levels. Students, families and instructors should always be aware of individual, classroom, and grad-wide progress toward goals, while school leadership should have a clear understanding of school-wide performance compared with the district, New York City, and New York State.

In grades K-2, DCS students take the Fountas & Pinnell assessment to track to literacy growth as well as the NWEA MAP assessments in both ELA and Math. Fountas & Pinnell provides an accurate, normed assessment to identify the reading levels of students and track progress

through one-on-one assessment. Students are then “leveled” and choose from books that match their level until they are ready to move onto the next reading level. The NWEA MAP assessments in Math and ELA are aligned with NYSLS (as are the NYS tests) and nationally benchmarked. Both aspects allow for everyone at DCS—from head of school to the student—to understand how students (individually and collectively) are progressing toward success on the spring NYS test.

Finally, all students in all grades (K-8) also take interim assessments four times throughout the school year. While assessments in Kindergarten and 1st Grade are internally created, DREAM contracts with Achievement Network for interim assessments in grades 2-8. Like the MAP exams, these assessments provide valuable comparative data with similar schools in New York City. Lastly, the platform provided by Achievement Network allows for instructional staff and school leaders to analyze data at the question level to identify which students are struggling in specific objectives and how they compare to their peers.

Collecting, analyzing, and applying assessment data
DCS uses Illuminate to centralize its data system. This system provides teachers and leadership with a broad picture of student progress in one place. It also allows for anyone in the organization to track individual and cohort progress across content, grades, and campuses.

As noted in other sections of this narrative, normed assessments across DCS mean that everyone in the organization is held accountable to same level of rigor. These assessments are also scaffolded over the course of units and aligned to the NYSLS. As the organization reviews unit outcomes and NYS exam results, assessments are adjusted to better reflect the skills students need for success.

Formative assessments are used to move student performance and mastery. Teachers leverage formal and informal check-for-understanding data over the course of each day to ensure that instruction is reflective of the collective and individual needs of students. This data also informs how teachers adjust the daily lesson plans that are provided to them, as noted previously in this section.

All centralized testing data is run through the office of the Managing Director of Strategy, Performance, and Impact to ensure quality. It is the then this office’s responsibility to communicate out to principals, instructional leaders, and teachers when data is finalized and available in Illuminate.

Accessing assessment data
As previously stated, DCS teachers and leaders use Illuminate to access assessment data. Data received through school- and/or grade-wide assessments are uploaded to Illuminate centrally. This data is then pulled an analyzed to report individual progress to students, teachers, and families while also outlining the aggregate proficiency of schools for the board of directors and school leadership.

(c) Instructional Methods

Instructional philosophy and methods
DCS creates the time, space, and support necessary for every single student to succeed. As noted at the beginning of this section, DCS follows a constructivist pedagogical philosophy. When students are given the time and space to work through problems, they will create deeper and lasting understandings. This approach is incorporated throughout the DCS curriculum.

The constructivist philosophy is apparent every classroom every day. In math, students are presented with real-world scenarios to propel student understanding. Science instruction includes an emphasis on experiments. Social studies and literacy revolve around independent work, collaboration and discussion, and project-based learning. Novel studies are centered on student book circles, driven by students and guided by teachers. In middle school, socratic seminars are utilized to probe provocative questions for student debate.

Every elementary classroom at DCS has two teachers. Classrooms have one general education teacher and one special education teacher. This co-teaching model ensures that all students who require additional support receive services within a general education classroom setting.

Middle school classes are led by one subject-specific teacher in five core subjects (English Language Arts, Math, Science, Social Studies, Communications). For scholars who need additional support, Learning Specialists are available in the classroom, which allows the subject-focused teacher to stay on-lesson while also providing the benefits of having two teachers in the classroom.

Furthering school mission
DCS's mission is to develop life-long learners who make positive change in their communities and the world. The pedagogical approach outlined above is driven by DCS's mission to be a model learning community with high expectations, a strong culture of care, and a vision of student success and excellence. DCS creates this community through three areas of focus.

- Every student: Our pedagogy is not only for high-performing or low-performing students - and it is not aimed at the middle of the cohort either. We are committed to providing an excellent education that is accessible to every type of student and that builds an individual pathway to academic success.
- Whole child focus: We believe in the whole child. A scholar is defined by more than his or her grades. We surround our scholars with a variety of enrichment activities including physical education, arts, and music to ignite their passions.
- College success: College and career readiness is at the core of our work. Through rigorous academics that are experiential and socratic, DCS ensures scholars will not only get to college, but thrive there.

Ultimately, DCS knows that high expectations for students are not enough for the type of academic success that leads to our schools' mission. AT DCS, high expectations are met with the academic rigor and richness present in the nation's most respected academic institutions.

Our pedagogy reflects our resolve to immerse students in the type of academic experience that develops life-long learners who make positive change in their communities and the world.

(d) Course or Subject Overview

As mentioned previously, DCS curriculum is centered thematic units. An example of what would be used at both new DCS schools is outlined here.

Unit	Start Date	End Date
1- Survival	8/28	9/29
2- Culture	10/2	11/2
3- Perspectives	11/6	12/1
4- Institutions	12/4	12/21
5- Balance	1/3	1/26
6- Identity	1/29	2/16
7- Greed	2/26	3/29
8- Ethics	4/3	4/27
9- Bridges	4/30	6/1
10- Citizenship	6/4	6/22

Specific courses and assessments for each grade are listed below. Please note that “What I Need” (WIN) is a daily block of time for students and teachers to focus on content from any course a student needs extra instruction, time, and/or remediation in.

Grade	ELA: Courses and Curriculum	Math: Courses and Curriculum	Other: Courses and Curriculum	Assessments
K	Writer's Workshop; Reader's Workshop; FUNdations; Shared Reading	Cognitive Guided Instruction; Math Workshop	Art; Music; Physical Education; What I Need (WIN)	Fountas and Pinnell; DCS Interim Assessments; DCS Unit Assessments; NWEA MAP; Early Childhood Inventories

1	Shared Text; Read Aloud; Writer's Workshop; Reader's Workshop; FUNdations	Cognitive Guided Instruction; Math Workshop: Math Routines	Science; Music; Physical Education; What I Need (WIN)	Fountas and Pinnell; DCS Interim Assessments; DCS Unit Assessments; NWEA MAP
2	Shared Text; Writer's Workshop; Reader's Workshop; FUNdations; Interactive Read Aloud	Cognitive Guided Instruction; Math Workshop: Math Routines	Science; Music; Physical Education; What I Need (WIN)	Fountas and Pinnell; DCS Interim Assessments; DCS Unit Assessments; NWEA MAP
3	Shared Text; Writer's Workshop; Reader's Workshop; Interactive Read Aloud	Math Workshop: Math Routines; Story Problem	Science; Art; Physical Education; What I Need (WIN)	Fountas and Pinnell; DCS Interim Assessments; DCS Unit Assessments; NWEA MAP; NYS exams
4	Shared Text; Writer's Workshop; Reader's Workshop; Interactive Read Aloud	Math Workshop: Math Routines; Story Problem	Science; Music; Physical Education; What I Need (WIN)	Fountas and Pinnell; DCS Interim Assessments; DCS Unit Assessments; NWEA MAP; NYS exams
5	Shared Text; Writer's Workshop; Reader's Workshop; Interactive Read Aloud	Math Workshop: Math Routines; Story Problem	Science; Music; Physical Education; What I Need (WIN)	Fountas and Pinnell; DCS Interim Assessments; DCS Unit Assessments; NWEA MAP; NYS exams

6	Literature; Writer's Workshop; Guided Reading	Math in Context; Problem Solving	Science; Social Studies; Electives; What I Need (WIN)	Fountas and Pinnell; DCS Interim Assessments; DCS Unit Assessments; NWEA MAP; NYS exams
7	Literature; Writer's Workshop; Guided Reading	Math in Context; Problem Solving	Science; Social Studies; Electives; What I Need (WIN)	Fountas and Pinnell; DCS Interim Assessments; DCS Unit Assessments; NWEA MAP; NYS exams
8	Literature; Writer's Workshop; Guided Reading	Math in Context; Problem Solving	Science; Social Studies; Electives; What I Need (WIN)	Fountas and Pinnell; DCS Interim Assessments; DCS Unit Assessments; NWEA MAP; NYS exams

(e) Promotion and Graduation Policy

Promotion policies and overview
In order for a scholar to be promoted to the next grade level, they must master all of the standards covered in their current grade. These standards include mastery of concepts and skills in reading, writing, math, science and social studies. Scholars must also be reading within the proficiency range for their grade according to the Fountas & Pinnell Benchmark Assessment. In addition, scholars must maintain an average attendance of at least 90%. New York State Exam results may also considered when determining promotion.

DCS families will be notified by January if a scholar is in danger of being retained. Families are asked attend a family conference in-person to discuss the possibility of retention. The scholar's teacher will share with the family the goals and strategies they have developed in order to support the scholar before a final promotion decision is made. In tandem, teachers and administrators will work with the family to develop a plan for support at home. In June, families will be asked to attend an additional family conference to discuss the end-of-year promotion decision and will also be notified of the decision in writing. DCS reserves the right to retain

scholars who did not make sufficient progress between January and June, and may not have had promotion in doubt.

DCS Promotion Criteria				
	Interim Assessments	**Fountas and Pinnell**	**NYS Tests**	**Attendance**
Kindergarten	Meeting grade level benchmarks	Independent D or above	N/A	At least 90%
Grade 1	Meeting grade level benchmarks	Independent J or above	N/A	At least 90%
Grade 2	Meeting grade level benchmarks	Independent M or above	N/A	At least 90%
Grade 3	Meeting grade level benchmarks	Independent P or above	Level 3 or 4	At least 90%
Grade 4	Meeting grade level benchmarks	Independent S or above	Level 3 or 4	At least 90%
Grade 5	Meeting grade level benchmarks	Independent V or above	Level 3 or 4	At least 90%
Grade 6	Meeting grade level benchmarks	Independent Y or above	Level 3 or 4	At least 90%
Grade 7	Meeting grade level benchmarks	Independent Z or above	Level 3 or 4	At least 90%
Grade 8	Meeting grade level benchmarks	Independent Z or above	Level 3 or 4	At least 90%

Graduation and diploma overview

Not applicable; DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will serve grades K-8.

(f) Programmatic Audits

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will have annual programmatic audits that replicate the approach used at DREAM Charter School. The purpose of the programmatic audits will be to ensure that the schools are effectively implementing the programs in accordance with the charter and all applicable laws. The objective of the audits will be to measure growth and identify aspects of the program that require improvement.

The programmatic audit will be produced annually, once academic, operations, and governance data from the school year is available. The Chief of Schools will audit academic and operations for all schools while the board will conduct a self evaluation. The final written product will cover the areas as described below and will be distributed to the board, the CMO (DREAM), and the leadership team. DREAM does not plan to hire outside consultants to perform such audits.

Academics

- Progress toward academic goals in accountability plan
- Evaluation data for teachers and leaders for each school

Governance

- Compliance with relevant laws (e.g., Open Meetings Law)
- Compliance with bylaws
- Annual budget and financial health (financial audit)
- Annual Board self-assessment

Operations

- Staff retention rates for each school
- Student retention rates
- School facility compliance
- Student attendance
- Staff and Family Handbook compliance
- Family satisfaction rates

6. Calendar and Schedules

(a) School Calendar

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, Exhibit D - Calendar.

Assurances: DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the calendar of DREAM Charter School and will have at least 180 instructional days.

First and last dates of school:

DREAM Charter School Mott Haven
First day of classes: August 26, 2019
Last day of classes: June 19, 2020

DREAM Charter School Hunts Point
First day of classes: August 20, 2021
Last day of classes: June 24, 2022

(b) Sample Student Schedule

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, Exhibit D - Elementary School Daily Schedule and Exhibit D - Middle School Daily Schedule.

(c) Sample Teacher Schedule

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, Exhibit D - Elementary School Daily Schedule and Exhibit D - Middle School Daily Schedule.

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July 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10 New Student Assessments (HS)	11 New Student Assessments (HS)	12 New Student Assessments (HS)	13	14	15
16	17 Illuminate PD (ILT)	18	19	20	21	22
23	24	25 WisT Leader Roll Out	26	27	28	29

DREAM
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August 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
	DREAM CHS Institute: Week 1					
6	7	8	9	10	11	12
	CGI Training (PK-8)	CGI Training (PK-8)				
	Meaningful Math PD (HS)	WiST Staff Rollout (HS)	Illuminate Training (HS)	Orientation		
	New Staff Orientation (PK-8)					
	DREAM CHS Institute: Week 2					
13	14	15	16	17	18	19
	All Staff Orientation (PK-8)					
	DREAM CHS Institute: Week 3					
20	21	22	23	24	25	26
	All Staff Orientation (PK-8)					
	DREAM CHS Institute: Week 4					
27	28	29	30	31		
	PK & K: 12pm dismissal	PK & K: 12pm dismissal		Start F&P Round 1 (K-8)		
	PK Unit 1 Launch					
	First Day of School (PK-8)					
	First Day of Founder's Institute (HS)	Founder's Institute (HS)	Founder's Institute (HS)	Founder's Institute (HS)		

DREAM
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September 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 No School for HS Scholars	2
3	4 Labor Day	5 Semester 1 starts (HS)	6	7	8	9
10	11 Baseline Assessments (PK) Fall MAP Testing (K-3)	12	13	14	15 F&P 1 Due (K-8)	16
17	18 Baseline Assessments (PK)	19	20	21 Rosh Hashanah	22 Rosh Hashanah	23
24	25 PK Unit 2 Launch Launch WIN + Focus Round 1 (K-8)	26	27	28 HS Camping Trip	29 HS Camping Trip?	30

DREAM
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October 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9 Columbus Day (not observed)	10	11	12	13	14
15	16	17	18	19	20	21
22	23 Q1 Comments & Grades Due by 8am (PK-8) PK Unit 3 Launch	24	25 2-8 ELA IA1 K-1 Math IA1	26 2-8 ELA IA1 K-1 Math IA1	27	28
29	30 HS Semester 1 Midterm - ELA IA1	31 HS Semester 1 Midterm - SS IA1				

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November 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 HS Semester 1 Midterm- Science IA1	2 HS Semester 1 Midterm- Algebra IA1	3 Data Day 1 (K-8)- No school for K-8 scholars HS Semester 1 Midterm Makeups	4
5	6 Semester 1 Grades Due by 8am (HS)	7 Election Day Q1 Conferences- No School for PK-8 Scholars	8	9	10 Veteran's Day	11
12	13 Data Day 1 (HS)- No school for HS scholars	14 TCP Fall Student Surveys (2-8)	15 TCP Fall Student Surveys (2-8)	16 Semester 1 Parent Teacher Conferences (HS): 1-7pm TCP Fall Student Surveys (2-8)	17	18
19	20 PK Unit 4 Launch	21	22 Thanksgiving Break	23 Thanksgiving Day	24 Thanksgiving Break	25
26	27 Start F&P Round 2 (K-8) PK PM1 Start	28	29	30		

DREAM
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December 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6 PK Staff PD- No school for PK Scholars	7	8	9
10	11 PK PM1 End	12	13 F&P 2 Due (K-8)	14	15	16
17	18 PK Unit 5 Launch K-1 Math IA2 2-8 ELA IA2	19 K-1 Math IA2 2-8 ELA IA2	20	21 Half Day	22 Winter Break	23
24	25 Christmas Day	26 Winter Break	27 Winter Break	28 Winter Break	29 Winter Break	30

DREAM
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January 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 New Year's Day	2 No School	3	4	5	6
7	8 Q2 Grades & MS comments due by 8am (K-8)	9	10 K-8 Teachers receive academic progress conference list	11	12 Data Day 2 (K-8)- No school for K-8 scholars	13
14	15 Martin Luther King Jr. Day	16	17	18 All academic progress plans due by 8am (K-8) ES comments due for students not attending conferences	19 Semester 1 ends (HS)	20
21	22 PK Unit 6 Launch HS Semester 1 Final - ELA IA2	23 HS Semester 1 Final - SS IA2	24 HS Semester 1 Final - Science IA2	25 HS Semester 1 Final - Math IA2	26 Possibly no HS scholars HS Semester 1 Final Makeups	27
28	29 PK PM2 Start Semester 2 Starts (HS) Semester 1 Grades Due by 8am (HS)	30	31 Q2 Academic Progress Conferences- Half Day (PK-8)			

DREAM
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February 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Data Day 2 (HS) - No school for scholars (Mocks/Strategic check ins)	3
4	5 K-2 Winter MAP Testing	6 K-2 Winter MAP Testing	7 PK Staff PD- No school for PK Scholars K-2 Winter MAP Testing	8 Semester 1 Conferences (HS) 1-7 K-2 Winter MAP Testing	9	10
11	12 K-1 Math IA3 Day 1 3-8 ELA IA3 Dress Rehearsal Day 1	13 PK PM2 End K-1 Math IA3 Day 2 3-8 ELA IA3 Dress Rehearsal Day 2	14 2 ELA IA3 3-8 Math IA3 Dress Rehearsal Day 1	15 2 Math IA3 3-8 Math IA3 Dress Rehearsal Day 2	16 Lunar New Year (not observed)	17
18	19 President's Day	20 February Break	21 February Break	22 February Break	23 February Break	24
25	26 PK Unit 7 Launch	27	28			

DREAM
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March 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2 Data Day 3 (K-8)- No school for K-8 scholars	3
4	5 Start F&P Round 3 (2-8)	6	7	8	9	10
11	12	13	14	15	16	17
18	19 HS Semester 2 Midterms- ELA IA3	20 HS Semester 2 Midterms- SS IA3	21 HS Semester 2 Midterms- Living Environment Mock Regents	22 HS Semester 2 Midterms- Algebra Mock Regents	23 F&P Round 3 Due (K-8) HS Semester 2 Midterms- Makeups	24
25	26 PK Unit 8 Launch Semester 2 Grades Due by 8am (HS)	27	28	29	30 Easter Long Weekend (PK-8) HS Spring Break	31

DREAM
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April 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Easter Long Weekend (PK-8)	3 Q3 grades & comments due by 8am (PK-8) PK PM3 Start	4	5	6	7
	HS Spring Break					
8	9 Data Day 3 (HS) - No school for scholars	10	11 ELA State Test (3-8)	12 Semester 2 Conferences (HS) 1-7 ELA State Test (3-8)	13 ELA State Test (3-8)	14
15	16 PK PM3 End	17	18 Q3 Conferences- Half Day (PK-8)	19	20	21
22	23 PK Unit 9 Launch	24	25	26	27	28
29	30					

DREAM
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May 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Math State Test (3-8)	2 Math State Test (3-8)	3 Math State Test (3-8)	4	5 Saturday Academy (HS)
6	7 HS Mock Regents- Living Environment	8 HS Mock Regents- Algebra	9	10	11 Data Day 3 (HS)- No school for HS scholars	12 Saturday Academy (HS)
	PK-8 Spring Break					
13	14	15	16	17	18	19 Saturday Academy (HS)
20	21	22	23	24	25 No School (HS)	26
	Spring MAP (K-2)					
27	28 Memorial Day	29 PK Unit 10 Launch PK Outcome Begins K-1 IA4 Grade 4 Science Performance Test	30 Grade 8 Science Performance Test K-1 IA4	31 Science Performance Test Makeups (4+8)		

DREAM
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June 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2 Saturday Academy (HS)
3	4 Q4 Grades & Comments Due by 8am (PK-8) Science Written Test (4+8)	5 HS Sesmter 2 ELA Final ELA IA4 (2-8)	6 HS Sesmter 2 SS Final Math IA4 (2-8)	7 PK Staff PD- No school for PK Scholars HS Semester 2 Final Makeups	8 IA4 Data Meeting (2-8)	9 Saturday Academy (HS)
10	11 HS Semester 2 Ends	12 PK Outcome Ends HS Living Environment Regents @1:15PM	13 HS Algebra Regents @1:15PM	14	15 Eid al-Fitr (not observed) HS Regents Rating Day	16
	PK-8 College Trips					
17	18 Realize your DREAMS Q4 Conferences- Half Day (PK-8) Semester 2 Grades Due by 8AM (HS)	19 DREAM Day	20 PK Stepping Up Ceremony	21 8th Grade Graduation	22 Last Day of School (all) K Stepping Up Ceremony 5th Bridge Ceremony	23
24	25	26	27	28	29	30

(a) Struggling Students

Overview

DREAM Charter School (DCS) meets every child where they are and works to ensure they are on the path of academic growth and skills mastery. There is not a single system, evaluation, or program that will accomplish that for students. Therefore, DCS has implemented scalable solutions to identify students who are at-risk and find the right solution(s) for each scholar individually.

Along with providing supports and resources for students with Individualized Education Plans (IEPs), DREAM Charter School also provides support and early identification for all students who may exhibit learning and behavior needs. The common goal of Response to Intervention (RtI) is to help all students achieve high standards. The Response to Intervention (RtI) process begins with high-quality instruction and universal screening of all children in the general education classroom. This screening is performed through direct observation and collection of data. Once identified, struggling learners are provided with innovative interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Some services include but are not limited to conferencing, small group work, individual check-ins, behavior plans, differentiated and targeted questions, differentiated homework, and annotated texts.

Progress is closely monitored to assess both the learning rate and level of performance of individual students. If a student is still struggling they receive more rigorous and frequent intervention outside of the classroom in addition to interventions in the classroom. If there is no response to the interventions, the child is then referred to the Committee of Special Education (CSE) for further testing and evaluation.

Identification process and RTI programs

Across all of DCS's current schools, struggling students are placed in targeted intervention groups based on the criteria outlined below. Priority is given to students who fall meet three or more of the criteria listed.

- ES, MS, & HS: Not proficient on the New York State test (tier 2 threshold is Level 1)
- ES: Students below 50th percentile on Reading & Math MAP (tier 2 threshold is 25th percentile)
- ES & MS: hold over or promotion in doubt the year before
- ES & MS: reading below grade level on F&P (tier 2 threshold is 1.5 years below grade level)
- MS & HS: Report card grades below 70% in core classes
- HS: below grade level on HMH Reading & Math Inventory (tier 2 threshold is 1.5 years below grade level)

The Response to Intervention (RTI) program used in elementary school is WIN Intervention Block while the middle school utilizes Focus Intervention Block.

In elementary school, specifically, all students receive guided reading during Readers' Workshop. Students who are reading significantly below grade level are placed in tier 2 literacy interventions during the WIN intervention block.

- Fundations Double Dose (phonics)
- Leveled Literacy Intervention (LLI)
- Just Words
- Wilson

During WIN, some students are placed in Math intervention while others are in groups targeting specific goals (e.g sight words, handwriting, education technology, grammar, writing etc.)

Middle school students also receive targeted instruction and support systems if they are identified as at-risk. In order to remediate skills and low proficiency levels, DCS leverages the following tools and programs:

- Guided reading
- Leveled Literacy Intervention (LLI)
- Math intervention
- SHSAT Prep
- Project-based learning
- Book Club
- Specific goals (decoding, writing, etc)

Responsible staff and monitoring student progress

True to DCS's mission and core values, initiation and management of the processes outlined above are overseen by a team of instructional and leadership staff. The various expertise and perspectives that each of the team members brings builds a more robust, effective program for struggling students. DCS's new schools will follow the current model of staff responsible for monitoring at-risk students. Other than instructional staff, these team members include:

- ES Student Support Coordinator
- ES and MS Principals
- K-2 Academic Dean
- 3-5 Academic Dean
- Reading Interventionist
- MS Student Support Coordinator

Classroom teachers are trained in specific intervention programs and students are assigned to those teachers for targeted academic intervention for a set amount of weeks. Teachers are expected to collect data during small group instruction. The intervention groups change every 12-18 weeks depending on interim assessment scores and new Fountas and Pinnell benchmark assessments or HMH Reading Inventory levels. However, students are able to move fluidly between groups within a cycle if there is growth for up to four consecutive weeks and the intervention is no longer needed.

To facilitate teacher effectiveness and fluency, all teachers receive extensive internal training on how to teach guided reading. At current DCS schools, several staff members have attended balanced literacy training through Lesley University. All K-2 teachers also receive training on Fundations. Lastly, specific staff members have receive outside training on specific intervention programs including Just Words, Wilson, and Read 180.

(b) Students with Disabilities

Assurance
DREAM Hunts Point and DREAM Mott Haven will abide by all of the assurances found in "Assurances Regarding the Provision Of Special Education Services" in Appendix B of the 2018 SUNY Request for Proposals.

Overview
DCS's K-5 special education program offers Integrated Co-Teaching (ICT) classrooms with one special education teacher and one general education teacher in the classroom to service all scholars. We foster independence and encourage scholars to build on the belief that every person has a unique potential and a larger purpose in life. DCS is committed to improving academic skill levels of scholars with differing abilities by working alongside the New York City Department of Education Committee on Special Education (CSE) developing, implementing, and accounting for Individualized Education Plans (IEPs). DCS offers an Integrated Co-Teaching Inclusion Program, Special Education Teacher Support Services (SETSS), as well as a variety of Related Services, including Speech and Language Therapy, Occupational Therapy, Counseling, and Physical Therapy* according to individual needs.
*Related Service Agreements (RSA) from the CSE may be provided to secure providers for a specific support service that cannot be provided at DCS during the school day.

DCS's middle school special education program offers Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS). In this model, there is a learning specialist assigned to most core content classes, which includes Reading, Writing and Math. The learning specialists in each class work closely with the classroom teacher to design and implement differentiated instruction so that all students are able to access the curriculum. The learning specialist may work with scholars within the classroom, or may pull scholars out for small group instruction, depending on the content and the needs of the students.

The school fosters independence and encourage scholars to build on the belief that every person has a unique potential and a bright future. DCS is committed to improving academic skill levels of scholars with differing abilities by working alongside the New York City Department of Education Committee on Special Education (CSE), developing, implementing, and accounting for Individualized Education Plans (IEPs). In addition, DCS offers a variety of Related Services, including Speech and Language Therapy, Occupational Therapy, Counseling, and Physical Therapy according to individual needs.

Through its unique special education model, the cultural climate of DCS's administrators, teachers, and support staff embrace the belief that children with differing abilities, to the maximum extent possible, belong in all classes including instruction in all of the arts and physical education, alongside scholars without disabilities.

Programs, staff, and identification process
DCS utilizes Special Education Teacher Support Services (SETSS) and integrated co-teaching (ICT) to serve its SPED population. Both SETSS and ICT support the participation of the student with a disability in the general education classroom in consultation with students' general education teacher. The ES and MS Student Support Coordinators collaborate with teachers and liaise with the CSE to coordinate this process.

More specifically, DCS uses a three-tiered RTI system that tracks students through several weeks. If a student is not making progress after interventions, action plans implemented with fidelity, and communication with the staff, parent and student, the student is then referred for Special Education to our CSE. The student is then evaluated which will determine if the student is eligible for special education services. Students' individualized IEP goals are monitored quarterly by special education teachers and related service providers by the methods and criteria stated within students' IEPs.

All teachers receive ongoing professional development in the form of one-on-one coaching meetings focused on co-teaching and differentiation practices that support students with disabilities, grade team meetings to monitor RtI implementation, and three to five trainings throughout the year on understanding and using IEPs to serve special education students. MS special education teachers participate in monthly department meetings where they bring student work to identify progress towards IEP goals. DCS teachers are encouraged to attend offsite professional development workshops as well, specifically through the NYC Special Education Collaborative, which offers sessions on topics such as "rethinking challenging behavior," "making math visual," and "supporting struggling readers in an ICT classroom." For example, last year three staff members attended a three-day workshop at the Chime Institute to observe special education best practices.

(c) English Language Learners

Overview
Upon registration at DCS, parents fill out a Home Language Identification Survey. Scholars who speak a language other than English take the New York State Identification Test for English Language Learners (NYSITELL.) The score on the NYSITELL determines whether or not a scholar is entitled to receive ESL services.

At DCS, ESL services are offered through push-in and/or a pull out model. Its ESL program includes the development of strategies through daily reading, writing, speaking and listening activities. These strategies include the development of oral language, teaching of grammar, syntax and structure in the English language and the development of academic language and

vocabulary. The DCS ELL Coordinator is the primary staff person responsible for all ELL programming, teacher preparation, and student monitoring and progress.

Programs, staff, and identification process
DCS ELL students are placed in inclusion classrooms and receive both push-in and pull-out services (group and one-on-one) from the ELL Coordinator. Incoming students complete the Home Language Survey. If the Home Language Survey indicates that a student's home language is a language other than English, the ELL coordinator conducts a bilingual interview and administers the NYSITELL if necessary. The ELL coordinator joins classroom teachers' data meetings to monitor ELL student progress on unit assessments, interim assessments, and reading assessments (F&P and Reading Inventory). This allows the ELL coordinator to support remediation in class and in small group instruction. Teachers attend off site trainings related to ELL best practices provided by the NYC Special Education Collaborative.

Family engagement and OST
DCS is committed to ELL students and their families being fully integrated members of the school community. To actualize this, all DCS materials sent to students' families are in both English and Spanish. Additionally, all family and community meetings have translators or are conducted partially in Spanish. With Spanish the predominant language of DCS ELL students, the organization ensures that Spanish is a defacto second language in all communications to families and the community.

To that same end, DREAM has a long history in the East Harlem neighborhood and incorporates space for ELL students into its programming. As the integrated model of DCS and DREAM evolves, Spanish features heavily in communications and family engagement. Additionally, if there is a student that is not proficient in English, then a bilingual staff member is made available so that the child can be fully incorporated into programming.

(d) Gifted and Advanced Students

For DCS, serving all students means identifying our students who are gifted and advanced and providing a robust curriculum for them. Many of the aspects that create individualized pathways for struggling students also provide unique pathways for our advanced students.

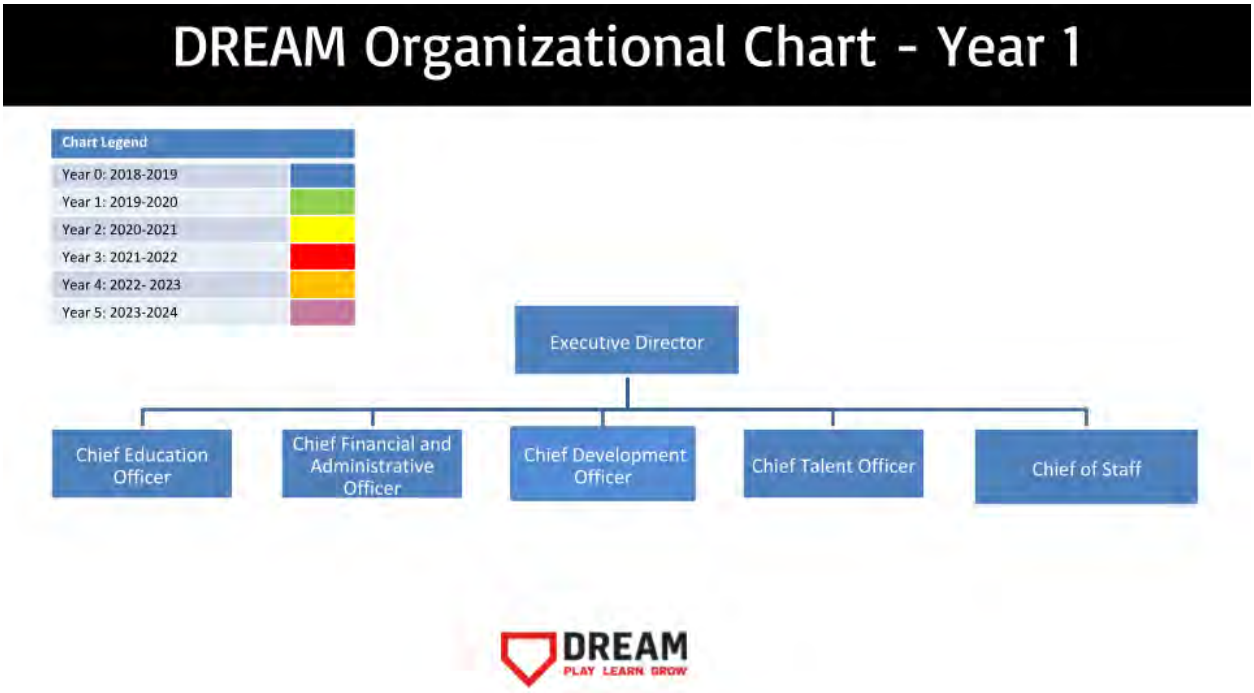
With two teachers in elementary classrooms and in most middle school classrooms, all students have access to individualized attention. In the same way that instructors differentiate materials and content for students performing below target proficiency levels, DCS students that are exceeding expectations also get materials that stretch their skills and thinking. These students are identified through formative and final assessments outlined in other sections of this application.

(a) Instructional Leadership Roles

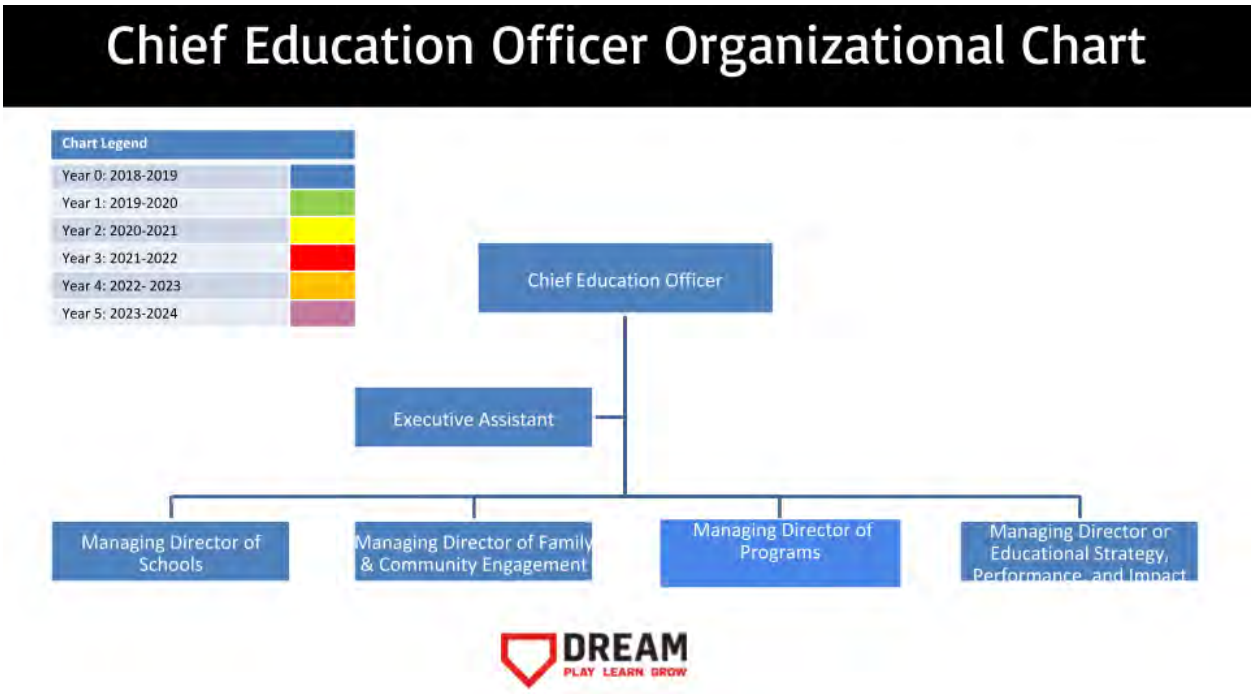
For clarity, we refer to central administration network as DREAM. We refer to the three schools being overseen as DREAM Charter Schools (DCS).

DREAM, the non-profit network that will be managing our multiple schools, will be scaling to add capacity to oversee the three schools' academic programs. Effective in 2018-19, DREAM will add an entire academic department reporting to the DREAM Executive Director. DREAM will maintain its other four departments of finance, development, talent and recruitment as well as a chief of staff.

Prior to 2018-19, academic oversight stayed at the school level, with DREAM filling other significant non-academic functions for one school, such as finance, information technology, and human resources. The new position created for DREAM academic oversight is the Chief Education Officer (CEO), shown below. The new network-level position of CEO will provide internal oversight over all academics throughout three schools, and ensure the qualities in place at DREAM Charter School (Harlem) replicate effectively and methodically to the other DREAM network schools. Please refer to the image below for the updated DREAM network's top-tier organization structure.

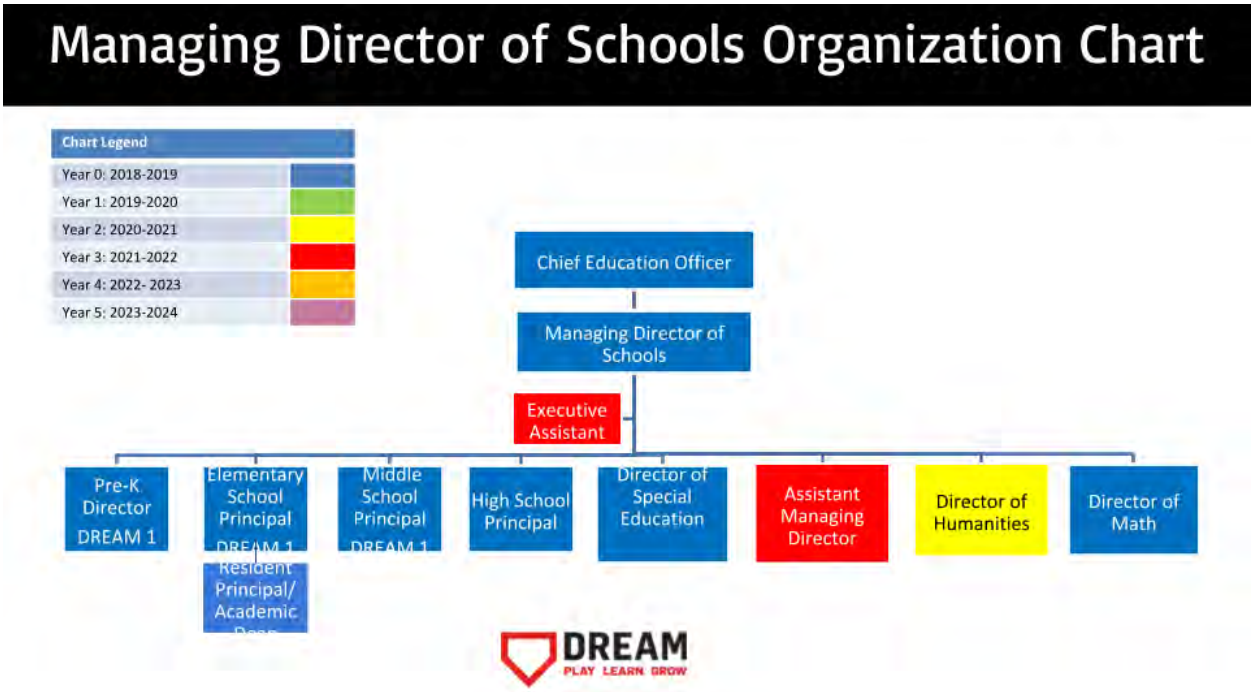


Effectively scaling academics from the school level to the network level in 2018 requires the establishment of new network positions reporting to the CEO. These new positions are in line with the design elements and qualities that have earned DREAM full term renewals in 2013 and 2018. These qualities include, but are not limited to: family and community engagement, use of data, and high-quality instruction. Please refer to the image below of the DREAM network reporting structure under the CEO. All of these positions are network-level.



Instructional leadership overview

All three DREAM charter schools would be managed by DREAM network staff, shown above. School-level principals would take direction and report to the newly-appointed Managing Director of Schools. The organizational image shown below outlines the school years 2018-19 through 2020-21. During that period before the onboarding of DREAM Charter School Hunts Point in 2021-22, the Managing Director of Schools would oversee two schools; DREAM Charter School Harlem (K-12) and the first two years of DREAM Charter School Mott Haven (2019 through 2021). Shown below, the Managing Director of Schools would also be charged with other director/network positions, such as Math and Special Education. Therefore, there would be an oversight duty for both network-level positions and school-based Principal positions.



Seen below, by 2021-22 when DREAM CS Hunts Point comes aboard, the DREAM network will be adding the position of Assistant Managing Director of Schools, who will assume oversight of DREAM's DREAM Charter School Mott Haven and DREAM Charter School Hunts Point.

School Leadership Team

The primary team responsible for instruction across schools, grades, and content areas is the School Leadership Team (SLT). Primarily responsible to make high-level school policy and strategic questions of growth, all other instructional leaders and staff report to members of the SLT. The SLT is a centralized leadership structure at the DREAM network level with some members acting as school-based leaders as well. The instructional members of the SLT and their responsibilities are outlined below.

Chief of Schools

- Communicates the vision and mission of the school, both internally and externally
- Ensures student achievement targets are established and steps are taken to achieve Goals
- Drives school wide decisions about strategic priorities and annual goals, curriculum, instructional approach, and program design
- Monitors overall school culture and climate
- Manages setting and achieving annual school wide priorities
- Monitors and supports teacher and family satisfaction and retention
- Supervises, supports and coaches the management team
- Liaise with DREAM management team
- Contact for families seeking resolution of a significant school-related concern

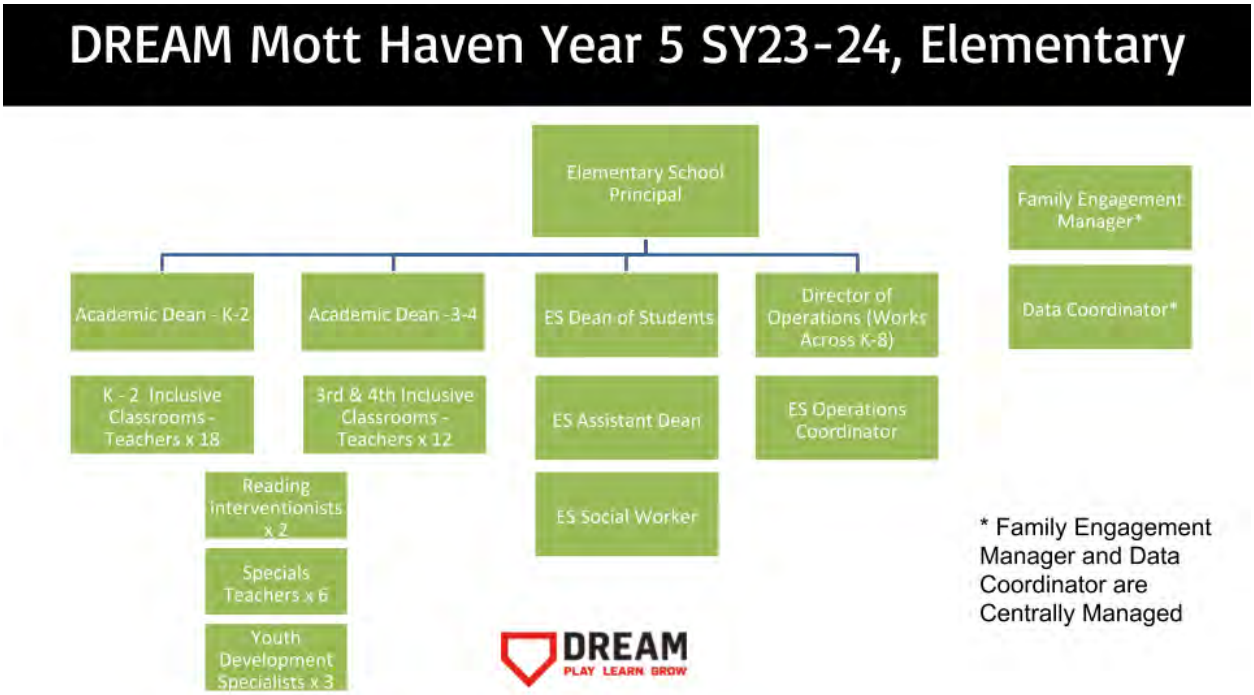
- Reports to DCS Board of Trustees and DREAM Board of Directors about achievement and strategic priorities
- Responsible for external communications, including Board of Trustees, donors, charter authorizers, and media

Elementary and middle school principals:

- Supervise, support and coach the Academic Deans and Deans of Students
- Ensure high levels of student achievement and build effective teacher practice
- Build shared vision among all staff of effective practice and skillful instruction
- Lead instructional excellence through observations, school walk-throughs, and coaching
- Plan and monitor implementation of year-long professional development plan
- Use school wide data to drive, support and inform the instructional and professional development programs
- Monitor and support implementation of school curriculum, ensuring high levels of rigor and alignment to Common Core Standards
- Ensure high behavioral expectations are maintained through the use of all school wide systems
- Collaborate with Special Education team to ensure program meets needs of all students
- Liaise with instructional consultants
- Establishes a positive and achievement-oriented culture which reflects DCS's core values

Director of Math Curriculum and Instruction:

- Support and coach teachers of math with curriculum development and teaching strategies
- Ensure high levels of student achievement and build effective teacher practice in mathematics
- Build shared vision among all staff of effective practice and skillful instruction in mathematics
- Lead instructional excellence through observations, school walk-throughs, and coaching
- Plan and monitor implementation of year-long professional development plan in areas of mathematics
- Use school wide data to drive, support and inform the instructional and professional development programs with mathematics
- Monitor and support implementation of school curriculum, ensuring high levels of rigor and alignment to the Math Common Core Standards
- Liaise with instructional consultants for mathematics
- Establish a positive and achievement-oriented culture which reflects DREAM's core Values



Instructional Leadership Teams (ILT)

The role of DCS's Instructional Leadership Teams (ILT) are to provide direct supervision, coaching, and support for all instructional staff. At DCS, these teams are currently school-based and, therefore, focused on elementary, middle, and high school instruction respectively. In addition to the principals of each school (which also serve on the SLT), the other members of ILTs are outlined below along with their responsibilities.

Academic Dean:

- Serve as primary instructional coach for teachers and specialists through regular observations and one on one meetings
- Plan, reflect with, and support grade team leads
- Provide ongoing professional development and curriculum guidance in collaboration with school culture staff, specialists and interventionists
- Building and maintaining a rigorous academic program
- Provide coaching on behavior management and teacher-student-family relationship
- Regularly review lesson plans
- Observe teachers in classroom, model teaching methods and provide teachers with reflective and actionable feedback
- Use the Teacher Career Pathways rubric to provide key levers for instructional improvement to teachers and supports teachers in identifying areas for growth and setting goals
- Evaluate teachers 3-5x/year using the Teacher Career Pathways rubric
- Monitor student growth and implementation of grading systems
- Facilitates data driven instructional practices to improve instruction

Student Support Coordinator:

- Oversees special education program, including IEPs, service delivery, referrals, evaluations, and reviews
- Liaisons with Committee on Special Education
- Supports and monitors IEP goal writing and progress monitoring
- Maintains all IEP documentation
- Supervises related service providers and provides immediate feedback
- Ensures testing accommodations are appropriately administered
- Maintains contact with families of students with special needs and students at risk
- Implements a tier 1 and tier 2 RTI program
- Oversees the intervention and social work teams
- Observe teachers in classroom, model teaching methods and provide teachers with reflective and actionable feedback
- Use DREAM Excellence to provide key levers for instructional improvement to teachers and supports teachers in identifying areas for growth and setting goals
- Evaluate teachers 3-5x/year using the Teacher Career Pathways (TCP) framework

Identifying instructional staff and leaders

The process of identifying leaders and teachers at DCS is driven by its mission to students and finding the best talent available. Recruitment of all staff is the responsibility of the Talent Team at DREAM through DCS's shared services agreement with DREAM. This Talent Team works closely with DCS principals and leaders every fall and winter to begin planning for the hiring of the following year's staff. They align on interview questions, exemplar responses from candidates, and other key aspects of the hiring process.

At the same time, DCS is committed to building talent and leadership from within. As outlined at the end of this section, the organization has created the DCS Teacher Career Pathways program for promoting instructional staff and leaders. Observations, surveys, performance data, and student achievement are reviewed with all instructional staff through two main conversations with supervisors at the mid-year and year-end mark.

Below is an example of the path an ideal teaching candidate would take through to principal status:

Teacher to Principal Pathway

1. Newly hired teacher
2. Teacher with strong results and great collaboration
3. Teacher takes on emerging leadership responsibilities (grade team lead responsibilities, coaching, curriculum leadership, etc).
4. Teacher becomes academic dean
5. Teacher becomes resident principal
6. Teacher becomes principal (through opening new schools or succession)

Monitoring at-risk students

Effectively serving every student and supporting their academic performance is central to DCS. In addition to the various times throughout the year for student performance to be measured and assessed by teachers and instructional leadership, DCS students who are at risk or require additional services receive particular attention from central and school-based leadership. Coordinated assessment analytics, informal academic and culture data, as well as targeted coaching ensures that every student is on the path to making academic gains.

As noted, every elementary school class at DCS has two teachers while every middle school class has a special education teacher in addition to its lead teacher. The strengths of this model are supported and individualized for each teacher by school-based Student Support Coordinators. Student Support Coordinators work directly with teachers and academic deans to strengthen lesson plans, ensure students are receiving mandated services, and strategize how to reach struggling students.

(b) Teacher Support and Supervision

Teacher support and coaching is critical to fulfilling the mission of DCS. Teachers not only deliver content and track academic success, they also build and monitor the culture of their classrooms and the school at large. DCS implements an ongoing supervision and support system for teachers with student achievement and teacher satisfaction in mind.

Beginning at DCS's Summer Institute, school leadership introduces new and returning teachers to the Teacher Career Pathways' (outlined at the end of this section) observation tool. To set expectations, teachers watch an exemplar DCS teacher being evaluated by her principal and then the individualized coaching session that follows. With every instructor scheduled to receive his or her first observation by October, it is critical to stress that observations are always accompanied by an individualized coaching session between principal and teacher. Coaching sessions are essential to the effectiveness of classroom observations in changing teacher behavior. Coaching and observations are where the principal clarifies intention, provides specific examples of strengths and weaknesses, and agreed-upon specific and measurable next steps for teachers. This model produces a scaffolded support teachers need to be successful in accomplishing short-term and long-term goals student achievement goals.

For a full scope of observation and coaching, please see the Teacher Career Pathways overview at the end of this section. Additionally, teacher coaching and support for curriculum and lesson planning is found in the R-05ae - Curriculum and Instruction section of the application.

(c) Professional Development

Mission, approach, and structure
Professional development at DCS is grounded in three objectives. First, DCS believes that a well-trained and aligned instructional staff will better meet the needs of students and propel academic growth. Second, much like our students, teachers have differentiated learning

methods and need varying degrees of support on content-specific skills to increase instructional fluency. Lastly, a goals-driven organization needs common times regularly scheduled into the week and school year in order to achieve common goals.

Planning for professional development is owned by both the central DCS staff and principals. The Leadership Instructional Team (described previously in this section) works to set common themes across schools and choses the data-based priorities that all DCS schools will focus on throughout the school year. For example, a common theme for weekly professional development across schools during 2017-18 was incorporating an intentional conversation about disability into planning and debriefing units and assessment data. Broad, mission-aligned themes like this go hand-in-hand with the network priorities agreed upon through analysis of state exams, interim assessments, and MAP growth.

At the school level, principals play the key role in developing, leading, and approving professional development for their deans and teachers. Principals plan professional development sessions that they deliver directly as well as sessions that feature other internal or external experts. School leaders also deploy resources for professional development in a manner aligned with the unique needs of each school. Lastly, principals also leverage the unit review and preview sessions (outlined in the Curriculum and Instruction portion of this application) to showcase methods of effective instructional staff, support struggling teachers, and align on where more resources need to be allocated.

Scaling, frequency, and content
DCS is well-poised to scale its professional development for both teachers and leaders. This preparedness stems from the organization's systems for its data assessment cycle, common professional development team across schools and campuses, an organization-wide Summer Institute, and a belief in incorporating external best practices.

At the beginning of each school year, all staff attend Summer Institute (SI). SI acts as the first mandatory professional development event of the year and is network-wide. New teachers start SI three weeks before the start of school and returning staff join them two weeks before the start of classes. During SI, new staff have the opportunity to align on mission, approach, and expectations while also building relationships with instructional and school leaders. SI is led by a mix of principals and central leadership.

Throughout the year, all DCS schools, instructional leaders, and teachers participate in Data Day. On Data Day, teachers analyze data and create an action plan for re-teaching standards based on students interim assessment data. The backbone of DCS's interim assessment analysis is "item analysis," which allows teachers to define precise student misunderstandings. Assessment questions are carefully written to assess specific sub-skills within standards, and include wrong answer choices that reveal information about why students are making specific mistakes. By unpacking a question at this depth, DCS can truly understand and target student misconceptions within the standard. Data Day is managed by DCS's Director of Data and Assessment in conjunction with school leaders and academic deans. These leaders target

teachers most in need of extra support in order to tighten instruction while also pairing them with exemplar instructors.

At DCS we also believe that professional development is best when offered continuously and consistently as a team. To create this consistency, weekly professional development sessions are held for all staff on Friday afternoons from 1:00pm to 4:00pm. Professional development is focused around the network's and school's most critical areas for attention from assessment data, curriculum refinement, and student and staff culture. Additionally, this time provides a weekly space for other relevant topics to be discussed throughout the year.

In addition to weekly whole-school professional development meetings, each grade team has an additional common planning and preparation time each week that serves as a formal Grade Team Meeting. These meetings are formally led by Grade Team Leads. Meetings are focused around studying and preparing to teach curriculum, time to discuss struggling students within the RtI model, and supporting weaker or struggling instructors with exemplar materials and demonstrations. Additionally, teams review formal and informal student data to inform upcoming practice.

Lastly, DCS provides funds and time for all staff to attend external professional development. Additional professional development opportunities often arise outside of DCS and we encourage staff to express interest to their direct supervisor to discuss the possibility of attending outside professional developments. Leadership may also recommend outside development to teachers as an additional support, as further development, or in preparation to turn-key to staff.

(d) Teacher Evaluation and Accountability

Approach
Research consistently validates that teachers are one of the most significant school-based factors impacting student success. This impact has lasting, lifetime effects on a child either positively or negatively. DCS understands the importance of excellent teachers. In 2014, it set out to revamp its system for teacher evaluation and recognition so that it has a greater impact on teacher motivation, development, retention, and student achievement. We believe that our efforts to strengthen teacher development and support will help us fulfill our mission to prepare students for high-performing high schools, colleges and life as critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship.

Our system for managing teacher effectiveness is our Teacher Career Pathways (TCP). During the 2014-15 school year, leaders and teachers undertook a strategic review of research and best practices for teacher evaluation and development, in consultation with a team of experts, to design a new system for DCS. This new framework, TCP, prioritizes teacher development as evidenced by frequent observation, high quality debriefs and comprehensive feedback from multiple sources to help teachers learn and grow.

Additionally, we recognized that meeting the needs of all students requires strong teams of teachers working together over an extended period of time. The keys to this level of excellence, longevity and teamwork is to build a school where teachers are continually improving, feel successful and choose to stay in the classroom. With these goals in mind, leaders and teachers collaborated to develop a TCP that celebrates and develops excellent teachers and, in doing so, directly addresses our current challenges around teacher recruitment, compensation, and retention.

TCP *goals and process*
DCS's overarching goal is to accelerate the achievement of our students. In order to meet this goal, every child in every classroom needs an excellent teacher. We aim to honor the teaching profession by both celebrating excellence and supporting the development of all teachers. We will achieve these goals in the following ways:

- Providing frequent lesson observation and feedback to all teachers throughout the year
- Gathering data from multiple sources to help teachers learn and grow
- Celebrating excellence through recognition and reward
- Gathering feedback to continually improve design and implementation

Below is a description of what teachers can expect from their evaluation and feedback throughout the school year. It also describes the TCP aimed to recognize and reward excellent teaching. DCS aims to be transparent and clear about the entire process and continually improve the experience for its instructional staff.

- September: lesson observations and debriefs begin
- October: administration of peer and student surveys (formative, not evaluative)
- December - January: mid-year step-back conversation with supervisors to review overall strengths and growth areas
- March: administration of peer, leader, and student surveys
- May: lesson observations and debriefs end
- June: end of year debrief conversation based on surveys, observations summary, growth since mid-year, and student achievement on MAP.

The ongoing goal for the TCP is to develop and celebrate teachers at all stages of their careers. TCP creates a career ladder and compensation methodology that leads to ongoing improvements in teachers' skills and motivates staff to remain teaching at DCS while continuing to grow professionally, as well as being recognized for their diligence and effectiveness. With the creation of a career ladder, teacher growth trajectories are clarified, and sets of aspirational career targets are created that have well-defined performance and professional development goals attached to them. This transparency enables DCS to deliver an evaluation process that is tied to the career ladder, holds teachers accountable to instructional effectiveness, rewards teachers for strong performance, and creates a pipeline of teachers who have the potential to become master teachers and future school leaders.

9. School Culture and Discipline

(a) School Culture and Discipline

Approach and orderly environment
At Dream Charter School (DCS), positive culture and rigorous academics go hand-in-hand. School culture rooted in the whole child and family support ultimately propels student success and development. Leadership and staff at DCS are committed to approaching students and families with respect and as partners. With a foundation of investment between all of the key stakeholders in a child's life, DCS believes that students have a supportive ecosystem to grow through exploration and challenges. The culture of DCS is ultimately rooted in cultivating trust, input, and clear expectations between DCS staff, families, and students.

Culture is set at the beginning of each school year as teachers and leaders conduct home visits for every single student. These home visits serve as the base for cultivating healthy and positive relationships between home and school. Our families are critical partners who make our work complete. In addition to DCS staff visiting student homes, families are invited into the classroom and school. Families also have a place in our school's decision-making process. Some family activities include:

- Summer house visits;
- Monthly "family cafes" with school principals;
- Special events throughout the year;
- Free legal clinic;
- Family workshops on various parenting subjects;
- Family action council; and
- Opportunities to advocate for students with elected officials.

DCS's values and mission are the foundation of our expectations for scholar conduct. We expect scholars to exhibit behaviors that align with these core beliefs:

- Diversity: We believe in inclusion and we recognize the unique strengths of all people.
- Respect: We show respect for ourselves and seek to understand and honor other's perspectives.
- Effort and Enthusiasm: We work hard and persevere through challenges; we learn from our mistakes and are not afraid to take risks.
- Achievement: We have a relentless drive to fulfill our potential and reach our goals.
- Mindfulness: We are aware of our needs as learners, our impact on others, and our responsibility to the community.
- All within a Team: We believe in the power of collaboration and community.

We recognize that DCS's rigorous academic classroom environments require high expectations, clear routines, and consistent response. Classroom expectations at DCS aim to reduce the complications and distractions from teaching and learning. We believe in choice and autonomy and therefore we take seriously when scholars make choices to meet DCS cultural expectations. Mistakes and negative choices are expected parts of childhood development, but

we work to help scholars learn that poor choices have consequences and good choices lead to positive rewards and opportunities.

At DCS, if a scholar does not meet defined standards and boundaries of positive culture, they will not be permitted to disrupt the education of others and will receive consequences, counsel, and skill-based education. As a member of the school community, all scholars who choose to undermine the mutually agreed culture are offered a path to restore trust and learning. If a student must leave a classroom, they participate in a reflection process that focuses on eliminating the specific problematic behavior by increasing awareness, skill, and planning for future success and growth.

Dress Code
DCS has a simple uniform dress code that increases academic achievement by deemphasizing the focus on attire. Additionally, we believe that our black or red shirts with the DCS logo increase school pride and our sense of community while ensuring families do not have to spend time and money on school clothes shopping.

All K-8 students must wear a short or long sleeve black or red DCS uniform t-shirt each day school is in session. DCS t-shirts must always be the top layer. Solid white or black long sleeve t-shirts may be worn underneath black DCS t-shirts. No patterns, designs, or other colored long sleeve shirts will be accepted. DCS cardigans may also be worn with uniform t-shirt underneath. DCS scholar sweaters are available for purchase, but scholars are not permitted to wear them inside the building. DCS scholars are not permitted to wear non-DCS sweatshirts or sweaters as a top layer in school.

Students must also wear khaki uniform bottoms. Boys must wear khaki pants and girls may wear khaki pants or khaki pleat and tab skirts. Khaki skirts must be no more than three inches above the knee and must be worn with shorts underneath as our young scholars frequently sit on the floor. Pants must fit the waist, must not be overly baggy and must not drag on the ground. Cargo pants or pants with side pockets are not permitted. No underwear may be visible. Black belts are suggested but not mandatory.

Any student arriving to DCS out of dress code will be given a change of clothes, families will be notified, and, if it continues, a family meeting will be requested. DCS knows that many families have significant commitments and some may have limited resources. Before taking immediate discipline action, DCS is dedicated to having a respectful and asset-based conversation with students and families. Lastly, students are rewarded for showing consistent exemplary behavior and leadership by having the opportunity to purchase alternate uniform choices over the course of the year.

All students are provided with one set of DCS uniform items and additional items may be purchased by families. If a family cannot afford but needs additional items, DCS will always work to ensure that every family has access to the resources they need for success.

(b) Discipline Policy (general education)

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, DREAM Family Handbook, Discipline Policy.

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the discipline policy of DREAM Charter School.

(c) Special Education Policy

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, DREAM Family Handbook, E. Discipline of Students with Disabilities.

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the special education policy of DREAM Charter School.

(d) Dress Code Policy

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, DREAM Family Handbook, Uniform Policy.

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the dress code policy of DREAM Charter School.

Student Discipline Policy

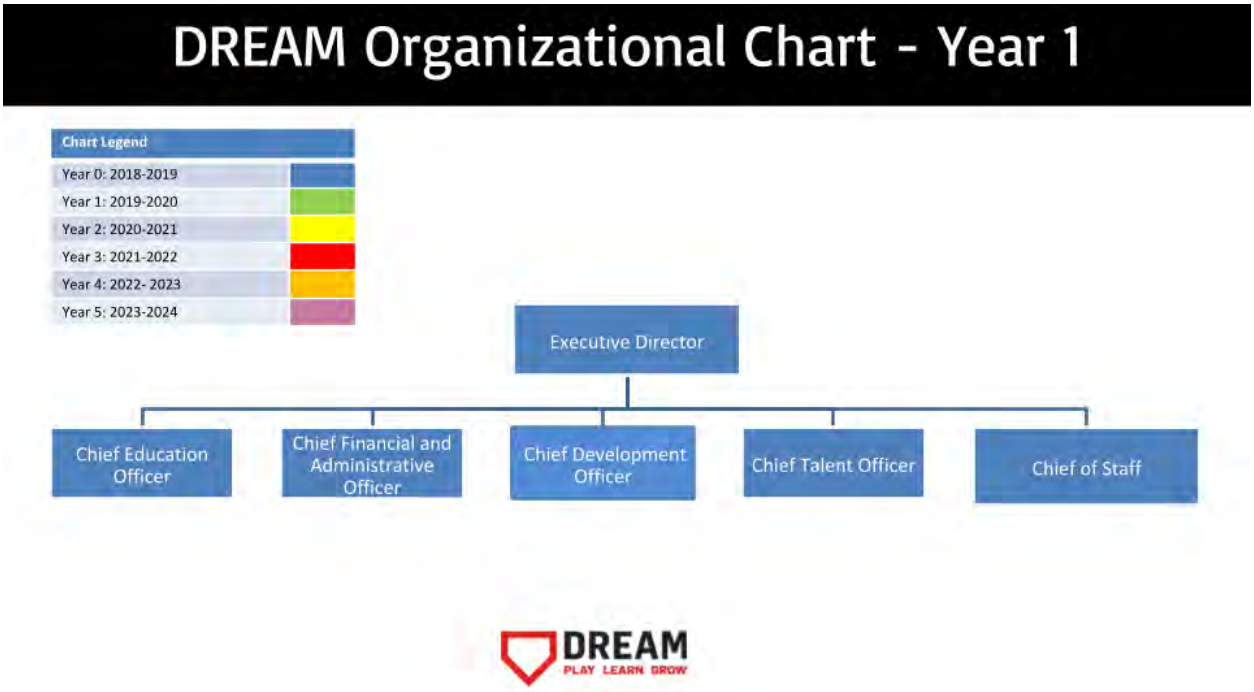
Student Discipline Policy is found in DREAM Family Handbook starting on page 57.

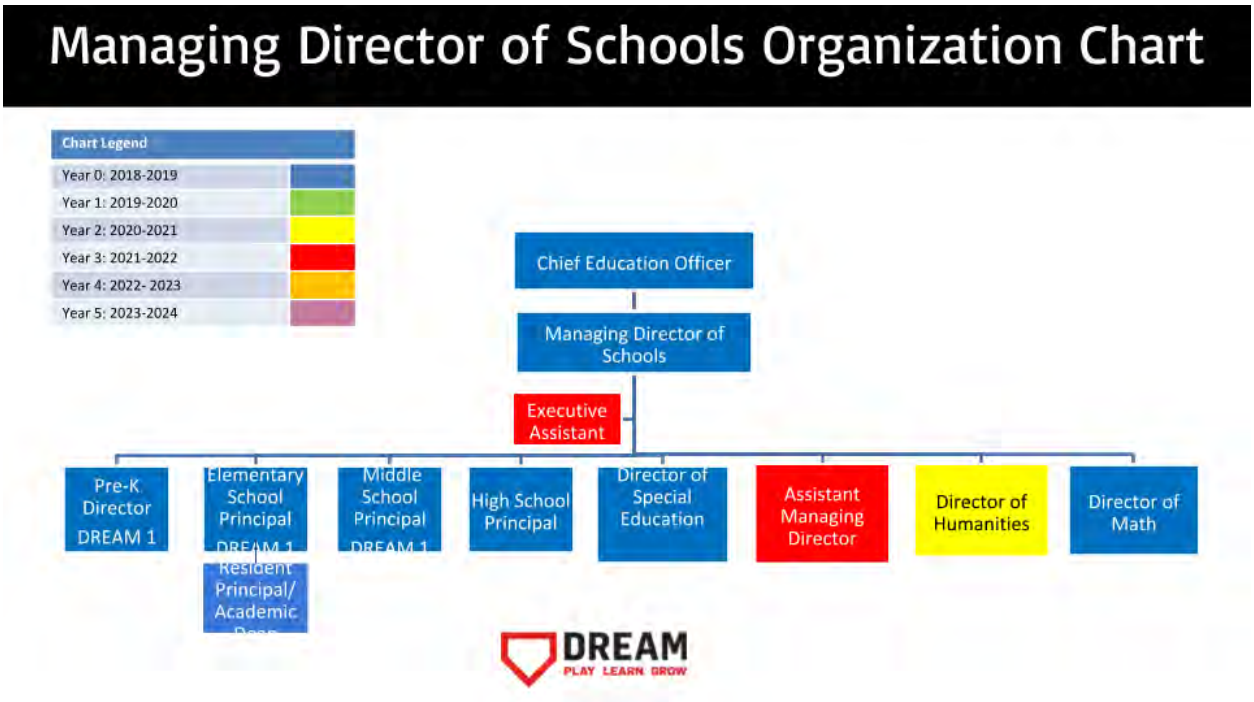
Dress Code

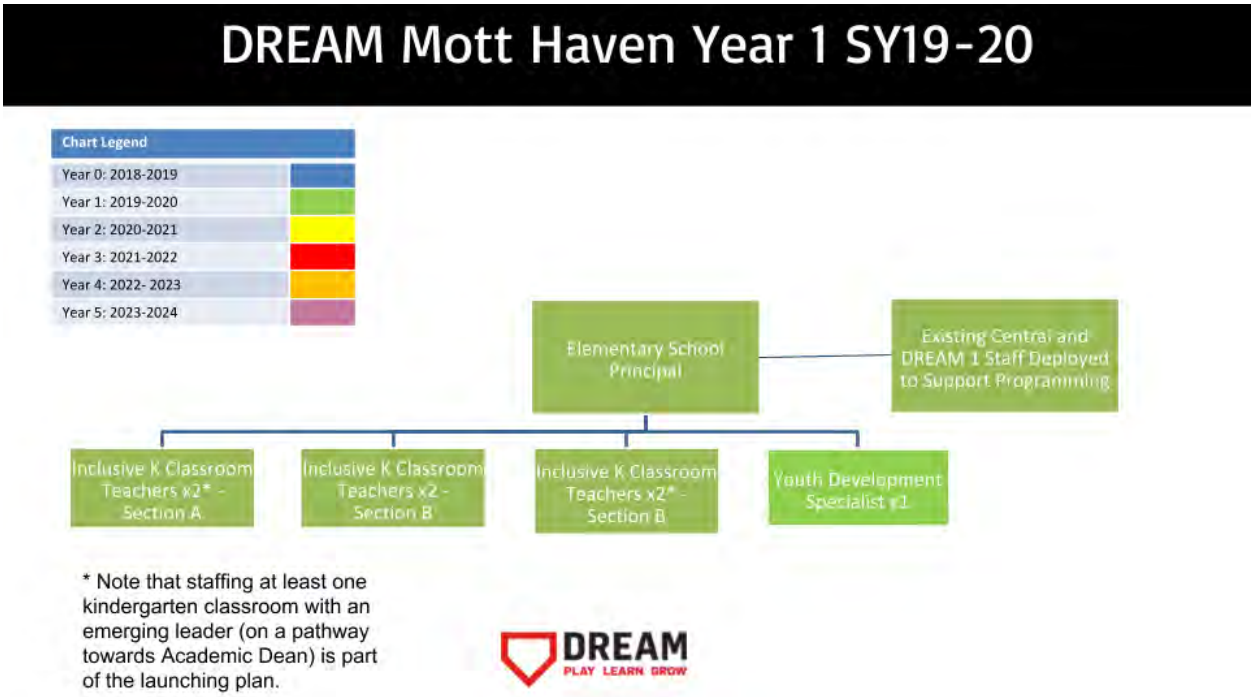
The Dress Code policy is found in DREAM Family Handbook starting on page 32.

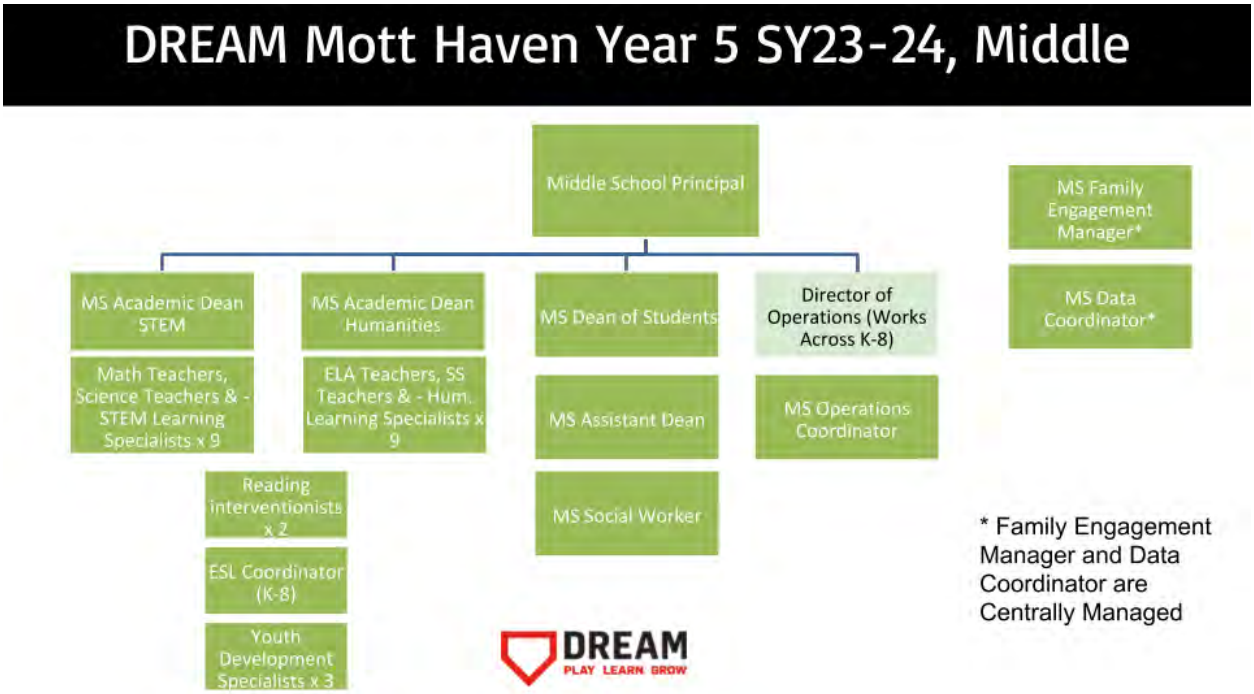
(a) Organizational Chart

Network Level Organizational Chart - Top Tier/Second Tier









The four organizational structures shown above represent four images of DREAM (network) and DREAM Charter School Mott Haven's organizational hierarchy during years 1-5. All hierarchical structures would be identical for DREAM Charter School Hunts Point when they open in 2021, if authorized. The first organizational structure is DREAM's management of multiple schools. It shows the newly established academic oversight function at DREAM, led by our Chief Education Officer (CEO). The CEO is a position that reports directly to the DREAM Executive Director. A 2018-19 additional appointment of a Managing Director of Schools would directly

manage school principals and report to the CEO. Both of these positions were administrators at DREAM Charter School (Harlem) prior to being moved up to DREAM.

The third and fourth images represent the school level organizational structure during the operating years 1-5. This is an overall capture of reporting and management when there is a partner organization involved, such as DREAM. The staffing and reporting would be the same for DREAM Charter School Hunts Point.

(b) School Leadership and Management Structure

Lines of Reporting and Accountability

DREAM will be adding academic oversight to its management offerings starting in the 2018-19 school year. This is in advance of offering instruction at multiple charters as early as 2019-20. If approved for additional charters through the 2018 RFP cycle, DREAM will also be ready to take on a planning year for DREAM Charter School Mott Haven during the 2018-19 school year.

Seen in the images in section (a) above, there is a clear directional reporting of top-down management from the network level down to DREAM Charter Schools (DCS) principals, who then lead their own buildings. The level of academic accountability is shared, as all DREAM and DCS professionals are guided by the SUNY Trustees accountability plans and renewal criteria. The decision-making responsibility is also shared, as we have DREAM network level teams that include building-level principals, and school-level teams that only include school personnel. These local issues would not need extensive involvement from the DREAM network, namely cultural and student or teacher issues. Schools in the DREAM network would not, however, be free to change institutional practices such as pedagogy, use of data, or any other significant facet of DREAM's successful model.

DREAM Management Practices and Procedures

The intent of our replicating schools is to further the successes of DREAM Charter School. We will replicate our most prominent characteristics of a successful first decade. We will continue to engage families, offer exceptional instruction and use data to make important decisions that will bring the South Bronx the same academic results our students received since 2008 in Harlem. The engagement of DREAM since 2008 has allowed our charter school to thrive in concentrating on academics and culture, leaving peripheral functions to DREAM. This arrangement will continue for the benefit of our academic program and our financial bottom line. DREAM has already built the capacity ready to manage the significant functions of multiple schools.

Leadership Development Program – Principal Recruitment

Our pathway for developing DREAM's next Principal candidates is designed to keep talent at DREAM schools and allow that talent to flourish into coordinators, deans, and principals. DREAM has established an entire talent department that oversees all aspects of recruitment and retention. This service is of significant value to the component schools, knowing that all of our employees are aware of their advancement potential.

The list below represents a traditional pathway to become an administrator at any of the DREAM Charter Schools. It provides flexibility for teachers to either stay where they are or advance to any of the stations along the way. This in-house pipeline provides us a replenishable supply of trained talent, much like the larger Charter School networks have.

1. Teacher
2. Teacher with strong results and great collaboration
3. Teacher takes on emerging leadership responsibilities (grade team lead responsibilities, coaching, curriculum leadership, etc).
4. Teacher becomes academic dean
5. Teacher becomes resident principal
6. Teacher becomes principal (through opening new schools or succession)



Full-Time Employee Handbook

Revised: January 2017

FOREWORD

Whether you have just joined our staff or have been at DREAM Charter School for a while, we are confident that you will find this a dynamic and rewarding place in which to work, and we look forward to a productive and successful association. This Handbook has been written to serve as the guide for the employer/employee relationship.

There are several things that are important to keep in mind about this Handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your immediate supervisor or the Human Resources Manager. Neither this Handbook nor any other DREAM Charter School document, confers any contractual right, either expressed or implied, to remain in DREAM Charter School's employ. Nor does it guarantee any fixed terms and conditions of your employment. Your employment is not for any specific time and may be terminated at will, with or without cause and without prior notice by DREAM Charter School, or you may resign for any reason at any time. No supervisor or other representative of the organization (except the Chief of Schools) have the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

Second, the procedures, practices, policies and benefits described here may be modified or discontinued at any time. We will try to inform you of any changes as they occur.

Third, this handbook contains proprietary information that should not be disclosed outside DREAM Charter School, other than to individuals affiliated with DREAM Charter School whose knowledge of the information is required in the normal course of business.

Fourth, some of the subjects described here are covered in detail in official policy documents. You should refer to these documents for specific information, since this Handbook only briefly summarizes those benefits. Please note that the terms of the written employee benefit plans and insurance policies are controlling.

Nothing in this Handbook shall be deemed to interfere with employee's rights under applicable local, state and federal laws, including, without limitation, employee's right to discuss working conditions and other terms and conditions of employment. Finally, nothing herein should be construed to prohibit employees from complying with applicable law or providing information to or cooperating with a governmental agency.

We are glad you have joined our team, and we hope that you find your work with us to be both challenging and rewarding. Welcome!

Sincerely,

Eve Colavito

Chief of Schools DREAM Charter School

RECEIPT OF EMPLOYEE HANDBOOK

I acknowledge that I have received and read a copy of this Employee Handbook. I agree I read it thoroughly, including the statements in the foreword describing the purpose and effect of the Handbook. I agree that if there is any policy or provision in the Handbook that I do not understand, I will seek clarification from the Human Resources Department or my direct supervisor. **I understand that DREAM Charter School is an "at will" employer, and as such employment is not for a fixed term or definite period and may be terminated at the will of either party, with or without cause, and without prior notice.** No supervisor or other representative (except the Chief of Schools) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. In addition, I understand that this Handbook states DREAM Charter School policies and practices in effect on the date of publication. I understand that nothing contained in the Handbook may be construed as creating a promise of future benefits or a binding contract with DREAM Charter School for benefits or for any other purpose. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time.

Please sign and date this receipt and return it to the Human Resources Department.

Date: _____

Signature: _____

Print Name: _____

COMPUTER & SOCIAL MEDIA POLICY ACKNOWLEDGMENT FORM

I acknowledge that I have received a copy of DREAM Charter School's Computer and Social Media Policy. I agree to read them thoroughly, and agree that if there is any policy or provision in those policies I do not understand, I will seek clarification from the Human Resources Department.

I understand that my signature below constitutes my consent to all the terms and conditions of DREAM Charter School's Computer and Social Media policy.

In particular, I understand that: (1) the E-mail system and all information transmitted by, received from, or stored in that system are the property of DREAM Charter School, (2) the system is to be used only for business purposes and not for personal purposes, and (3) I have no expectation of privacy in connection with the use of the E-mail system or the Internet or with the transmission, receipt, or storage of information in that system.

I agree not to use a code, access a file, or retrieve stored communications unless authorized. I acknowledge and consent to DREAM Charter School's monitoring my use of the E-mail system and the Internet at any time at its discretion, including printing and reading all E-mails entering, leaving, or stored in the system.

I agree not to "friend," "like," "follow," "message," "tag," "post" or otherwise connect with any DREAM Charter School students using my personal social media account(s).

I agree not to post pictures of students on my personal social media account(s) without prior approval from the DREAM Charter School's Communications department unless such pictures have already been posted on DREAM Charter School's own social media account(s).

Please sign and date this receipt and return it to the Human Resources Department.

Date: _____

Signature: _____

Print Name: _____

RECEIPT OF WHISTLEBLOWER POLICY AND ACKNOWLEDGMENT OF UNDERSTANDING

I acknowledge that I have received and read a copy of DREAM Charter School's Whistleblower Policy. I agree that I have read it thoroughly and will abide by the policy requirements. I agree that if there is any provision of the policy that I do not understand, I will seek clarification from the Human Resources Department.

Please sign and date this receipt and return it to the Human Resources Department.

Date: _____

Signature: _____

Print Name: _____

VOICE MAIL POLICY ACKNOWLEDGMENT FORM

I acknowledge that I have received a copy of DREAM Charter School's Voice Mail Policy. I agree to read it thoroughly, and agree that if there is any policy or provision in the policy I do not understand, I will seek clarification from the Human Resources Department.

I understand that my use of DREAM Charter School's Voice Mail System constitutes my consent to all the terms and conditions of that policy.

In particular, I understand that (1) the Voice Mail system and all information transmitted by, received from, or stored in that system are the property of DREAM Charter School, (2) the system is to be used only for business purposes and not for personal purposes, and (3) I have no expectation of privacy in connection with the use of the Voice Mail system or with the transmission, receipt, or storage of information on that system.

I agree not to use a code, access a file, or retrieve stored communications unless authorized. I acknowledge and consent to DREAM Charter School monitoring my use of the Voice Mail system at any time at its discretion, including listening to all Voice Mail messages entering, leaving, or stored in the system.

Date: _____

Signature: _____

Print Name: _____

RECEIPT OF NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY & COMPLAINT PROCEDURE AND ACKNOWLEDGMENT OF UNDERSTANDING

I acknowledge that I have received and read a copy of DREAM Charter School's Non-Discrimination and Anti-Harassment Policy and Complaint Procedure. I agree to read it thoroughly and abide by the policy requirements. I agree that if there is any provision of the policy that I do not understand, I will seek clarification from the Human Resources Department.

Please sign and date this receipt and return it to the Human Resources Deparment.

Date: _____

Signature: _____

Print Name: _____

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1. EQUAL EMPLOYMENT OPPORTUNITY POLICY

Equal Employment Opportunity has been, and will continue to be, a fundamental principle at DREAM Charter School, where employment is based upon personal capabilities and qualifications without discrimination because of race, color, national origin, religion, sex, disability, pregnancy, age, marital or partnership status, creed, genetic predisposition or carrier status, sexual orientation, gender identity or expression, ethnicity, ancestry, veteran or military status, being a victim of domestic violence, stalking or sex offenses, citizenship status or any other characteristic protected by federal, state or local law.

This policy of Equal Employment Opportunity applies to all policies and procedures relating to recruitment and hiring, compensation, benefits, termination and all other terms and conditions of employment.

The leaders of the organization have overall responsibility for this policy and maintain reporting and monitoring procedures. Employee's questions or concerns should be referred to Human Resources.

Appropriate disciplinary action, up to and including termination, may be taken against any employee willfully violating this policy.

1.1. Non-Discrimination and Anti-Harassment Policy

DREAM Charter School is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, DREAM Charter School expects that all relationships among persons in the workplace will be professional and free of bias, prejudice, and harassment.

1.2. Equal Employment Opportunity

It is the policy of DREAM Charter School to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, national origin, religion, sex, disability, pregnancy, age, marital or partnership status, creed, genetic predisposition or carrier status, sexual orientation, gender identity or expression, ethnicity, ancestry, veteran or military status, being a victim of domestic violence, stalking or sex offenses, citizenship status or any other characteristic protected by federal, state or local law. DREAM Charter School will not tolerate any such discrimination or harassment.

1.3. Definitions of Harassment

a. **Sexual harassment** constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (ii) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature. Sex-based harassment — that is, harassment not involving sexual activity or language (*e.g.*, male supervisor yells only at female employees and not males) — may also constitute discrimination if it is severe or pervasive and directed at employees because of their sex.

b. **Harassment on the basis of any other protected characteristic** is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, national origin, religion, sex, disability, pregnancy, age, marital or partnership status, creed, genetic predisposition or carrier status, sexual orientation, gender identity or expression, ethnicity, ancestry, veteran or military status, being a victim of domestic violence, stalking or sex offenses, citizenship status protected by federal, state or local law or any other characteristic protected by law or that of his/her relatives, friends or associates, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (ii) has the purpose or effect of unreasonably interfering with an individual's work performance; or (iii) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the workplace of written or graphic material that denigrates or shows hostility or aversion toward an individual or group (including through e-mail).

1.4. Individuals and Conduct Covered

These policies apply to all applicants, employees, interns and volunteers, and prohibit harassment, discrimination and retaliation whether engaged in by fellow employees, by a supervisor or staff member, or by someone not directly employed by DREAM Charter School (*e.g.*, players, vendors, or contractors).

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, business meetings, and business-related social events.

1.5. No Retaliation

DREAM Charter School prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action.

1.6. Complaint Procedure

a. Reporting an Incident of Harassment, Discrimination or Retaliation

DREAM Charter School strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Any individuals who believe they have experienced conduct that is contrary to DREAM Charter School's policy, or who have any concerns about behavior they believe is inappropriate, should file their complaints with any of the following individuals:

- Eve Colavito, Chief of Schools
- Felicia Crump, Chief of Staff
- Kadian Creighton, Staff Accountant
- Jeremy Abarno, Chief Talent Officer

When possible, complaints should be filed *before* the conduct becomes severe or pervasive. Individuals should not feel obligated to file their complaints with their immediate supervisor first before bringing the matter to the attention of one of the other DREAM Charter School designated representatives identified above.

IMPORTANT NOTICE TO ALL EMPLOYEES: Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing legal action. Also, please note, federal, state and local discrimination laws establish specific time frames for initiating a legal proceeding pursuant to those laws.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, DREAM Charter School strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. DREAM Charter School will make every effort to stop alleged discrimination and harassment before it becomes severe or pervasive, but can only do so with the cooperation of its staff/employees.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued. However, notifying the offender does NOT constitute a complaint under this policy. An employee should notify someone other than the offender in order to make a complaint under this policy.

b. The Investigation

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly, thoroughly, and impartially. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action, as well as applicable law.

c. Responsive Action

Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Responsive action may include training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or

pay increase, reduction of wages, demotion, reassignment, temporary suspension without pay, or termination, as DREAM Charter School believes appropriate under the circumstances.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Chief of Schools. Individuals who have questions or concerns about these policies should also speak with Human Resources.

Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions in order to avoid allegations of harassment. The law and the policies of DREAM Charter School prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges, and perquisites of employment. The prohibitions against harassment, discrimination, and retaliation are intended to complement and further these policies, not to form the basis of an exception to them.

1.7. Disability Accommodation Policy

DREAM Charter School is committed to complying with all applicable provisions of the Americans with Disabilities Act ("ADA"), and applicable state and local laws. It is DREAM Charter School's policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of non-discrimination, DREAM Charter School will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made DREAM Charter School aware of his or her disability, provided that such accommodation does not constitute an undue hardship on DREAM Charter School consistent with applicable federal, state and local law.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact Human Resources. DREAM Charter School encourages individuals with disabilities to come forward and request a reasonable accommodation.

1.8. Procedure for Requesting an Accommodation

On receipt of an accommodation request completed by a health care professional, Human Resources will meet with you to discuss and identify the precise limitations resulting from the disability and the potential accommodation that DREAM Charter School might make to help overcome those limitations.

DREAM Charter School will determine the feasibility of the requested accommodation considering various factors, including, but not limited to the nature and cost of the accommodation, the availability of tax credits and deductions, outside funding, DREAM Charter School's overall financial resources and organization, and the accommodation's impact on the operation of DREAM Charter School, including its impact on the ability of other employees to perform their duties and on DREAM Charter School's ability to conduct business.

DREAM Charter School will inform the employee of its decision on the accommodation request or on how to make the accommodation. If the accommodation request is denied, employees will be advised of their right to appeal the decision by submitting a written statement explaining the reasons for the request. If the request on appeal is denied, that decision is final.

The ADA does not require DREAM Charter School to make the best possible accommodation, to reallocate essential job functions, or to provide personal use items (i.e., eyeglasses, hearing aids, wheelchairs etc.).

An employee or job applicant who has questions regarding this policy or believes that he or she has been discriminated against based on a disability should notify Human Resources. All such inquiries or complaints will be treated as confidential to the extent permissible by law.

1.9. Religious Accommodation Policy

DREAM Charter School will provide reasonable accommodations of religious practices and beliefs, unless doing so is an undue hardship on DREAM Charter School consistent with applicable federal, state and local law. Employees needing a religious accommodation should contact Human Resources. PTO should be used to observe religious holidays. If an employee does not have PTO then the time off will be unpaid.

1.10. Nursing Mothers Accommodation Policy

DREAM Charter School is committed to providing reasonable time to allow nursing mothers to express breast milk for their nursing child for up to three years following childbirth. DREAM Charter School also has designated a room, other than a bathroom or other locations, in close proximity to the work area, where employees may express milk in privacy. Employees who anticipate the need to arrange for such breaks should inform their supervisor as far as possible in advance of the employee's return to work after childbirth, so that appropriate arrangements can be made.

DREAM Charter School shall not discriminate or retaliate in any way against an employee who chooses to express breast milk in privacy at this designated location.

2. CONFLICT OF INTEREST AND OUTSIDE EMPLOYMENT

2.1. General

DREAM Charter School expects employees to conduct business according to the highest ethical standards of conduct, and employees are expected to devote their best efforts to the interests of the organization. Business dealings that create a conflict between the employee and the interests of DREAM Charter School are not acceptable. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (i.e., spouse, domestic partner or significant other, children, parents, siblings) as a result of DREAM Charter School's business dealings. However, DREAM Charter School recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated to the organization's. In such instances, the employee must disclose to Human Resources any possible conflicts so that DREAM Charter School may assess and prevent potential conflicts of interest from arising.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones that most frequently present problems. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, he or she should immediately contact Human Resources to obtain advice on the issue.

A violation of this policy will result in immediate and proper disciplinary action, up to and including immediate discharge.

2.2. Outside Employment

Employees are required to obtain written approval from Human Resources and appropriate communication with principals is required before participating in outside work activities which may create a conflict of interest. Approval will be granted unless the activity conflicts with DREAM Charter School's interest. We reserve the right to implement disciplinary action up to and including discharge in the event that outside employment creates an issue. In general, outside work activities are not allowed when they:

- Prevent the employee from fully performing work for which he or she is employed at DREAM Charter School, including overtime assignments; or
- Involve organizations that are doing or seek to do business with DREAM Charter School, including actual or potential donors or sponsors; or
- Violate provisions of law or DREAM Charter School's policies or rules.

In addition, employees who participate in work-related outside activities (lectures, seminars, presentations, workshops, etc.) during scheduled work hours, or as a representative of DREAM Charter School, must remit any fees or compensation received for such activity to DREAM Charter School.

2.3. Acceptance of Gifts

No employee may solicit personal gifts of any amount or accept gifts of significant value (i.e., in excess of $50.00), lavish entertainment or other benefits from donors, sponsors, vendors, or parents. Any gifts valued above $50.00 may only be accepted after approval is received from Human Resources; such gifts will then be made available to all employees through a raffle or other means. Special care must be taken to avoid even the impression of a conflict of interest.

An employee may entertain potential or actual donors if such entertainment is consistent with accepted business practices, does not violate any law or generally accepted ethical standards and the public disclosure of facts will not embarrass DREAM Charter School. Any questions regarding this policy should be addressed to Human Resources.

2.4. Work Product Ownership

All employees must be aware that DREAM Charter School retains legal ownership of the product of their work. No work product created while employed by DREAM Charter School can be claimed, construed, or presented as property of the individual, even after employment has been terminated or the relevant project completed. This includes written and electronic documents, audio and video recordings, system code, and also any concepts, ideas, or other intellectual property developed for DREAM Charter School, regardless of whether the intellectual property is actually used by Harlem RBI.

Although it is acceptable for an employee to display and/or discuss a portion or the whole of certain work product as an example in certain situations (e.g., on a resume, in a freelancer's meeting with a prospective client), information classified as confidential must remain so even after the end of employment. Supplying certain other entities with certain types of information may constitute a conflict of interest. In any event, it must always be made clear that work product is the sole and exclusive property of DREAM Charter School.

2.5. Confidential Nature of Work

All records and information relating to DREAM Charter School or its students (including names, addresses and telephone numbers), donors, sponsors, and employees are confidential, and employees must, therefore, treat all matters accordingly. Related information, including without limitation, documents, notes, files, records, oral information, computer files or similar materials ("Confidential Information") except in the ordinary course of performing duties on behalf of DREAM Charter School may not be removed from its premises without permission from Human Resources.

Additionally, the contents of DREAM Charter School's confidential information otherwise obtained in regard to business may not be disclosed to anyone, except where required for a business purpose or where DREAM Charter School has previously disclosed the records or information to the public. Employees must not disclose any confidential information, purposefully or inadvertently (through casual conversation), to any unauthorized person inside or outside DREAM Charter School. Employees who are unsure about the confidential nature of specific information must ask Human Resources for clarification. Employees will be subject to appropriate disciplinary action, up to and including dismissal, for knowingly or unknowingly revealing information of a confidential nature.

3. EMPLOYMENT

3.1. Initial Employment Period

Every new employee goes through an initial period of adjustment in order to learn about DREAM Charter School and about his/her job. Additionally, the initial employment period provides a reasonable period of time to evaluate his/her performance. The initial employment probationary period is ninety (90) days.

During this time, the new employee will be provided with training and guidance from his/her supervisor and/or their designee. The employee may be discharged at any time during this period if his/her supervisor and/or their designee conclude that he/she is not progressing or performing satisfactorily. Under appropriate circumstances, the initial employment period may be extended beyond ninety days.

At the end of the initial employment period, provided that the employee's job performance is "satisfactory," he/she will continue in our employment as an at-will employee. As is true at all times during an employee's employment with DREAM Charter School, employment is not for any specific time and may be terminated at will, with or without cause and without prior notice.

3.2. Promotions

DREAM Charter School encourages employees to work towards higher-level positions for which they qualify. Toward this end, supervisors may select employees for promotion upon outstanding job performance. Generally, employees must be in their job for at least one year before they are considered for a promotion.

4. PAYROLL

4.1. Payment of Salary

Salary payment is made semi-monthly for the base salary due up to the pay date for full-time employees. Paydays are on every 15th and last day of the month. If the normal payday falls on a DREAM Charter School recognized holiday or weekend, paychecks will be distributed on the workday prior to the aforementioned schedule. **Under no circumstances will DREAM Charter School release any paychecks prior to the announced schedule**.

Full-Time DREAM Charter School employees will receive their paychecks in their mailboxes on the payroll date, unless direct deposit is set up. All other DREAM Charter School employees can pick up their paychecks during normal business hours at the 333 East 100th Street front desk within 3 business days of the payroll date with proper identification. All paychecks not claimed after 3 business days from the payroll date will be mailed to the employee's address on file.

DREAM Charter School is not responsible for lost paychecks once distributed. **Under no conditions, will DREAM Charter School advance any portion of an employee's salary**.

Along with each paycheck, a statement of earnings is given each pay period to employees indicating: Gross Pay, Statutory Deductions and Voluntary Deductions. However, it the employee has direct deposit set up and has access to Checkpoint then the employee will not receive a printed paystub but can access their paystub at any time by logging into their Checkpoint account. If an employee wants to change the number of deductions on a federal or state statement of earnings, an employee must submit paperwork to the Human Resources Department.

4.2. Direct Deposit

DREAM Charter School offers direct deposit to all employees. To enroll please submit the required documents to the Human Resources Department or by logging into your Checkpoint account.

4.3. Referral Bonus

Employees may be eligible for a referral award when referring successful candidates to DREAM Charter School. For more information please contact the Talent Development Department.

4.4. Wage Garnishments

DREAM Charter School is required by law to follow the guidelines stipulated in a garnishment order. Different limits are set on different types of garnishment. The most common types of garnishment and wage assignments are: court order for a federal bankruptcy, court order for child support, federal or state tax levy, student loan, creditor garnishment, or employee wage assignment.

Upon receipt of a garnishment notice, Finance will notify the employee when the garnishment will take effect and any other necessary instructions. Please contact the Human Resources Department with any questions regarding wage garnishments.

5. SCHEDULE AND OVERTIME POLICY

5.1. Hours of Work

DREAM Charter School's working hours vary by department and function. Employees are expected to be available during their assigned period. Changes in schedule must be requested by an employee and approved by their direct supervisor. Supervisors have discretion to stipulate how much advance notice is needed for a change in schedule.

Full-time employees may be defined as non-temporary employees who are consistently scheduled to perform greater than or equal to an average of 30 hours of service per week.

Mandatory School Events

All DREAM staff members are required to attend the following after-school events, based on their program's events:
- Family Conferences (All staff)
- Curriculum Night (All Staff)
- Harvest Fest (ES)
- Winter Potluck (ES)
- Culture Fair (MS)
- Poetry Night (MS)

Additionally, it is expected that all DREAM staff members and the Chief of Schools will attend a college and history tour during the month of June. Teachers are required to attend tours with their respective grades and teachers in grades 4-8 must plan to attend an overnight tour. Principals or the Chief of Schools must approve exceptions to overnight trips.

All DREAM staff members are required to attend Data Days throughout the school year. Data Day dates can be found in the Comprehensive Calendar.

Hours worked during Mandatory School Events will be counted towards overtime eligibility on a case by case basis based on individual conversations with managers prior to the scheduled event.

5.2. Punctuality

Employees are expected to be on time to work in accordance with the school schedule and on-time to all meetings and events.

If you wish to receive personal time is for illness, you must **call** your direct supervisor as early as possible but no later than 7am on the day you will be out sick. Email and text messages are unacceptable forms of initial communication when calling out sick. All staff members should also notify the Senior Manager of Operations via email, and indicate if a substitute teacher is needed.

An employee who fails to contact their supervisor within the course of the day when sick or late may be considered to have voluntarily resigned.

5.3. Working from Home

DREAM Charter School may provide employees with work flexibility, including working from home either on a one-time or recurring basis. All work from home requests require advance immediate supervisor approval and are conditioned on the employee being able to perform all essential functions of their position remotely. When working from home, employees must be available via phone and email and still

must come into the office for necessary meetings. All working from home arrangements can be altered or discontinued at any time at the immediate supervisor's discretion.

5.4. Education

DREAM Charter School staff are encouraged to continue their education and grow professionally and personally. In each of these circumstances, staff must gain approval from their manager and department head at least 4 weeks prior to the start of classes to discuss any changes in their schedule.

5.5. Eligibility for Overtime

Employees' eligibility for overtime will be determined by the Human Resources Department in accordance with the Federal Labor Standards Act (FLSA)'s salary basis tests and job duties tests.
The Human Resources Department will communicate to an employee if they are eligible (i.e., non-exempt). Eligible employees will receive overtime pay at a rate of one and one-half times their regular pay for time worked in excess of 40 hours per workweek.

5.6. Overtime procedure

a. Policy: DREAM Charter School will pay time and one half to nonexempt employees who exceed 40 hours of work time in a workweek. Paid leave, such as holiday, sick or vacation pay, does not apply toward work time. Overtime payments do not commence until the employee exceeds 40 hours in a workweek.

b. Overtime Approval: Employees who anticipate the need for overtime to complete the week's work **must notify the supervisor in advance and obtain approval prior to working hours that extend beyond their normal schedule.** Supervisors are required to obtain approval from their department Director prior to the use of overtime.

c. Consequences of unauthorized overtime: Employees who fail to obtain approval prior to working hours that extend beyond their normal workweek may be subject to disciplinary action. Significant overtime offenses may result in termination.

d. Mandatory overtime: During busy periods, the employer may require employees to work extended hours.

6. PERSONNEL RECORDS

To keep our records up to date, it is **extremely important that you update the new information in Checkpoint or notify the Human Resources Department of any changes in**:

- Name and/or marital status
- Address and/or telephone number
- Number of eligible dependents
- Federal and State Withholdings
- Emergency Contacts

7. PAID AND UNPAID TIME OFF

All DREAM Charter School full-time employees are eligible for paid time off. Part-time employees are not entitled to paid vacation days.

7.1. 10 Month Instructional Staff Paid Time Off

The school calendar dictates vacation time for all instructional staff. Please refer to the calendar for exact dates. In addition to official school vacation time, instructional staff are entitled to 7 personal days which accrue at a rate of approximately 0.7 days per month worked; this accrual renews itself yearly on August 10th.

Unused sick/personal days may not be carried over to the next school year and are not eligible to be paid out upon termination of employment. However, DREAM will provide a sick/personal day stipend in the amount of $500 if you use no more than 2 sick/personal days in a given school year. Distribution of this stipend is up to the discretion of the Chief of Schools. Staff with excessive tardiness may be ineligible for the stipend.

Personal day requests must be made on the Personal Day Request Form and should be submitted at least one week in advance. Except in the case of extreme emergencies, a personal day may not be taken the day before or the day after an official school vacation or day off. Permission to take a personal day is granted at the discretion of your direct supervisor. If under extenuating circumstances, a vacation day before/after a school closing is approved, pay will be docked for that time off. PTO requests made less than a week in advance require direct communication with your supervisor.

7.2. 12 Month Staff Paid Time Off

The school calendar dictates vacation time for all 12-month employees. Please refer to the calendar for exact dates. In addition to official school vacation time, 12-month employees are eligible for fifteen (15) days of paid vacation, inclusive of sick time. The fifteen (15) days of paid time off (PTO) will accrue at a rate of 6 hours per pay period, with an accrual timeframe of September 1 to June 30, with a reset date of September 1 each year.

Unused PTO days may not be carried over to the next school year and are not eligible to be paid out upon termination of employment.

It is strongly encouraged that 12-month employees take ten (10) PTO days between the last full day of school and the first day of New Staff Summer Institute, it is strongly encouraged that staff to be present for Summer Institute. It is strongly encouraged that 12-month employees reserve five (5) days for the school year to be used in the event of illness or emergency.

Unused vacation days may not be carried over to the next calendar year and are not eligible to be paid out upon termination of employment.

Personal day requests must be made on the Personal Day Request Form and should be submitted at least one week in advance. Except in the case of extreme emergencies, a personal day may not be taken the day before or the day after an official school vacation or day off. Permission to take a personal day is granted at the discretion of your direct supervisor. If under extenuating circumstances, a vacation day before/after a school closing is approved, pay will be docked for that time off. PTO requests made less than a week in advance require direct communication with your supervisor.

7.3. Paid Time Off Procedures

Pro-rated Personal/Vacation Time

The number of personal and vacation days allotted will be pro-rated for staff members who join DREAM after the first day of summer institute. PTO days are determined by the number of pay periods in which the new staff member will have from their start date. Staff members should contact the Senior Manager of Operations to determine how many personal and vacation days they are entitled to.

Personal Day Communication & Follow-Up

Once a personal day has been approved, staff members are required to communicate their planned absence to their co-teacher, teaching assistant and any other staff member who may be affected by the absence. Additionally, it is the responsibility of the staff member who will be absent to plan accordingly for the time out of the school building, including seeking class or other duty coverage as well as leaving lesson plans, a daily schedule, and any other necessary materials if a substitute teacher is required. These materials should be left with the Executive Assistant.

Docked Pay
If a staff member must take additional personal time beyond the allotment outlined above, he/she will be docked the equivalent of one day's pay for each personal day granted.

Blackout Dates

Any days mandated for standardized testing, Data Days, or those that fall within one day of scheduled holidays are prohibited from being used as days of PTO for DREAM employees; those employees who choose to use PTO during these blackout dates face a penalty in the form of a pay deduction and potential disciplinary action up to and including termination.

7.4. Holidays

At the end of each year, the holiday schedule for the coming year will be distributed to all employees via the School Calendar.

Part-time employees are not entitled to paid holidays.

7.5. Jury Duty

Time off for jury duty will be granted to any full-time or part-time employee who has been notified to serve. During this leave, employees will receive their regular salary for service for up to seven (7) business days. Any additional days of service will require the use of paid time off or will be treated as an unpaid leave of absence. An employee on jury duty is expected to report to work any day he/she is excused from jury duty.

- Upon receipt of the notice to serve jury duty, the employee should immediately notify the Human Resources Department.

- Upon the employee’s return, the employee must notify the Human Resources Department and must submit a signed Certificate of Jury Service indicating the number of days served and ensure that these days are marked as “Jury Duty” on an employee’s time record.

If jury duty falls at a time when the employee cannot be away from work, DREAM Charter School may request that the court allow the employee to choose a more convenient time to serve if he/she makes a request in accordance with the court's procedures. The employee must cooperate with this request.

7.6. Leave for Court Attendance

An unpaid leave of absence for court attendance will be granted to any employee who has been summoned/subpoenaed/court ordered or otherwise noticed to appear in court as a witness. Upon receipt of a summons/subpoena/court order/notice to appear in court, the employee should immediately notify his/her supervisor. Adverse employment action will not be taken against an employee because he or she attends court by reason of being a victim of, or a witness to, a crime.

7.7. Time off to Vote

On days when elections for public office ("elections for public office" includes elections for sheriff, school board, district attorney, and all primary and general elections) are scheduled throughout the state, county, city or town in which the employee works, schedules will be changed as needed to ensure that work either starts at least three hours after the polls open or ends at least three before polls close. Employees living in other localities or states will need to inform their supervisor in advance if they expect any conflict between their work schedule and the exercise of voting rights in any election for any public office. Supervisors will find out when the polls are open and adjust employee's schedules as needed to ensure that they will have the opportunity to vote.

No employee will be penalized or retaliated against for requesting time off to vote.

7.8. Leave for and Accommodation of Victims of Domestic or Sexual Violence

DREAM Charter School is committed to supporting any employee who is, or whose family member is, a victim of domestic violence, sexual violence or stalking. DREAM Charter School will not discriminate against employees because they or their families are victims of, or experiencing, such violence. DREAM Charter School will endeavor to provide support and assistance to any such employee(s) who request it.

DREAM Charter School will provide employees who themselves or whose family members are victims of domestic violence, sexual violence or stalking with unpaid leave for purposes, such as: (i) attending the judicial or police proceedings related to a crime; (ii) receiving medical treatment for injuries sustained due to the violence or sexual assault; (iii) obtaining services from a domestic violence shelter, program or rape crisis center as a result of the domestic violence, sexual assault or stalking; (iv) obtaining psychological counseling related to an experience of domestic violence, sexual assault or stalking; (v) participating in safety planning or to take part in other actions to increase safety and protection from future domestic violence or sexual assault or stalking, including temporary or permanent relocation; or (vi) seeking legal assistance or remedies to ensure the health and safety of the staff member or the staff member's family or household member in addressing issues arising from the act of domestic violence, sexual assault or stalking. Employees may also elect to use accrued paid time off for such leave.

DREAM Charter School will respect the confidentiality of the staff member to the extent permitted by law. Employees seeking assistance should speak to the Human Resources Manager.

7.9. Bereavement Leave

In the unfortunate event of a death in the family, a leave of absence of up to three (3) days with pay will be granted. These three days are to be taken consecutively within a reasonable time of the day of the

death or day of the funeral, and may not be split or postponed. For this purpose, examples of family include:

- Spouse/Domestic Partner
- Child/Step-Child
- Parents (including in-laws)/Step-Parents
- Siblings/Step-Siblings
- Grandparents
- Grandchildren
- Extended family members

Employees should make their immediate supervisor aware of their situation as soon as possible. Upon returning to work, the employee must record his/her absence as a Bereavement Leave on his/her time record. Proof of death and relationship to the deceased may be required.

7.10. Military Leave

Employees who are members of the Reserves of the National Guard will be granted, upon request, an unpaid leave of absence for military training duty. However, you must present your orders in advance to your supervisor. Employees eligible for vacation may use their vacation for their military leave. A military leave of absence will also be granted to employees who enter active military service in the Armed Forces or who are ordered for an initial period of active duty for training in the Reserves for the National Guard. All military leave is unpaid, but if you so choose, you will be paid for any awarded but unused vacation days.

Please notify your supervisor as soon as you are aware of a military obligation and complete a Request for Leave form. Employees should keep their supervisor informed of their status while on leave. Questions regarding military leave of absence should be addressed to the Human Resources Department. For a summary of your rights under the Uniform Services Employment and Reemployment Rights Act ("USERRA"), go to: www.dol.gov/vets.programs.userra/USERRA-Private.pdf.

Additionally, the spouse of a member of the armed forces of the United States, National Guard or Reserves who has been deployed during a period of military conflict, to a combat theater or combat zone of operations shall be allowed up to ten (10) days unpaid leave. Such leave shall only be used when such person's spouse is on leave from the period of military conflict to a combat zone of operations.

7.11. Blood and Bone Marrow Donation Leave

Employees who average at least 20 working hours per week will be afforded up to three hours of time off per calendar year to donate blood. Such employees may also take unpaid time off to donate bone marrow, to a maximum of 24 work hours. Exempt employees will be paid their regular salary for any partial day absences. Otherwise, the time off is unpaid unless the employee chooses to use accrued leave to cover the absence. Employees must give at least three working days' notice before taking time off for blood donation, unless there are emergent circumstances. Time off for bone marrow donation should be requested as far in advance as possible. Verification may be required regarding time off for blood or bone marrow donation.

7.12. Inclement Weather Policy

DREAM Charter School classes and offices will close when the New York City Department of Education closes due to inclement weather. In the event of inclement weather when the New York City Department of Education is not in session, DREAM Charter School's leadership will make a decision on closing and notification will be provided.

DREAM Charter School Athetics and game cancelations remain the judgment of the DREAM Athletics staff and may be canceled at times when DREAM Charter School offices and other programs remain open.

8. FAMILY MEDICAL LEAVE ACT ("FMLA")

The Family and Medical Leave Act (FMLA) provides eligible employees with up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period and/or because of a "qualifying exigency" arising out of the fact that a family member is a "covered military member" called to covered active duty on behalf of the United States. In addition, an eligible employee may be entitled up to 26 weeks of unpaid leave to care for certain family members who are "covered service members" with a "serious injury or illness". During this leave, an eligible employee is entitled to continued group health plan coverage as if the employee had continued to work. At the conclusion of the leave, subject to some exceptions, an employee generally has a right to return to the same or to an equivalent position.

8.1. Employee Eligibility Criteria

To be eligible for FMLA leave, an employee must have been employed by DREAM Charter School:

- for at least 12 months (which need not be consecutive);
- for at least 1250 hours during the 12-month period immediately preceding the commencement of the leave; and
- at a worksite (a) with 50 or more employees; or (b) where 50 or more employees are located within 75 miles of the worksite.

8.2. Qualifying Events

FMLA leave may be taken for any one, or for a combination of, the following reasons:

1. the birth of the employee's child or to care for the newborn child *(see Child Care Policy below);*
2. the placement of a child with the employee for adoption or foster care or to care for the newly placed child *(see Child Care Policy below);*
3. to care for the employee's spouse, child (including a child for whom the employee stands in loco parentis) or parent (but not in-law) with a serious health condition; and/or
4. the employee's own serious health condition (inlcuidng pregnancy-related disability, pre-natal medical care and childbirth) that makes the employee unable to perform one or more of the essential functions of his or her job;
5. to care for the employee's spouse, child, parent or other relative who is next-of-kin, who is also a "covered service member" of the United States Armed Forces (including a member of the National Guard or Reserves) with a "serious injury or illness" (a/k/a "military caregiver leave"); and/or
6. qualifying exigent circumstances arising out of the fact that the employee's spouse, son, daughter or parent is a "covered military member" on covered active duty or has been notified of an impending call or order to covered active duty in a foregin country in the Armed Forces.

A "serious health condition" is an injury, illness, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the "continuing treatment" requirement may be met by a period of incapacity of more than 3 consecutive full calendar days combined with: (1) at least two visits to a healthcare provider within 30 days, the first of which must occur within 7 days of the first day of incapacity; (2) or one visit and a regimen of continuing treatment; (3) or incapacity due to pregnancy; (4) or incapacity due to a chronic condition. Other treatments may also meet the definition of continuing treatment.

A "covered service member" is (a) a member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is in outpatient status, or is on the temporary disability retired list, for a serious illness or injury; or (b) a veteran who is

undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of 5 years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

The term “serious injury or illness” means (a) in the case of a member of the Armed Forces (including a member of the National Guard or Reserves), an injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or existed before the beginning of the member’s active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member’s office grade, rank, or rating; and (b) in the case of a veteran who was a member of the Armed Forces (including a member of the National Guard or Reserves), a qualifying injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or existed before the beginning of the member’s active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

The term “covered active duty” means (a) in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign county; and (b) in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code.

Leave for “qualifying exigent circumstances” includes: the need to take time off due to (1) the short notice deployment of a family member (limited to seven or less calendar days prior to the date of deployment); (2) the need to attend military events and related activities; (3) the need to make arrangements for childcare and school activities; (4) need to make financial and legal arrangements; (5) a need for counseling; (6) a family member being released for service for rest and recuperation (limited to 15 days of leave for each instance up to a maximum of 12 weeks in a 12-month period); (7) a need to attend post-deployment activities; and (8) additional activities (if agreed upon by the employer and the employee).

For purposes of this policy, phrases such as “next of kin”, “covered military member”, and “eligible family members of covered service members and covered military members” are other terms of art defined in governmental regulations. If you have any questions as to what these terms mean and/or whether they apply in your circumstances, please contact the Human Resources Department.

Nothing in this FMLA policy limits any employee leave rights under the Company's Military Leave Policy, in accordance with applicable federal or state law. See that Policy or the Human Resources Deparment for further details.

8.3. How Much FMLA Leave May Be Taken

An eligible employee may take up to 12 workweeks of unpaid leave during a 12-month period for the FMLA qualifying reasons described in bullet 1-4, and 6, above.

An eligible employee is entitled to take up to 26 workweeks of unpaid leave for the service member FMLA leave described in bullet 5 (military caregiver leave). Unlike other FMLA leaves, the 26-week service member leave is only available in a single 12-month period. During that single 12-month period, the employee may not take more than a maximum combined total of 26 workweeks of FMLA leave for all purposes, *i.e.*, for any or all of the reasons described in bullets 1-6. Except for military caregiver leave, FMLA protected leave is still limited to 12 workweeks for all other qualifying reasons (bullet 1-4, and 6, above).

Calculating the 12-month period:

- The 12-month period for leaves under bullet 1-4, and 6 is a rolling 12-month period measured backward from the date an employee uses any FMLA leave.

- With respect to military caregiver leave to care for a covered service member with a serious injury or illness, the method for calculating the 12-month period in which an eligible employee may take the FMLA military caregiver leave described in bullet 5 is calculated on a *going forward* basis starting with the first day the leave is taken.

8.4. Limitations on FMLA Leave

Leave to care for a newborn or for a newly placed child must conclude within 12 months after the birth or placement of the child.

When both spouses are employed by DREAM Charter School, they are together entitled to a combined total of 12 workweeks of FMLA leave within the designated 12-month period for the birth, adoption or foster care placement of a child with the employees, for aftercare of the newborn or newly placed child, and to care for a parent (but not in-law) with a serious health condition. Each spouse may be entitled to additional FMLA leave for other FMLA qualifying reasons (i.e., the difference between the leave taken individually for any of the above reasons and 12 workweeks, but not more than a total of 12 workweeks, or 26 workweeks, as appropriate, per person).

For example, if each spouse took 6 weeks of leave to care for a newborn child, each could later use an additional 6 weeks due to his/her own serious health condition or to care for a child with a serious health condition.

If both spouses are employed by DREAM Charter School and leave is taken for the serious injury or illness of a service member relative, or a combination of such leave and other types of FMLA leave, then they are together entitled to a maximum combined total of 26 workweeks of FMLA leave within the designated 12-month period. Note, however, that the combined 12-week limit described above for other types of family leave still applies.

8.5. Intermittent or Reduced Work Schedule Leave

Intermittent leave is leave taken in separate blocks of time. A reduced work schedule leave is a leave schedule that reduces an employee's usual number of hours per workweek or hours per workday.

- Leave to care for a newborn or for a newly placed child may not be taken intermittently or on a reduced work schedule unless DREAM Charter School agrees with respect to an individual leave request.

Leave because of an employee's own serious health condition, or to care for an employee's spouse, child or parent with a serious health condition, may be taken all at once or, where medically necessary, intermittently or on a reduced work schedule. Leave because of a qualifying exigency due to the covered active duty or impending call to duty of a spouse, son, daughter or parent may be taken all at once or on an intermittent or reduced work schedule.

If an employee takes leave intermittently or on a reduced work schedule basis, the employee must, when requested, attempt to schedule the leave so as not to unduly disrupt DREAM Charter School's operations. When an employee takes intermittent or reduced work schedule leave for foreseeable planned medical treatment, DREAM Charter School may temporarily transfer the employee to an alternative position with equivalent pay and benefits for which the employee is qualified and which better accommodates recurring periods of leave.

8.6. Requests for FMLA Leave

An employee should request FMLA leave by completing the Employer's Request for Leave form and submitting it to the Human Resources Department after getting their immediate supervisor's approval.

When leave is foreseeable for childbirth, placement of a child or planned medical treatment for the employee's or family member's serious health condition, the employee must provide DREAM Charter School with at least 30 days advance notice, or such shorter notice as is practicable (i.e., within 1 or 2 business days of learning of the need for the leave).

When leave is foreseeable for an exigency due to a family member's covered active duty or notice of an impending call to duty, the employee must provide as much notice as is reasonably possible.

When the timing of the leave is not foreseeable, the employee must provide DREAM Charter School with notice of the need for leave as soon as practicable (i.e., within 1 or 2 business days of learning of the need for the leave).

8.7. Required Documentation

When leave is taken to care for a family member, DREAM Charter School may require the employee to provide documentation or statement of family relationship (e.g., birth certificate or court document).

When leave is taken for an exigency due to the employee's spouse, son, daughter or parent's call to covered active duty, DREAM Charter School may require the employee to provide a certification to support the need for leave.

An employee may be required to submit medical certification from a health care provider to support a request for FMLA leave for the employee's or a family member's serious health condition.

Employees have 15 days from receipt to return the certification form to the Human Resources Department. It is the employee's obligation to have his/her healthcare provider provide sufficient information for DREAM Charter School to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave.

If the medical certification or exigent circumstances leave form is incomplete, ambiguous, or insufficient, DREAM Charter School will advise the employee in writing as to what additional information is needed and will give the employee additional time (not less than seven calendar days) to complete and return the form. If the employee notifies us within the 7-day calendar period that, despite diligent, good faith efforts on his/her part, he or she was unable to obtain the additional information, the employee will be afforded a reasonable period of additional time to resubmit the certification.

The Human Resources Department may contact an employee's healthcare provider directly to get clarification and authentication of a medical certification. If an employee chooses not to provide DREAM Charter School with a HIPAA-authorized release allowing DREAM Charter School to clarify the certification with his/her healthcare provider, and the employee does not otherwise clarify the certification, the Employer may deny FMLA leave if the certification is unclear. In addition, DREAM Charter School may require the employee to obtain a second opinion by an independent DREAM Charter School designated provider at DREAM Charter School's expense. If the initial and second certifications differ, DREAM Charter School may, at its expense, require the employee to obtain a third, final and binding certification from a jointly selected health care provider.

DREAM Charter School reserves the right to obtain other documentation in accordance with law to substantiate an employee's request for leave.

The Genetic Information Nondiscrimination Act (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, we are asking that you not provide any genetic information when responding to an FMLA request for medical information concerning your own serious health condition, such as in the Employees's Healthcare Certification Form response from a physician, or in an employee recertification or fitness for duty certification. "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

During FMLA leave, DREAM Charter School may request that the employee provide recertification of a serious health condition at intervals in accordance with the FMLA. In addition, during FMLA leave, the employee must provide periodic reports regarding the employee's status and intent to return to work. If the employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide reasonable notice (i.e., within 2 business days) of the employee's changed circumstances and new return to work date. If the employee gives DREAM Charter School notice of the employee's intent not to return to work, the employee will be considered to have voluntarily resigned.

Before the employee returns to work from FMLA leave for the employee's own serious health condition, the employee may be required to submit a fitness for duty certification from the employee's health care provider, with respect to the condition for which the leave was taken, stating that the employee is able to resume work.

FMLA leave or return to work may be delayed or denied if the appropriate documentation is not provided in a timely manner. Also, a failure to provide requested documentation of the reason for an absence from work may lead to termination of employment.

8.8. Use of Paid and Unpaid Leave

FMLA provides eligible employees with up to 12 workweeks of unpaid leave. If an employee has accrued paid leave (e.g., vacation, sick leave, personal leave), however, the employee may use any qualifying paid leave first. "Qualifying paid leave" is leave that would otherwise be available to the employee for the purpose for which the FMLA leave is taken. The remainder of the 12 workweeks of leave, if any, will be unpaid FMLA leave. Any paid leave used for an FMLA qualifying reason will be charged against an employee's entitlement to FMLA leave. This includes leave for disability or workers' compensation injury/illness, provided that the leave meets FMLA requirements. The substitution of paid leave for unpaid leave does not extend the 12 or 26 workweek leave period.

DREAM Charter School will notify the employee that leave has been designated as FMLA leave and the amount of leave to be counted against the employee's leave entitlement. DREAM Charter School will also notify the employee if the leave is not designated as FMLA leave due to insufficient information or a non-qualifying reason. DREAM Charter School may provisionally designate the employee's leave as FMLA leave if DREAM Charter School has not received medical certification or have not otherwise been able to confirm that the employee's leave qualifies as FMLA leave. If the employee has not notified DREAM Charter School of the reason for the leave, and the employee desires that leave be counted as FMLA leave, the employee must notify the Human Resources Deaprtment and his/her supervisor within 2 business days of the employee's return to work that the leave was for an FMLA reason.

8.9. Maintenance of Health Benefits

During FMLA leave an employee is entitled to continued group health plan coverage under the same conditions as if the employee had continued to work.

To the extent that an employee's FMLA leave is paid, the employee's portion of health insurance premiums will be deducted from the employee's salary. For the portion of FMLA leave that is unpaid, the employee's portion of health insurance premiums may be paid pursuant to a system voluntarily agreed to by DREAM Charter School and the employee.

If the employee's payment of health insurance premiums is more than 30 days late, DREAM Charter School may discontinue health insurance coverage upon notice to the employee.

8.10. Return from FMLA Leave

Upon return from FMLA leave, DREAM Charter School will place the employee in the same position the employee held before the leave or an equivalent position with equivalent pay, benefits and other employment terms.

An employee is entitled to reinstatement only if he/she would have continued to be employed had FMLA leave not been taken. Thus, an employee is not entitled to reinstatement if, because of a layoff, reduction in force or other reason, the employee would not be employed at the time job restoration is sought.

DREAM Charter School reserves the right to deny reinstatement to salaried, eligible employees who are among the highest paid 10 percent of DREAM Charter School's employees employed within 75 miles of the worksite ("key employees") if such denial is necessary to prevent substantial and grievous economic injury to DREAM Charter School's operations.

If the employee does not return to work following the conclusion of FMLA leave, the employee will be considered to have voluntarily resigned. DREAM Charter School may recover health insurance premiums that DREAM Charter School paid on behalf of the employee during any unpaid FMLA leave except that DREAM Charter School's share of such premiums may not be recovered if the employee fails to return to work because of the employee's or a family member's serious health condition or because of other circumstances beyond the employee's control. In such cases, DREAM Charter School may require the employee to provide medical certification of the employee's or the family member's serious health condition.

8.11. Additional Information

For further information or clarification about FMLA leave, please contact the Human Resources Department.

8.12. Child Care Leave Policy

Full-time employees are entitled to paid child care leave following the birth or adoption of a child plus any available vacation days, provided that the employee (i) is the primary caregiver, or the secondary caregiver of a child and (ii) meets the following conditions and terms:

- For primary caregivers
    - Full-Time Employee with 24+ months employment is eligible for 90 calendar days paid leave.

    - Full-Time Employee with 12+ months employment is eligible for 45 calendar days paid leave.
    - Full-Time Employee with less than 12 months employment would not be eligible for leave, paid or unpaid, beyond their leave/sickness/vacation package.

- For secondary caregivers
    - Full-Time Employee with 24+ months employment is eligible for 42 calendar days paid leave.
    - Full-Time Employee with 12+ months employment is eligible for 21 calendar days paid leave.
    - Full-Time Employee with less than 12 months employment would not be eligible for leave, paid or unpaid, beyond their leave/sickness/vacation package.

The child care leave period shall follow any disability absence due to pregnancy. Leave for child care shall run concurrently with any FMLA eligible leave. During a child care leave period, the employee shall continue to receive all employee benefits previously provided and shall be eligible for salary increases and bonuses. Eligibility for promotions shall not be affected in any way by the fact that an employee has been on child care leave, although the timing of such consideration for promotions may be affected if the leave or leaves are for extended periods.

A secondary caregiver is defined as the spouse or domestic partner of a birth parent or the adoptive secondary caregiver.

9. LEAVE OF ABSENCE WITHOUT PAY

Should a situation arise that temporarily prevents an employee from working, he/she may be eligible for a personal leave of absence without pay. However, employees must be employed for at least one year prior to the requested leave.

Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and will be reviewed on a case-by-case basis in the sole discretion of the Chief of Schools. The decision to approve or disapprove is based on the circumstances, the length of time requested, the employee's job performance and attendance and punctuality record, the reasons for the leave, the effect the employee's absence will have on the work in the organization and the expectation that the employee will return to work when the leave expires.

Leaves of absence will be considered only after all vacation and personal time have been exhausted.

9.1. Continuing Benefit Plan Coverage

While on a personal unpaid leave of absence an employee's medical coverage will end on the first day of the month following the start of such leave. Employees will have the opportunity of continuing their benefits for a maximum period of 18 months by paying the monthly premiums as required by COBRA legislation. Unemployment Insurance benefits cannot be collected while on a leave of absence without pay.

9.2. Salary Action

Any planned salary increase for an employee returning from an unpaid leave of absence without pay will be deferred by the length of the leave.

9.3. Impact on Paid Time Off

During the calendar year that an employee takes a leave of absence without pay, the employee is not eligible for any paid time off, except as required by applicable law.

9.4. Returning/Not Returning From a Leave

Due to the nature of our business, DREAM Charter School cannot guarantee either that an employee's job will remain available or that a comparable position will exist when return from an unpaid leave is sought. When an employee is ready to return from a leave of absence without pay, DREAM Charter School will attempt to reinstate the employee to his/her former position or to one with similar responsibilities.

An employee who returns to work following an unpaid leave will be considered as having continuous service. If an employee does not return from an unpaid leave of absence without pay, the termination date is the last day of the authorized leave period or the date the employee notifies his/her supervisor/manager he/she is not returning, whichever is sooner. Such employees may be considered for reemployment.

10. EMPLOYEE BENEFITS

10.1. Disclaimer

DREAM Charter School has established a variety of employee benefit programs designed to assist you and your eligible dependent(s), including qualifying same-sex partners, in meeting the financial burdens that can result from illness and disability, and to help you plan for retirement. This portion of the Employee Handbook contains a very general description of the benefits to which you may be entitled as an employee of DREAM Charter School. Please understand that this general explanation is not intended to, and does not provide you with, all the details of these benefits. Therefore, this Handbook does not change or otherwise interpret the terms of the official plan documents. Your rights can be determined only by referring to the full text of the official plan documents, which are available for your examination from the Human Resources Deparment. To the extent that any of the information contained in this Handbook is inconsistent with the official plan documents, **the provisions of the official documents will govern in all cases.**

Please note that nothing contained in the benefit plans described herein shall be held or construed to create a promise of employment or future benefits, or a binding contract between DREAM Charter School and its employees, retirees or their dependents, for benefits or for any other purpose. All employees shall remain subject to discharge or discipline to the same extent as if these plans had not been put into effect.

As in the past, DREAM Charter School reserves the right, in its sole and absolute discretion, to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents. Further, DREAM Charter School reserves the exclusive right, power and authority, in its sole and absolute discretion, to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans.

For more complete information regarding any of our benefit programs, please contact the Human Resouces Department.

10.2. Medical Insurance

DREAM Charter School currently offers medical insurance to regular full-time employees. Employees are eligible for health care benefits on their first full day of employment. Election of coverage is generally fixed for the remainder of the plan year. However, if you undergo a change in family status (as defined in the Plan document), you may make a mid-year change in coverage (i.e., you may change coverage from individual to family or from family to individual, add or delete dependents, or revoke coverage), provided you do so within 30 days from the date of the change in family status, in a manner which will not entitle you to make a mid-year change from one medical carrier to another. Please contact the Human Resources Department to determine if a family status change qualifies under the Plan document and IRS regulations.

10.3. Dental Insurance

DREAM Charter School currently offers dental insurance to regular full-time employees. Employees are eligible for dental benefits on their first day of employment which will commence on the first of the next month.

10.4. Vision

DREAM Charter School currently offers vison insurance to regular full-time employees. Employees are eligible for vison benefits on their first day of employment which will commence on the first of the next month.

10.5. Medical, Dental, and Vision Insurance Open Enrollment

On or before July 1st of each year during open enrollment, an employee is free to change his or her Medical, Dental, and Vision Elections for the following fiscal year (July 1st – June 30th) whether or not you have a change in family status.

10.6. Life Insurance, AD&D and Long Term Disability Benefits

DREAM Charter School provides regular full-time employees life insurance coverage, accidental death and dismemberment (AD&D) and long-term disability (LTD) coverage.

10.7. Flexible Spending Account (Medical/Dependent Care)

As part of the DREAM Charter School's Flexible Benefits Plan, we currently offer an employee-funded Flexible Spending Account for both medical costs and dependent costs to regular full-time employees. Just before the beginning of the calendar year, regular full-time employees may elect an annual amount of flexible dollars (which will be deducted pro rata on a pre-tax basis from each paycheck) to pay for eligible health care expenses — generally, expenses qualifying under IRC Sec. 213 (with some exceptions) incurred during the plan (calendar) year that are not reimbursable from any other source. Eligible health care expenses may include medical or dental insurance deductibles, co-payments, and your out-of-pocket costs for vision care, etc.

10.8. Retirement Savings Plan (403(b) Plan)

DREAM Charter School offers a voluntary pre-tax salary reduction plan in which regular full-time employees who are 21 years of age or older, may elect to participate beginning with the first payroll period administratively feasible after employment. You may change the amounts or the percentages of your contributions at any time by contacting the Human Resources Department.

DREAM Charter School matches dollar-for-dollar up to 4% of salary after one-year of employment for staff members who participate in the 403(b) plan. Staff members are immediately vested once they begin to receive the match.

10.9. Short Term Disability Benefits

DREAM Charter School's short-term disability plan is a benefit that provides partial pay (as determined by state law) for employees who are unable to work due to non-work related illness, injury, or disability, after an absence of more than 7 consecutive calendar days. Benefits begin on the eighth day of disability and continue for related absences up to a maximum of 26 weeks. If the employee returns to work and the disability recurs within 90 days, the employee does not have to wait the 7 days; disability benefits will begin immediately.

A disability claim form must be filed with the Human Resources Department within 20 days after becoming disabled. A short-term disability leave must be certified by a physician's or licensed health care professional's statement identifying the nature of the disability, and stating or estimating the date when the employee will be able to return to work. If the employee cannot return on that date, another statement from a physician or licensed health care professional, with a new return date, will be required. Employees will not be able to return to work without submitting to the Human Resources Department a note from a physician or licensed health care professional authorizing the employee's re**turn.**

DREAM Charter School reserves the right to confirm the necessity for disability leave by requiring the employee to receive a second or third opinion by a doctor of DREAM Charter School's choice. DREAM

Charter School will assume any costs for additional examinations that are not paid by the insurance carrier.

DREAM Charter School will attempt to place an employee who is returning from a short-term disability leave in the same or similar job, at the same salary that the employee held prior to the leave. Under some circumstances, however, permanent replacement during a leave may be required, or in some instances, staffing requirements may change. Therefore, a job cannot be guaranteed when the employee is ready to return to work from a short-term disability leave. In the event a position is not available, or if the employee chooses not to return to work, upon the expiration of the disability leave, the employee will be terminated. If an employee does not return from a short-term disability leave, the termination date is the last day that the employee was authorized to return, or the date the employee notifies his/her supervisor that he/she is not returning, whichever is sooner. Such employees may be considered for reemployment. An employee who returns to work following a short-term disability leave will be considered as having continuous service.

10.10. Workers' Compensation Benefits

DREAM Charter School is covered under state Workers' Compensation Laws. Should you sustain a work-related injury, you must immediately notify your supervisor and the Human Resources Department. Should your injury require the attention of a doctor, you can obtain a list of approved doctors by contacting the Human Resources. In the case of an emergency, you should go to the nearest hospital emergency room for treatment and then utilize Worker's Compensation Benefits Network Referral Unit if additional treatment is necessary.

11. ON THE JOB BEHAVIOR

11.1. Required Documentation

Employees of DREAM Charter School are required to provide appropriate documents and certifications in accordance with applicable regulatory policies relevant to their work. These documents establish an employee's ability to perform sensitive tasks and are necessary to obtain so that the organization may operate in compliance with external regulatory agencies. Employees who fail to provide the Human Resources Department with documents deemed necessary for their job function or employment status are subject to disciplinary action up to and including dismissal.

Background and Criminal History Clearance

All staff must obtain clearance as outlined by the NYS Education Department. This may include a medical exam, fingerprints and background checks.

Certification and Advanced Education

All instructional staff should be certified in their respective teaching assignments as of the first day of employment. In the event you begin employment with DREAM without certification, you must work to submit a certification plan with timeline to your direct supervisor and Human Resources once you hear from HR about your next steps. Monthly updates regarding your progress towards certification should also be sent to your supervisor and HR. Instructional staff must be Highly Qualified to teach. DREAM reserves the right to discharge staff members who do not make good faith efforts to get/remain certified.

DREAM will level adjustment with corresponding salary increase to teachers who earn their master's degree during their employment with DREAM. In order to receive the increase in salary, a copy of the master's degree or a certified transcript must be provided to the Chief of Schools. The salary increase will go into effect as of the time the proper documentation is provided.

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11.2. Drug & Alcohol Abuse

Manufacture, distribution, dispensation, possession, or use of any illegal drug, alcohol, or controlled substance while on DREAM Charter School premises or conducting or performing DREAM Charter School business, regardless of location is strictly prohibited. These activities constitute serious violations of DREAM Charter School's rules, jeopardize the organization and can create situations that are unsafe or that substantially interfere with job performance. Employees in violation of the policy are subject to appropriate disciplinary action, up to and including dismissal. Additionally, DREAM Charter School reserves the right to require an employee to undergo a medical evaluation under appropriate circumstances, in accordance with applicable law.

Alcohol will also not be served and is prohibited at any DREAM Charter School sponsored staff party or staff event, except with explicit approval from DREAM Charter School's Chief of Schools.

Should an employee wish to consume alcohol at a fundraising event or for other work-related purposes, (i) advance approval from the Chief of Schools is required, and such approval may be provided if deemed appropriate by the Chief of Schools and (ii) such employee may only consume alcohol in moderation.

When staff wear DREAM Charter School branded attire or display other gear that identifies them as a member of DREAM Charter School, they are expected to follow all of the policies detailed in this guide around acting as a role model. This expectation extends to "off duty" time. Staff should refrain from

behavior that would reflect poorly on the organization's values while appearing to represent DREAM Charter School in any capacity.

11.3. Weapons-Free Workplace

Employees may not, at any time, possess or use any weapon while on DREAM Charter School property, while engaged in work on behalf of DREAM Charter School, or while acting as a representative of the organization in any capacity. Regardless of whether an employee possesses a concealed weapons permit (CCW) or is allowed by law to possess a weapon, weapons are strictly prohibited on any DREAM Charter School property.

Weapons include, but are not limited to, guns, knives or swords with blades over four inches in length, explosives, and any chemical, material, or object whose purpose is to cause harm to another person. Employees found to be in violation of this restriction are subject to disciplinary action up to and including dismissal.

11.4. Appearance and Conduct

DREAM Charter School expects employees to maintain a neat, well-groomed appearance at all times. Employees should avoid extremes in dress.

All DREAM staff members are required to dress, at a minimum, in business casual attire. This dress code will help ensure that we individually and collectively represent ourselves as a professional team and models for our students. Specifically, you may not wear the following kinds of clothing (except on DREAM leadership approved days):

• All - Jeans, t-shirts with writing (except DREAM or college shirts, of course), flimsy flip-flops, sneakers, sweatshirts, hoodies shorts, athletic clothing (PE staff excluded)

• Women - Thin-strap tank tops or sundresses worn alone (fine if under a cardigan or shirt), short skirts or dresses, tube-tops/strapless dresses

• Men - Sleeveless shirts and tank tops.

In addition, all staff are required to wear a DREAM or college shirt on Mondays.

The orderly and efficient operations of DREAM Charter School require employees maintain proper standards of conduct at all times.

Employees who fail to maintain proper standards of conduct toward their work, their co-workers or the DREAM Charter School stakeholders, or who violate any of the DREAM Charter School policies, are subject to appropriate disciplinary action, up to and including discharge.

All instances of misconduct should be referred to the Human Resources Department immediately.

11.5. Children at Work

DREAM Charter School does not provide child care for children of employees. Children of employees may not be on the premises for extended periods of time (unless it is for a specific, pre-approved reason). Exceptions to this rule may be made given extenuating circumstances.

11.6. Anti-Nepotism Policy

Members of a DREAM Charter School employee's immediate family will be considered for employment on the basis of their qualifications. Immediate family may not be hired, however, if employment would result in any of the following "Prohibited Conditions":

- Create a supervisor/subordinate relationship with a family member;
- Have the potential for creating an adverse impact on work performance; or
- Creates an actual or apparent conflict of interest in the reasonable judgement of DREAM Charter School

This policy shall also be considered when assigning, transferring, or promoting an employee.

For the purpose of this policy, immediate family includes: spouse, parent, child, sibling, in-law, aunt, uncle, niece, nephew, grandparent, grandchild, and members of household. This policy also applies to romantic relationships. Whenever a DREAM Charter School employee is involved in a romantic relationship or has a familial relationship with another DREAM Charter School employee or prospective employee, both employees must disclose the existence of the relationship to their supervisors or to the Human Resources Department.

Employees who become immediate family members or establish a romantic relationship may continue employment as long as the relationship does not involve or result in any of the above Prohibited Conditions and provided that both members of the relationship disclose the relationship to their supervisor or to the Human Resources Department. If one of the Prohibited Conditions outlined above should occur, attempts will be made to find a suitable position within DREAM Charter School to which one of the employees will transfer. If existing employees become immediate family members or establish a romantic relationship after they have already begun working at DREAM Charter School, DREAM Charter School will make reasonable efforts to assign job duties so as to minimize problems of supervision, safety, security or morale. If accommodations of this nature are not feasible, the employees will be permitted to determine which of them will resign. If the employees cannot make a decision, DREAM Charter School will decide in its sole discretion who will remain employed.

11.7. Romantic or Sexual Relationships

Close personal relationships, or consenting "romantic" or sexual relationships, between a supervisor and an employee (regardless of whether the supervisor managers the employee) may at some point lead to complications and significant difficulties for all concerned — the employee, the supervisor and DREAM Charter School. Any such relationship may, therefore, be contrary to the best interests of DREAM Charter School.

If a close personal, romantic or sexual relationship between a supervisor and an employee should develop, it shall be the responsibility and mandatory obligation of the supervisor to promptly disclose the existence of the relationship to the Human Resources Department. The employee may make the disclosure as well, but the burden of doing so shall be on the supervisor. Failure to disclose the existence of the relationship, in accordance with this policy, may lead to discipline up to and including discharge from employment.

DREAM Charter School prohibits undisclosed supervisor/employee close personal, romantic or sexual relationships (regardless of whether the supervisor managers the employee) and any other undisclosed conduct (such as dating between a supervisor and an employee) that is designed or may reasonably be expected to lead to the formation of a "romantic" or sexual relationship.

Upon being informed or learning of the existence of such a relationship, DREAM Charter School shall take all steps deemed appropriate in its discretion, including possible transfer, reassignment or termination of the parties involved.

In addition, and in order for DREAM Charter School to deal effectively with any potentially adverse consequences such a relationship may have for the working environment, any person who believes that

he or she has been adversely affected by such a relationship, notwithstanding its disclosure, is encouraged to make his or her views about the matter known to the Chief of Schools and the Board of Directors.

This policy shall apply without regard to gender and without regard to the sexual orientation of the employee in a relationship of the kind described.

11.8. Corporal Punishment Policy

No DREAM Charter School employee or volunteer shall inflict any form of corporal punishment upon any DREAM Charter School student under any circumstances.

"Corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. However, an employee may use reasonable physical force, as necessary, to maintain order and control in the following circumstances:

- For self-defense or the defense of another;
- To prevent a student from inflicting harm on himself or herself;
- To obtain possession of a weapon or other dangerous object upon or within the control of a student.

This list is not exhaustive, and it is not intended to be comprehensive.

11.9. Violence in the Workplace

DREAM Charter School strongly believes that all employees should be treated with dignity and respect. Acts and threats of violence will not be tolerated. Any instances of violence must be reported to the employee's supervisor and the Human Resources Department. All complaints will be fully investigated.

DREAM Charter School will promptly respond to any incident or suggestion of violence. Violation of this policy will result in disciplinary action, up to and including immediate discharge.

11.10. Accidents and Emergencies

All employees will be provided care, first-aid and emergency service, as required, for injuries or illnesses while on DREAM Charter School premises. Employees should contact the Human Resources Department, and/or 911 in the event of an accident or emergency.

If an employee is injured on the job, DREAM Charter School provides coverage and protection in accordance with the Worker's Compensation Law. In the event that an injury is sustained while at work, it must be reported immediately to the Human Resources Department.

Failure to report accidents is a serious matter as it may preclude an employee's coverage under Worker's Compensation Insurance.

11.11. Open Door Policy

DREAM Charter School promotes an atmosphere whereby employees can talk freely with members of the management staff. Employees are encouraged to openly discuss with their supervisor any problems so appropriate action may be taken. If the supervisor cannot be of assistance, the Chief of Schools is available for consultation and guidance. If necessary, members of the Board of Directors are also available for assistance. DREAM Charter School is interested in all of our employees' success and happiness. We therefore welcome the opportunity to help employees whenever feasible.

This policy is not a substitute for following the complaint procedure applicable to discrimination, harassment and retaliation complaints or other policy-specific complaint procedures.

11.12. Solicitations and Distributions

Employees may not solicit any other employee during working time, nor may employees distribute literature in work areas at any time. Under no circumstances may an employee disturb the work of others to solicit or distribute literature to them during their working time. Persons not employed by DREAM Charter School may not solicit DREAM Charter School employees for any purposes on DREAM Charter School premises.

11.13. Mail Policy

The receipt of personal mail (including but not limited to UPS and FedEx packages, or any packages received as a result of online purchases) at the workplace must be kept to a minimum. The receipt of excessive personal mail is not considered proper conduct.

11.14. Loss of Personal Property

DREAM Charter School highly recommends that valuable property is not brought to the office. DREAM Charter School, at all times, is not responsible for lost, stolen, or damaged personal property.

11.15. Company Property

As a DREAM Charter School employee you may be provided equipment, including but not limited to, laptops, and other computer equipment (including chargers), cell phones, office keys and other supplies required to perform your job.

It is your responsibility to safeguard company property at all times and to ensure that all property is returned in good working condition at the end of employment or as sooner requested.

DREAM Charter School will maintain a full inventory of all property distributed to all employees. **Should any DREAM Charter School property assigned to you become lost, damaged, or stolen you must immediately notify the Human Resources Manager and you may be responsible for the full replacement cost of the equipment.**

The employee will also indemnify, release or hold harmless DREAM Charter School of any claims arising out of the use of the DREAM Charter School property by the employee.

The protection of business information, property and all other assets are vital to the interests and success of DREAM Charter School. No DREAM Charter School information or property, including without limitation, documents, files, records, computer files, equipment, office supplies, or similar materials (except in the ordinary course of performing duties on behalf of DREAM Charter School) may, therefore, be removed from DREAM Charter School premises.

In addition, when an employee leaves DREAM Charter School, the employee must return all DREAM Charter School related information and property that the employee has in his/her possession, including without limitation, documents, files, records, manuals, information stored on a personal computer or on a computer disc, supplies, and equipment or office supplies. Violation of this policy is a serious offense and will result in appropriate disciplinary action, up to and including financial and/or legal next steps.

11.16. Cell Phone Reimbursement Policy

For employees whose job functions require the use of a cell phone on a regular basis at the discretion of both the hiring manager and the Director of Operations, we provide two options for support:

1. The company will provide a phone that is already a part of the organization's plan/account. That phone is and will remain property of the organization.
2. The company will reimburse an employee for up to $40/month on their personal plan.

11.17. Internal Investigations and Searches

From time to time, DREAM Charter School may conduct internal investigations pertaining to security, auditing or work-related matters. Employees are required to cooperate fully with and assist in these investigations if requested to do so.

Whenever necessary, in DREAM Charter School's discretion, work areas (*i.e.*, desks, file cabinets, etc.) and personal belongings (*i.e.*, brief cases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate.

11.18. Smoking Policy

In order to comply with government regulations, DREAM Charter School has prohibited smoking throughout the workplace. In addition, employees are prohibited from smoking at or near the offices or at or near any company sponsored activity.

Violations of this policy may result in appropriate corrective disciplinary action, up to and including discharge.

While DREAM Charter School prohibits smoking on its premises, it is company policy not to subject an employee to adverse action for lawful conduct outside of work-time and off-premises (including the employee's decision to smoke).

11.19. Reference Checks

All inquiries regarding a current or former DREAM Charter School employee must be referred to the Human Resources Department. Should an employee receive a written request for a reference, he/she should refer the request to the Human Resources Department for handling.

Under no circumstances should any DREAM Charter School employee release any information about any current or former employee over the telephone without having attained approval from the Human Resources Department prior to speaking.

In response to an outside request for information regarding a current or former employee, the Human Resources Department will furnish or verify only an employee's name, dates of employment and job title. No other data or information regarding any current or former employee, or his/her employment with DREAM Charter School, will be furnished unless the employee authorizes DREAM Charter School to furnish this information in a letter that also releases DREAM Charter School from liability in connection with the furnishing of this information, or unless DREAM Charter School is required by law to furnish such information.

11.20. Work Related Travel

Occasionally, staff may need to take taxis/cars for work. When an employee is alone at the office and working late, he/she may call a car to go home or to the nearest subway station. If you live more than 2 miles from work you may take a car to one of the express subway stops closest to your location. Please

confirm with your manager before having arrangments made. Working late is defined as after 8pm in the fall and winter (October – February) and after 9pm in the spring and summer (March – September).

Work related tolls expense over and above your daily commute may be reimbursable. DREAM Charter School will reimburse $0.56 per mile of work related travel for the mileage driven over your average daily commute. These policies only apply when it is deemed necessary to use your own vehicle and are subject to supervisor pre-approval.

When traveling out of town for work, taxis are permitted to and from the airport. When meals are not provided at the conference/training, a maximum reimbursable per diem of $57 is in effect. If you are only traveling for a portion of the day, the per diem will be broken down by meal: $11 for breakfast, $17 for lunch, and $29 for dinner. Use of per diem rates is subject to supervisor approval.

All work related travel requires a supervisor's pre-authorization and all of these costs can be reimbursed provided appropriate documentation with receipt is submitted.

12. LEAVING THE COMPANY

12.1. Resignation

When an employee decides to leave for any reason, the Human Resources Department would like the opportunity to discuss the resignation before final action is taken. DREAM Charter School often finds during this conversation that another alternative may be better. If, however, after full consideration the employee decides to leave, it is requested that the employee provide DREAM Charter School with a written two-week advance notice period (vacation days or personal days may not be included in the two-week notice period but may be used prior). The company will not compensate employees for unused vacation or personal days under any circumstances.

12.2. Voluntary Resignation Incentive

In order to facilitate an orderly and smooth transition, employees are requested to provide a notice of resignation before they leave employment. Employees should give this notice to their supervisors and to the Human Resources Department in writing, in accordance with the following:

- Deans and Principals are requested to give at least eight (8) weeks notice
- All full-time employees are requested to give at least four (4) weeks notice

Employees who provide direct services to a caseload of consumers are expected to complete all required paperwork prior to leaving employment. All employees are required to return any DREAM Charter School property in their possession prior to their last day of employment, and must complete an exit interview with the Talent Development Department.

No payment is given for any unused vacation, holiday, or sick time accruals. However, if an individual is re-hired within six months of separation into a benefit-eligible position, these unused sick leave accruals and any unpaid vacation accruals will be restored.

Employees who resign prior to completing six (6) months of employment will not be eligible for payment.

Employees who do not give notice in accordance with these time frames will not be eligible to receive payment.

Within the timeframe notice is given and the final end date, employees must perform their regular work functions, unless otherwise specified by their supervisor, or they will not be eligible to receive payment.

12.3. Dismissals

Every DREAM Charter School employee has the status of "employee-at-will," meaning that no one has a contractual right, express or implied, to remain in DREAM Charter School's employ. **DREAM Charter School may terminate an employee's employment, or an employee may terminate his/her employment, without cause, and with or without notice, at any time for any reason.** No supervisor or other representative of DREAM Charter School (except the Chief of Schools) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

The Following Guidelines May Be Applied at the discretion of management for immediate dismissals:

Any employee whose conduct, actions or performance violates or conflicts with the company's policies may be terminated immediately and without warning.

The following are some examples of grounds for immediate dismissal of an employee:

- Breach of trust or dishonesty
- Conviction of a felony
- Willful violation of an established policy or rule
- Falsification of DREAM Charter School records
- Gross negligence
- Insubordination
- Violation of the Anti-Harassment and/or Equal Employment Opportunity Policies
- Undue and unauthorized absence from duty during regularly scheduled work hours
- Deliberate non-performance of work
- Larceny or unauthorized possession of, or the use of, property belonging to any co-worker, visitor, or customer of DREAM Charter School
- Possession of dangerous weapons on the premises
- Unauthorized possession, use or copying of any records that are the property of DREAM Charter School
- Unauthorized posting or removal of notices from bulletin boards
- Excessive absenteeism or lateness
- Marring, defacing or other willful destruction of any supplies, equipment or property of DREAM Charter School
- Failure to call or directly contact your supervisor when you will be late or absent from work
- Fighting or serious breach of acceptable behavior
- Violation of the Alcohol or Drug Policy
- Theft
- Violation of the DREAM Charter School's Conflict of Interest/Outside Employment Policy and/or Confidentiality Policy
- Gambling, conducting games of chance or possession of such devices on the premises or during work hours
- Leaving the work premises without authorization during work hours
- Sleeping on duty

This list is intended to be representative of the types of activities that may result in disciplinary action. It is not exhaustive, and is not intended to be comprehensive and does not change the employment-at-will relationship between the employee and DREAM Charter School.

In the event of dismissal for misconduct, all benefits terminate at the last day of employment.

12.4. Exit Interview and Return of Property

The Talent Team is responsible for scheduling an exit interview with a terminating employee on the employee's last day of employment. The Talent Team is in charge of arranging the return of property to DREAM Charter School.

12.5. Benefits/COBRA

Benefits (Life, Medical and Dental) end the last day of the month on an employee's termination. Employees, unless dismissed for gross misconduct, may choose the continuation or waiver of comprehensive medical coverage and dental coverage under Consolidated Omnibus Budget Reconciliation Act ("COBRA").

12.6. Final Paycheck

Employees leaving the company must return all DREAM Charter School property before final paycheck can be issued. The final paycheck will be mailed during the next normal pay period. If there are unpaid obligations to DREAM Charter School, the final paycheck will reflect the appropriate deductions.

13. COMPUTER AND SOCIAL MEDIA POLICY

13.1. E-mail Policy

Every DREAM Charter School employee is responsible for using the electronic E-mail system properly and in accordance with this policy. Any questions about this policy should be addressed to the Human Resources Department.

The E-mail system is the property of DREAM Charter School. It has been provided by the company for use in conducting business. All communications and information transmitted by, received from, or stored in this system are DREAM Charter School records and property of DREAM Charter School. Use of the E-mail system for personal purposes is prohibited.

Employees have no right of personal privacy in any matter stored in, created, received, or sent over the DREAM Charter School mail system.

DREAM Charter School, in its discretion as owner of the E-mail system, reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the E-mail system, for *any* reason and without the permission of any employee.

Even if employees use a password to access the E-mail system, the confidentiality of any message stored in, created, received, or sent from the DREAM Charter School E-mail system still cannot be assured. Use of passwords or other security measures does not in any way diminish DREAM Charter School's rights to access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed as E-mail files may need to be accessed by the company in an employee's absence.

Even though DREAM Charter School has the right to retrieve and read any E-mail messages, those messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail messages that are not sent to them.

DREAM Charter School's policies against sexual or other harassment apply fully to the E-mail system, and any violation of those policies is grounds for discipline up to and including discharge.

The E-mail system may not be used to solicit for religious or political causes, commercial enterprises, outside organizations, or other non-job related solicitations.

The E-mail system shall not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from DREAM Charter School management. Additionally, employees are strictly forbidden from installing software on the DREAM Charter School computer system.

Although DREAM Charter School recognizes that the Internet may have useful applications to our organization, employees may not engage in Internet use for personal purposes. "Surfing the Net" is not a legitimate business activity.

Users should delete outdated or otherwise unnecessary E-mails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. E-mails are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write E-mail communications with no less care and responsibility than they would use for letters and internal memorandum.

Any employee who discovers misuse of the E-mail and Computer system should immediately contact the Human Resources Department.

13.2. Social Media Policy

Employees are personally responsible for the content of any personal online activities, and should continue to hold themselves to the same high professional standards and rules that otherwise apply off-line. At all times when using Social Media Sites (such as Facebook, Twitter, Linked-In, Instagram, Snapchat, web blogs, internet diaries, wikis, or other accessible Internet forums), whether for business or otherwise, employees must adhere to the following guidelines (regardless of whether such sites are accessed through the company's computer systems).

DREAM Charter School's equal employment opportunity policy and its policies against sexual or other harassment apply fully to the use of the Internet, including social media Sites. If conduct is in violation of DREAM Charter School's policies, DREAM Charter School may request that the employee cease the commentary or remove the offensive posting, and may take appropriate disciplinary action.

In order to avoid undermining the educational process, and in order to maintain an appropriate boundary between students and employees, **no DREAM Charter School employee should connect in any way with students or students' families via their own personal social media pages, blogs, or other similar means of communication**. Employees with pre-existing connections are expected to disclose these relationships with their manager or DREAM Charter School's communication's department and follow their recommended course of action.

If there is any need to communicate with a student through social media, it must be through company-approved social media. The school's managers and directors should keep a record and password list for all official school social media and all employees may only contact students through these channels.

Employees are prohibited from posting pictures of students to their personal social media accounts and from "tagging" students or their parents in existing pictures on their personal social media accounts **without prior authorization from the DREAM Charter School's communication's department.**

Employees are permitted to re-post, re-share, or otherwise link to pictures originally posted by DREAM Charter School's communications department on DREAM Charter School's own social media pages. If an employee wishes to post a photograph of a student or students taken that has not already appeared on DREAM Charter School's social media pages, **the staff member must seek prior approval from the DREAM Charter School's communications department**.

Employees should refrain from commenting or otherwise referencing particular students depicted in such photographs in a manner that could be deemed offensive or as exhibiting favoritism. Employees should refrain from commenting, either positively or negatively, about students via social media in a way that would be inappropriate for a report card, parent letter, or parent phone call.

Violations of the company's Computer and Social Media policy may result in disciplinary action up to and including discharge.

The National Labor Relations Act protects the rights of employees to act together to address conditions at work, with or without a union. This protection extends to certain work-related conversations conducted on social media, such as Facebook and Twitter. Nothing in this policy should be read to restrict employees' ability to discuss, on the Internet or elsewhere, the terms and conditions of their employment. The "terms and conditions of employment" refer to, among other things, issues such as pay, the working environment, hours, time off, benefits, promotions, demotions, hiring, termination, or other topics that concern how employees are treated and/or compensated in the workplace.

Employees are required to sign a Computer and Social Media policy Acknowledgment Form as a condition of employment. The form is to be signed on acceptance of an employment offer by Harlem RBI.

14. VOICE MAIL POLICY

Every DREAM Charter School employee is responsible for using the Voice Mail system properly and in accordance with this policy. Any questions about this policy should be addressed to the Human Resources Department.

The Voice Mail system is the property of DREAM Charter School. It has been provided by the company for use in conducting the business of the organization. All communications and information transmitted by, received from, or stored in this system are the records and property of DREAM Charter School. Use of the Voice Mail system for personal purposes is prohibited. Employees have no right of personal privacy in any matter stored in, created, received, or sent over the DREAM Charter School Voice Mail system.

The company, in its discretion as owner of the Voice Mail system, reserves and may exercise the right to monitor, access, retrieve, and delete any matter stored in, created, received, or sent over the Voice Mail system, for *any* reason without the permission of any employee and without notice.

DREAM Charter School's policies against sexual or other harassment apply fully to the Voice Mail system, and any violation of those policies is grounds for discipline up to and including discharge.

The Voice Mail system may not be used to solicit for religious or political causes, commercial enterprises, outside organizations, or other non-job related solicitations.

Any employee who discovers misuse of the Voice Mail system should immediately contact the Human Resources Department. Violations of DREAM Charter School's Voice Mail policy may result in disciplinary action up to and including discharge.

DREAM Charter School reserves the right to modify this policy at any time with or without notice. Employees are required to sign a Voice Mail Policy Acknowledgment Form as a condition of employment. The form is to be signed on acceptance of an employment offer by DREAM Charter School.

15. WHISTLEBLOWER POLICY

15.1. General

DREAM Charter School requires its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. As employees and representatives of DREAM Charter School, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.

This policy is NOT a substitute for following the complaint procedure applicable to discrimination, harassment and retaliation complaints or other policy-specific complaint procedures.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of DREAM Charter School assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

15.2. Reporting Responsibility

It is the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy.

15.3. No Retaliation

No director, officer or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequence because of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Organization prior to seeking resolution outside the Organization. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between the company and its employees, nor does it change the fact that employees of the company are employees at will. Nothing contained herein provides any director, officer, or employee of the company with any additional rights or causes of action, other than those provided by Section 1107 of the Sarbanes-Oxley Act of 2002.

15.4. Reporting Violations

Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should be addressed directly to the Chair of DREAM Charter School's Finance Committee. To report a concern, please send an email to violations@dreamschoolnyc.org which will automatically forward to a board member on the finance committee. Upon receipt of an email, an investigation will be conducted.

15.5. Compliance Officer

The Compliance Officer is responsible for investigating and resolving all reported Violations and shall advise the Finance Committee and, if the Compliance Officer deems it appropriate, the Chief of Schools, of all reported complaints and allegations of Violations. The Compliance Officer is required to report to the full Board of Directors at each regularly scheduled board meeting on compliance activity.

15.6. Accounting and Auditing Matters

The Finance Committee of the Board of Directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls or auditing. The Compliance Officer shall immediately notify the Finance Committee of any such complaint and work with the committee until the matter is resolved. Promptly upon receipt, the Finance Committee shall evaluate whether a complaint constitutes an accounting complaint and if so shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Finance Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results.

15.7. Investigations

The Compliance Officer may delegate the responsibility to investigate a reported Violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of the company or to any other individual, including persons not employed by DREAM Charter School selected by the Compliance Officer; provided that the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported Violation or in a manner that would compromise either the identity of an employee who reported the Violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported Violation shall be determined by the Finance Committee in its sole discretion and DREAM Charter School and its employees will cooperate as necessary in connection with any such investigation.

15.8. Acting in Good Faith

Anyone filing a complaint concerning a Violation must act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

15.9. Confidentiality

In making a complaint or submission, an employee of The company may request that such complainant be treated in a confidential manner (including that The company take reasonable steps to ensure that the identity of the employee making the complaint remains anonymous). The company takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a Violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of Violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

15.10. Handling of Reported Violations

The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Finance Committee, and appropriate corrective action will be taken if warranted by the investigation.

15.11. Records

The Finance Committee will retain on a strictly confidential basis for a period of seven years (or otherwise as required by applicable law or under DREAM Charter School record retention policies as amended from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to DREAM Charter School and such records will be considered privileged and confidential.

16. DREAM Staff Specific Policies

16.1. Confidentiality Protocol Regarding Scholar Concerns

All DREAM educators have a professional, ethical, and legal responsibility to respect the privacy and confidentiality of scholars and their families. Scholars and parents/guardians frequently share verbal and written communications with school personnel with the expectation that the information will be held in confidence. School staff members have an obligation to protect all information obtained in the performance of professional duties and to recognize the extent and limits of confidentiality as required by laws and regulations.

The following guidelines are offered for the protection and disclosure of scholar information by DREAM staff:

1. School systems must keep accurate and complete individual scholar records to provide written documentation of the scholar's academic program and individual progress. Scholar records include information personally identifiable to a scholar that is maintained in written, photographic, or electronic format. All scholar records are to be maintained in accordance with the Family Educational Rights and Privacy Act 1974 (FERPA), Protection of Pupil Rights Amendment 2001(PPRA), No Child Left Behind Act 2001 (NCLB), , Individuals with Disabilities Education Act 2004 (IDEA), Manual for the most current year. Access to scholar record information is limited to school personnel with legitimate educational interest. Release of scholar record information to a third party, absent a court order, requires written consent of the parent(s), guardian(s), or eligible scholar(s) through submission of the DREAM "Consent for Release of Records" form.

2. In keeping with professional codes of ethics and standards of practice (ie National Association of Social Work, American School Counseling Association, etc), information that is directly related to and/or personally identifies a scholar should be shared only with school staff members that have legitimate educational interest. At DREAM legitimate education interest is defined as
    - the information requested is necessary for that official to perform appropriate tasks that are specified in his or her position description or by a contract agreement.
    - The information is to be used within the context of official agency or school business and not for purposes extraneous to the official's areas of responsibility or to the agency or school.
    - The information is relevant to the accomplishment of some task or to a determination about the student.
    - The information is to be used consistently with the purposes for which the data are maintained.
    - Sharing of scholar information should be specific and limited to information that is needed for legitimate educational ends. Every attempt should be made to ensure that the information is accurate, timely, relevant, and obtained legally. Consideration should be given to the impact of the disclosure and to what extent the disclosure, or lack of disclosure, would result in harm to the scholar, his or her family, or others. This would include scholar information shared during professional consultations, conferences, teacher meetings, scholar Support Teams, IEP Teams, and other school-based meetings involving educational planning for scholars. DREAM has communication protocols aimed at supporting staff to navigate these situation
    - Information that is directly related to and/or personally identifies a scholar should not be disclosed to persons not employed by the school system, even if these persons have a legitimate educational interest, unless the release of information is authorized in writing by the parent, guardian, or eligible scholar. This would include, but not be limited to,

persons providing educational, health, mental health, or other services to scholars that are independent providers or persons employed by independent or government agencies (See 4. below for mandatory disclosure of information related to: suspected child abuse neglect; suicide risk, risk of harm to self or another; and/or substance abuse or other illegal acts when the scholar is not seeking help). Code No.: PS 106 1/08 Code No.: PS 106 1/08

3. Disclosure of information in emergency situations is not considered to be a breach of confidentiality when action could be taken, if necessary, which would potentially protect the health or safety of a scholar or others. Factors specifically to be taken into account in determining if the release of scholar information is necessary are:
    a. The seriousness of the threat to health or safety of the scholar or other person.
    b. The need for such records to meet the emergency.
    c. Whether the persons to whom the records are released are in a position to deal with the emergency.
    d. The extent to which time is of the essence in dealing with the emergency.

4. Scholars and parents/guardians should be made aware that there are limits to confidentiality and, by law, school staff must disclose information related to suspected child abuse or neglect, suicide risk, risk of harm to self or another, and/or substance abuse, or other illegal acts when the scholar is not seeking help.

    - School personnel who suspect a child has been subjected to physical abuse, sexual abuse, neglect, or mental injury must immediately make a report to the local Department of Social Services or appropriate law enforcement agency. The oral report must be made as soon as reasonably possible. The written report must be made within 48 hours.

    - School personnel who receive information indicating that a scholar is making verbal or written threats of harm towards self, intention to harm self, or has attempted suicide, must refer the scholar to the school counselor, school psychologist, or school social worker for emergency consultation. School staff must contact the parents/guardians about the suicidal threat or attempt and explain the parents'/guardians' responsibility to obtain assistance for the scholar. Parents/guardians must be contacted even when the information does not come from the scholar but from a third party. A written record of the time/date of notification of parents/guardians, the school staff contacted, and the intervention steps taken by school staff and parents/guardians should be kept by staff member.

    - School personnel who receive information indicating a threat to the health or safety of others such as homicide, gang violence, rape, arson, or other illegal activity should report the information to those in authority in accordance with legal mandates, DREAM policies and procedures, and professional and ethical practices. Information regarding a scholar seeking help for substance abuse should not be disclosed. Reasonable steps must be taken to warn a person or persons in the event of a serious threat of harm to that person or persons. Parents/guardians must be warned of a serious threat of harm to persons who are minors.

    - School personnel who receive information involving a known or suspected case of a communicable disease should notify the school nurse.

5. Scholars who are minors have the legal right to consent to treatment for or advice about drug abuse, alcoholism, sexually transmitted disease, pregnancy, and contraception. scholars who are minors have the legal right to consent for physical examination and treatment for rape/sexual offense and physical examination to obtain evidence of rape/sexual offense. According to the NEW YORK STATE LAW General Article: Without the consent of or over the express objection of a minor, the attending physician, psychologist or, on advice or direction of the attending physician or psychologist, a member of the medical staff of a hospital or public clinic may, but need not, give a parent, guardian, or custodian of the minor, or the spouse of the parent, information about treatment needed by the minor or provided to the minor under this section, except information about an abortion.

Confidentiality is different than privileged communication. Confidentiality involves the disclosure or non-disclosure of information and under what circumstance the information can be released.

16.2. Staff And Student/Family Interactions Outside Of School Time

DREAM is committed to the safety and well being of all of our scholars. Many scholars come to us with substantial educational, emotional and financial needs. In an effort to help address these needs, we develop close, nurturing relationships with our scholars and their families. In some instances, we find ourselves engaging with our scholars and their families outside of the regular school day. The nature of these interactions can sometimes make it difficult to define and maintain boundaries that are professionally appropriate. Listed below is a set of guidelines to be used when interacting with scholars and their families during out-of-school time.

- **Interactions During Out-of-School Time**
  DREAM staff members may choose to engage in activities with scholars and their families during out-of-school time. If/when staff members accept invitations to participate in activities such as birthday parties, dance recitals, or graduation celebrations, staff members must be mindful of the professional relationship that exists between them and the inviting scholar/family member. Staff members may not drink alcohol during out-of-school time events with scholars and their families. Staff members may give gifts to scholars or their families but such gifts may not have a value in excess of $20 and must be approved by the employee's manager prior to the exchange. Staff members are not permitted to meet with any scholar in the absence of his/her parent/guardian without the approval of the scholar's parent/guardian.

- **Email, Telephone and Social Media Communication**
  DREAM staff members are strongly encouraged to communicate regularly with scholars and their families. Staff members should contact scholars and their family members via email and telephone. Staff members must notify the scholar's parent/guardian before engaging in telephone or email communication with the scholar. Staff members may not communicate with scholars via social media and communication via social media with a scholar's family member is strongly discouraged. All communication between staff members and scholars as well as their families should be focused on a scholar's academic or behavioral performance in school or the family member's participation in a school-related activity.

  DREAM staff members may not contact or communicate with scholars after their separation with DREAM without permission from the scholar's parent/guardian

- **Transportation**
  DREAM staff members are not permitted to drive scholars or their families in their personal car at anytime. Similarly, DREAM staff members may not accept rides from DREAM scholars or their families. In certain circumstances, DREAM staff members may escort students to and/or from school by public transportation or walking. To escort a scholar to/from school, staff members

must first receive approval from their supervisor as well as the parent/guardian. Parents/guardians must also sign a waiver of liability.

16.3. Butter Beans Lunch Options For Staff

Butter Beans offers lunch options for staff. Butter Beans offers the option for staff to sign up for a certain number of days per week, and must be signed up ahead of the month. Staff are invoiced directly through Butter Beans, and sign up is through Butter Beans. When you sign up, you are committing to pay for the meal plan you sign up for, regardless of whether you take all meals. To sign up, please email: Jeanne@butterbeanskitchen.com

16.4. Employee Preferences in the DREAM Lottery

DREAM will allow up to 10% of the student population to be children of employees. This preference extends to full time employees of DREAM and Harlem RBI. Harlem RBI, as per the DREAM-Harlem RBI Institutional Partnership Agreement (IPA), serves as a management organization for DREAM that provides shared and program services for the successful management of DREAM Charter School.

Employees will apply through the DREAM Lottery by April 1 of each year. Seats available for employees will be any open seats in a grade after preference has been given to returning students and siblings of current students.

(a) Staffing Chart and Rationale

Identical Staffing plan for DREAM CS Mott Haven and DREAM CS Hunts Point

ADMINISTRATIVE PERSONNEL FTE		**FTE**				
Executive Management		0.0	0.0	0.0	0.0	0.0
Instructional Management		1.0	1.0	2.0	2.0	2.0
Deans, Directors & Coordinators		0.0	2.0	4.0	6.0	6.0
CFO / Director of Finance		0.0	0.0	0.0	0.0	0.0
Operation / Business Manager		0.0	1.0	1.0	1.0	1.0
Administrative Staff		0.0	1.0	1.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF		1.0	5.0	8.0	11.0	11.0
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular		4.0	12.0	20.0	28.0	32.0
Teachers - SPED		2.0	6.0	10.0	14.0	16.0
Substitute Teachers		0.0	0.0	0.0	0.0	0.0
Teaching Assistants		0.0	0.0	0.0	0.0	0.0
Specialty Teachers		0.0	5.0	9.0	9.0	12.0
Aides		0.0	0.0	0.0	0.0	0.0
Therapists & Counselors		0.0	1.0	2.0	2.0	2.0
Other		1.0	2.0	4.0	5.0	6.0
TOTAL INSTRUCTIONAL		7.0	26.0	45.0	58.0	68.0
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse		0.0	0.0	0.0	0.0	0.0
Librarian		0.0	0.0	0.0	0.0	0.0
Custodian		0.0	0.0	0.0	0.0	0.0
Security		0.0	0.0	0.0	0.0	0.0
Other		0.0	2.0	2.0	5.0	6.0
TOTAL NON-INSTRUCTIONAL		0.0	2.0	2.0	5.0	6.0
TOTAL PERSONNEL		8.0	33.0	55.0	74.0	85.0

SERVICE FTE						

Leveraging DREAM
Our identical staffing models for both new DREAM Charter Schools (DCS) intentionally leverage DREAM, our management company and institutional partner. The solid base of functions that DREAM offers to the school eliminates our needs to provide redundant employees at the school level. These include non-academic functions like business managers, human resource staff, payroll clerks, and technology experts. By managing in this fashion, we not only know functions will be handled correctly, but also can dedicate nearly all of our time to academics and culture.

This heavy weighting of academic focus translates to 76 of 85 FTE at the school level considered instructional versus non-instructional, or 89%. This high concentration on the academic side is not only directly attributed to the presence of DREAM, but is cost-effective as well. When we consider the management fee against the cost of individually staffing or outsourcing those functions, the management fee is lower. Additionally, as a replicated school, we immediately benefit from the experience knowing on day one, employees will have health benefits, invoices will get paid on time, and school supplies ready for students.

(b) Qualifications and Responsibilities

Elementary and Middle School Teacher Qualifications:
- Bachelor's degree required; Master's degree or higher preferred;
- Appropriate New York State certification in assigned grade/subject required;
- At least two years of relevant teaching experience strongly preferred;
- A desire to make a difference in the lives of our students, families and community;
- A commitment to working with diverse populations of families and students, including those at risk of educational failure;
- Bilingual (Spanish) preferred.

Administrator qualifications
- Master's Degree in Education or School Administration preferred;
- Minimum of three (3) years of middle or high school teaching experience with a record of high student achievement;
- Extensive knowledge of best practices in classroom management and instructional strategies with emphasis in literacy and mathematics;
- Exemplary interpersonal skills and an understanding of adult learning strategies to provide mentoring and coaching;
- Successful experience in providing staff development in a large group, small group and one-on-one settings;
- Ability to use a variety of data sources to drive instruction;
- Bilingual (English/Spanish) a plus.

(c) Staff Recruitment and Retention

Recruiting teachers is challenging in today's strong economy, with fewer and fewer teachers available. Many teachers seek the suburbs, so we learn at job fairs and other outlets. We work through Teach for America and other customary search platforms, knowing that once we find a new teacher who is a good fit for DREAM, we have deep capacity to help them grow and stay.

In addition to providing bonuses to current teachers to continuously refer colleagues to become faculty at DREAM, we believe our most important retention tool is our clearly articulated pathway program. This program is overseen by our talent department at the DREAM level. This pathway allows those teachers who want to rise through our organization the ability to do so. We recognize that finding the next leader is going to be challenging. If future leaders are groomed from within, and are inculcated with years of DREAM common language, cultural norms, and instructional excellence, we have created our own pipeline. This has served us well for our our first decade, and this pathway will be more important than ever with three schools. Below is a common track for a talented teacher who wants to become an administrator.

1. Teacher
2. Teacher with strong results and great collaboration
3. Teacher takes on emerging leadership responsibilities (grade team lead responsibilities, coaching, curriculum leadership, etc).
4. Teacher becomes academic dean
5. Teacher becomes resident principal
6. Teacher becomes principal (through opening new schools or succession)

(d) Personnel Policy

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the personnel policy of DREAM Charter School.

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, Response D (2) c (8).

12. Partner Organizations

(a) Partner Information

This response is incorporated by reference from the following source material: DREAM Charter School Transfer Application, D-12 CMO and partnership information, 2017.

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will both have the partner organization, DREAM. DREAM will provide both schools with afterschool and summer programming as well as the following support services: data, curriculum, assessment, strategy, finance, information technology, talent development, human resources, fundraising, communications, building maintenance, security, utilities, and insurance.

DREAM
PLAY LEARN GROW

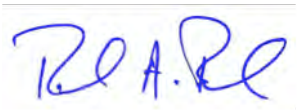
June 2018

Dear Dream Charter School Board of Trustees,

DREAM is pleased to provide you with this letter to confirm our commitment to your schools as your board expands beyond DREAM Charter School. As discussed in our strategic plan, our services will also expand and scale to meet the oversight needs of your academic programs of three DREAM charter schools.

We look forward to continuing our team effort into our second decade together.

Sincerely,



Richard Berlin

1991 SECOND AVENUE, NEW YORK, NY 10029 T212.722.0232 F212.348.5979 WWW.WEAREDREAM.ORG

DREAM CHARTER SCHOOL

BY-LAWS

ARTICLE I: NAME

The name of the Corporation is the DREAM Charter School, Inc. (hereinafter "the Corporation").

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;

2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;

5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;

6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the Corporation shall be not fewer than three (3) and shall not exceed twenty-five (25). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. Interested Persons. No person serving on the Board may be an interested person. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person. All persons serving on the Board shall comply with any stated ad adopted Conflicts of Interest and Code of Ethics Policies.

4. Term of Office. The Board shall elect Trustees at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose by a majority of a quorum of the Board of Trustees. Trustees shall hold office for a term of one (1) year beginning on July 1st of the given year, and until their successors have been elected as provided herein, or until the death, resignation or removal of the Trustee. Trustees shall be eligible for re-election without limitation.

a. The term of office of a Trustee elected to fill a vacancy begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

D. Removal of Trustees. The Board may remove a Trustee for cause by a majority vote of all Trustees (other than the Trustee subject to removal) at a Special Meeting of the Board called for that purpose.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board and to the President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE IV: OFFICES

The Corporation's principal office shall be at the following address: DREAM Charter School, Inc., c/o: 232 East 103rd Street, New York, NY 10029. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. The Corporation may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meetings. An Annual Meeting of the Board shall be held in the month of June. Notice of the time and place of such annual meeting shall be given by the Secretary to each Director not less than twenty days before such annual meeting.

D. Regular Meetings. Regular meetings of the Board may be held at such time and place as shall be designated by resolution of the Board. Notice of the time and place of any such regular meeting shall be given by the Secretary to each Trustee not less than ten days before any such regular meeting, except, that if notice is sent by mail, such notice shall be received by each Trustee not less than ten days before such regular meeting.

E. Special Meetings. A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-half of the entire Board. Notice of the time and place of any such regular meeting shall be given by the Secretary to each Trustee not less than five days before any such regular meeting, except, that if notice is sent by mail, such notice shall be received by each Trustee not less than five days before such regular meeting.

F. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

G. Notices. Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

H. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. If the Board has less than fifteen Trustees, one-third of the entire Board shall be necessary to constitute a quorum for the transaction of business. If the Board has more than fifteen Trustees, then five Trustees plus one additional Trustee for every ten Trustees (or fraction thereof) in excess of fifteen Trustees shall be necessary to constitute a quorum for the transaction of business. The acts of a majority of the Trustees present at a meeting at which a quorum is present shall be the acts of the Board, unless otherwise provided by law, the Articles of Incorporation or these Bylaws. If a quorum is not present, a majority of the Trustees present may adjourn the meeting to such time and place as they may determine without notice other than announcement at the meeting until enough Trustees to constitute a quorum shall attend. When a quorum is once present to organize a meeting, it is not broken by the subsequent withdrawal of any Trustee.

B. Action by the Board.

1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Directors at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the fullest extent permitted by law, trustees participating by means of video-conferencing may be counted toward achieving a quorum, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience, if any.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose, and the President of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees.

2. Standing Committees. The Board shall have the following standing committees: Executive (chaired by the Board Chair), Finance (Chaired by the Treasurer), Nominating, Education, Accountability and Personnel. Additional Chairs and committee members will be appointed by the President of the Board.

3. Authority of Board Committees. The President of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

a. The election of Trustees;

b. Filling vacancies on the Board or any committee which has the authority of the Board;

c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and

d. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are subject to the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-

dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the Corporation consist of a President (hereinafter "President"), Vice President (hereinafter "Vice President"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. President. Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

2. Vice President. If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time, whenever in the sole judgment of the Board of Directors the best interest of the Corporation will be served thereby. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

A. Exculpatory Provisions.

None of the Corporation's current or former Officers or Trustees (each, an "Indemnified Person") shall be liable, directly or indirectly, to the Corporation for any act or omission taken or omitted by such Indemnified Person in good faith, provided that such act or omission did not constitute gross negligence, fraud or willful violation of the law or a breach of such Indemnified Person's duty of loyalty to the Corporation.

B. Derivative Actions.

Any and every Indemnified Person made or threatened to be made a party to any action, suit or proceeding by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he or she, his or her testator or intestate, is or was a Trustee or Officer of this Corporation or of any corporation which he or she served as such at the request of this Corporation, shall be indemnified and held harmless by the Corporation to the fullest extent permitted by applicable law, against any and all claims, liabilities and expenses of whatever nature ("Claims") relating to activities undertaken in connection with the Corporation, including but not limited to amounts paid in satisfaction of judgments, in compromise or settlement, or other amounts, and reasonable attorneys', accountants' and experts' and other fees, in each case incurred by him or her in connection with the investigation, defense or disposition of such action or in connection with any appeal thereof, except in relation to matters as to which it shall be adjudged in such action, suit or proceeding that such Officer or Trustee has breached his or her duty of loyalty to the Corporation.

C. Nonderivative Actions.

Any and every Indemnified Person made or threatened to be made a party to any action, suit, or proceeding other than one by or in the right of the Corporation to procure a judgment in its favor, whether civil or criminal, including an action by or in the right of any other corporation of any type or kind, domestic or foreign, which any Trustee or Officer of the Corporation served in any capacity at the request of the Corporation, by reason of the fact that he or she, his or her testator or intestate, is or was a Trustee or Officer of the Corporation, or served such other corporation in any capacity, shall be indemnified and held harmless by the Corporation, to the fullest extent permitted by applicable law, against any and all Claims incurred by him or her in connection with the investigation, defense or disposition of such action, suit or proceeding or in connection with any appeal thereof, except in relation to matters as to which it shall be adjudged in such action, suit or proceeding that such Officer or Trustee

(i) acted with gross negligence, fraud or willful violation of the law or (ii) shall not have acted in good faith.

D. Advance of Expenses.

Expenses incurred by an Indemnified Person in, investigation, defense or settlement of any Claim that may be subject to a right of indemnification hereunder may be advanced by the Corporation prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the Indemnified Person to repay such amount if it shall ultimately be determined that the Indemnified Person is not entitled to be indemnified by the Corporation.

E. Non-Exclusivity.

The right of any Indemnified Person to the indemnification provided herein shall be cumulative of, and in addition to, any and all rights to which such Indemnified Person may otherwise be entitled by contract or as a matter of law or equity, and shall extend to such Indemnified Person's successors, assigns and legal representatives. The Corporation shall have the power to purchase or maintain at its cost and expense insurance on behalf of such Indemnified Persons to the fullest extent permitted by this Article and applicable law.

F. Satisfaction from Corporation's Assets.

All judgments against the Corporation or an Indemnified Person, in respect of which such Indemnified person is entitled to indemnification, shall first be satisfied from corporation assets before the Indemnified Person is responsible therefore.

G. Notices of Claims.

Promptly after receipt by an Indemnified Person of notice of the commencement of any action or proceeding or threatened action or proceeding involving a Claim, such Indemnified Person will, if a claim for indemnification in respect thereof is to be made against the Corporation, give written notice to the Corporation of the commencement of such action; provided, however, that the failure of any Indemnified Person to give notice as provided herein shall not relieve the Corporation of its obligations under this Article VI, except to the extent that the Corporation is actually prejudiced by such failure to give notice. Each such Indemnified Person shall keep the Chairman of the Board of Trustees and the Executive Director of the Corporation apprised of the progress of any such proceeding.

H. Burden of Proof.

In any dispute as to indemnification between the Corporation and a person claiming indemnity, the burden of proof shall in all events, and as to all elements of any claim or defense, be on the Corporation.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President of the Board, the Principal, or Treasurer. In the instance that that the Corporation utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of $5,000.00 or greater must be signed by two (2) of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Conflict of Interest. No Trustee, Officer, or Committee member shall, consistent with any stated and adopted Conflicts of Interest and Code of Ethics Policies, have an interest in any contract, other transaction or program approved by the Board or Board Committee. Any Trustee, Officer or Committee member who may have such an interest, or may cause the appearance of such an interest, in any such contract, other transaction or program presented to the Board or Board Commitee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such contract, other transaction or program shall be eliminated from consideration. The minutes of the meeting shall reflect proceedings, including the disclosure made, and the vote thereon. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and

2. Corrective and disciplinary actions with respect to transgressions of such policies, including removal from the Board.

For the purpose of this section, a person shall be deemed to have an interest in a contract, other transaction, or program if it results in a direct or indirect financial benefit to the person, and the person can negotiate, authorize, approve, prepare, make payment or audit bills or claims under the contract.

F. Interpretation of Charter. To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws at any annual, regular or special meeting of the Board by a majority of the votes cast at such meeting, provided notice or intention to amend the Bylaws be sent to each Trustee at least twenty (20) days before such meeting, and subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary Dated:_____

HARLEM RBI AND DREAM CHARTER SCHOOL
CODE OF ETHICS

Sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of our goals. We also have certain obligations under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all trustees, officers and employees.

Therefore, every officer and employee, paid or unpaid, including the Board, shall adhere to the following code of conduct:

1. *Gifts*: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

   However, we welcome and encourage the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential Information*: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest, except as expressly required by law. In addition, any information regarding any matters discussed in an executive session of the Board shall not be disclosed, regardless of whether such information is deemed confidential or not, except as expressly required by law.

3. *Conflicts of Interest*: All officers and employees shall adhere to the Policy on Conflicts of Interest. In particular, officers and employees shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, nor shall any officer or employee receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter.

4. *Disclosure*: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

5. *Investments*: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

6. *Employment*: An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties. An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This paragraph shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

The violation of this code of ethics may also be a violation of General Municipal Law, and thus has significant penal implications. In addition to any penalty imposed by law, any person who knowingly and intentionally violates any of the forgoing provisions may be suspended or removed from office or employment in the manner provided by law.

13. Governance

(a) Education Corporation Board Roles and Responsibilities

Board Roles and Responsibilities

The educational corporation of DREAM Charter schools will continue to carry on the same functions as the first decade. These include oversight of finances, leadership, and the school accountability plans. The DREAM network will be contracted to assist in the academic oversight of all DREAM charter schools. This is an alteration in the function DREAM performed in the first decade. From 2008-2018, with only one DREAM school, we managed our own academic oversight. This included reliance on our Chief of Schools to oversee all academic programming, personnel and other staff that would have any impact on culture or academics.

As we seek replication of our original school into two additional K-8 charters in the South Bronx, all of our institutional practices will be carried over as well. The most prominent elements our board has been proud to oversee have been our instructional quality and the way we engage families. We firmly believe these major qualities will be carried to the South Bronx. The reason will be because we have established these strengths for a full decade, earning two consecutive full-term renewals. We are also reliant on DREAM to help us with our role of academic oversight. To do this, DREAM is adding academic services to its offerings to our three schools, and will scale these academic services once authorized. We are confident in the talent DREAM is adding to its academic department, considering all of them already come from DREAM or DREAM Charter School. This gives our board assurance that any DREAM staff member will be familiar with how our schools teach, talk to families, and generally operate.

(b) Education Corporation Board Design

Board Composition

Our current DREAM Charter School Board of Trustees consists of eight members. These eight members include three shared members from DREAM's board, our institutional partner. This has been a beneficial structure for the first decade, since we share the same vision and goals for our students. As our footprint optimistically grows from one school to three, so will our board. We plan to add three members to a total of eleven board members during 2018-2019. The skillsets we rare seeking with these three new members will be education, real estate, and legal. Education talent is always welcomed in order to have meaningful policy discussions on pedagogical approaches, teacher recruitment, and other high-level areas. The reason we are seeking real estate and legal board members is because we expect the search for incubation and/or permanent facilities in CSD 7 or 8 to be complicated and challenging. Even though we have retained DBI consulting, we want to give them a liaison at the board level to conference with. We will also make certain that no board member receives any financial benefit from any real estate transaction we eventually will take part in. Aside from adding three members over the course of the 2018-2019 school year, our board will operate the same as it has. We will

meet monthly for twelve meetings per year and utilize the same code of ethics and bylaws that were submitted in our 2017 SUNY transfer and renewal applications. DREAM Charter School has a history of compliance in all aspects of open meetings law, and regularly posts our meeting minutes to our website.

Board Training

Once authorized, we will have access to Charter School Program (CSP) funds to help re-train our board members to update their knowledge, particularly around topics such as renewal expectations, expectations for networks, changes in the charter school landscape, and recent authorizer expectations, as well as changing high school graduation standards and college readiness metrics.

Committee Structure

DREAM's Educational Corporation's Board of Trustees has an active finance committee that meets four to six times per year. Work done in this committee prevents the entire board from having to labor over sometimes long and laborious finance discussions. Recommendations brought by the finance committee are brought to the whole board for votes, when necessary. The finance committee handles typical business such as looking at regular budget t0 actual spending, revenue updates, as well as considerable time and effort spend during budget season (January through June).

Leader Evaluations

For our first decade, our leader evaluation methods have been collaborative, and intentionally lacked the formality of some other organization's scoring system for leaders. We rely heavily on our leaders to run effective day to day operations and appreciate the large undertaking that involves, so we have tried not to ratchet up the pressure even more by instituting rigorous scoring metrics. We also understand we have a responsibility for oversight and evaluation of our school leaders. We have chosen to operate in more of a goal-setting approach with our leaders and revisit those goals regularly to assess progress towards meeting them. These are not simply goals pulled from our accountability plans that call for exceeding the district in scoring, or some other academic metric or milestone. Rather, we build our goals with more organic needs, such as improving parent response time for questions, constantly improving attendance or any other example of organizational effectiveness. We feel that accomplishing these types of goals results in academic outcomes that continuously have improved.

In the next decade with multiple schools, we intend to monitor the performance of our leaders using a variety of agreed upon areas for improvement. We estimate that each building will be different, so we are open to using academic and organizational data to work with DREAM and our principals to set realistic improvement goals on a building by building basis, as that method have served us well.

Performance Monitoring

DREAM and our board and leadership have teamed to develop a comprehensive dashboard took that is reviewed at every board meeting. Stakeholders fill out the areas in advance of every board meeting and the dashboard is circulated in advance for review. The dashboard contains important academic, organizational and fiscal data to improve the dialogue at board meetings. The dashboard also has a section on the performance of DREAM and their services, in a sign that every entity is accountable, not just the performance of the students.

(c) Stakeholder Participation

There will be no changes to the way different stakeholders can participate at the governance level. This section is NA.

(d) By-Laws

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will be governed by the existing board of DREAM Charter School, so this response is incorporated by reference from the following source material: DREAM Charter School Transfer Application, 2017, Document D-08.

(e) Code of Ethics

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will be governed by the existing DREAM Charter School Board.

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, Exhibit I - Code of Ethics. Note that the Code of Ethics references Harlem RBI, which is now called DREAM.

(f) Complaint Policy

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the complaint policy of DREAM Charter School, shown below from the DREAM Charter School Family Handbook.

APPENDIX D: PROCESS FOR SHARING CONCERNS & FINDING SOLUTIONS

Formal Complaint

Section 2855 (4) of the NYS Charter Schools Act provides that parents (as well as any other individual) who believe that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief. The law gives the power to hear those complaints to the school's board of trustees in the first instance *(though the board of trustees may delegate that power to, for example, the principal or a committee of the board or a neutral third-party)*. The Board of Trustees then has *45 days* to provide a response *(may be written)*.

Issues involving a violation of the law or charter may be resolved informally and you may wish to use this avenue before making a formal complaint, but the option of initiating a formal process can be enacted at any time.

If, after making your complaint, you are unsatisfied with the school's board of trustees' determination and action (or does not respond within the time outlined in the formal complaint policy), you can make a formal complaint to the SUNY Charter Schools Institute. Pursuant to the Act, if a complainant who properly appealed an education corporation's formal complaint decision to the Institute is unhappy with the Institute's final decision on the matter, the complainant may appeal to the New York State Education Department (which handles complaints for the New York State Board of Regents ("Board of Regents"). Contact information for the Board of Regents is available at: http://www.newyorkcharters.org/contact/. Both the Institute and the Board of Regents can issue school remedial orders to remedy complaints. It is very important that before you use this formal complaint process (either with the school or afterwards with the school's authorizer) that you determine positively that your complaint involves a violation of the charter or law. If it does not, this process is not the appropriate avenue for you to seek a solution to your problem.

Informal Complaint

Many types of complaints do not involve violations of law or the charter; rather, they are informal complaints. Where appropriate you may wish to use this more informal approach, which is likely to result in a resolution of the issue in a far more timely manner—and which is suited to dealing with issues that do not involve a violation of the charter or law. Please note that the Institute does not handle appeals of informal complaints.

The Family Engagement Office is Available to Answer Questions and Assist Families Throughout this Process.
familyengagement@wearedream.org / 212 - 722 - 0232

14. District and School Relations

(a) Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Overview and philosophy
DREAM Charter School (DCS) maintains a strong and positive relationship with the New York City Department of Education (NYC DOE) and its corresponding Community School Districts (CSD). This is rooted in DCS's commitment to being a community school and serving all students while also maintaining strong academic results. In May 2016, Mayor Bill De Blasio visited DCS in East Harlem and affirmed our approach by saying, "This is a school that is of and by and for the community, it is not some bigger model brought to the community abstractly."

Being "by and for the community" is core to how DREAM and DCS operate in both East Harlem and the South Bronx, where DREAM Charter School Mott Haven (DCMH) and DREAM Charter School Hunts Point (DCHP) will be located. As stated in other portions of this application, DCS benefits from the tremendous amount of involvement by DREAM's out-of-school (OST) programming in the South Bronx. The communities in and around CSD 7 and CSD 8 have been engaged with DREAM since it expanded its sports-based youth development programming there in 2013. South Bronx community members also recognize the organization through its 2016 transformation of Patterson Playground into a brand new baseball and softball field for after-school and summer programs.

Strategy, strengths, and challenges
Our overall approach is that we aim to build genuine connections beyond the school walls with community leaders, families, government stakeholders, and politicians. DREAM's Managing Director of Community, Family, and Government Engagement and her team lead this work for DCS and DREAM. The team works to identify and integrate resources and services from the community to strengthen the school and OST program, family practices, and student learning. Such family, district, and community engagement strategies have proven highly effective at promoting positive outcomes for youth and families including increased academic success and high family satisfaction rates.

Perhaps most importantly, DREAM has been a partner OST program for multiple district schools in the South Bronx. School partnerships are central to engaging OST participants, and we are able to offer school partners unique enrichment opportunities for students. We work hand-in-hand with principals and teachers to improve academic outcomes for students. As the organization moves toward its integrated model, DREAM believes these school partners will be advocates of our work and proponents of DCS becoming a member of the community as well.

As with any expansion, we assume that there will be both challenges and opportunities with the community, city, and district. We believe that any friction or challenges that arise will most likely be linked to seeking co-located incubation space for both new charter in CSD 7 and CSD 8. DREAM and DCS leadership have been in communication with NYC DOE about co-located

space for the last several months and recently met in-person in mid-June. As the realities of real estate unfold in the coming months and years, DREAM will use the full capacity of its relationships with families, schools, and government to ensure that positive solutions are found.

Maintaining positive relationships
At its core, DREAM is a community-based organization committed to furthering the lives of its participants and supporting effective and strategic partners who also serve East Harlem, the South Bronx and the whole of New York City. We partner with a number of organizations in the community and the greater New York area to connect participants to the best possible services, prevent duplication and build a community among agencies doing similar work.

Through the six service clusters outlined below, we seek to engage families and explore how their children can be successful as students, as well-paid participants in the workforce, and as members of healthy families and communities:

- Free legal clinics and dental clinics
- Nutrition classes
- Community forums and activities
- GED classes
- Free admission to museums and cultural institutions around New York; and
- Mentoring programs for students.

DREAM and DCS will continue to be an active player in local collaborations that offer students and families expert services and resources such as health centers, nutrition and food educators, and local colleges and universities.

(b) Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

DCS will be opening DCHP and DCMH in CSD 7 and CSD 8 in the South Bronx. Both of these CSDs have student populations (outlined below) that are from historically underserved minority groups. Additionally, the students enrolled within both CSDs are almost entirely below the poverty line according the most recent data from the NYC DOE. Lastly, both CSDs have a profoundly low proficiency rate in both ELA and math compared with DCS's proficiency rates.

2017-18 Student Demographics

NYC Community School District	% Black	% Hispanic	% Students with Disabilities	% English Language Learners	% Poverty	Economic Need Index
CSD 7	26.8%	69.5%	23.2%	16.5%	91.6%	91.6%

CSD 8	22.0%	64.4%	23.2%	13.6%	82.9%	82.1%

2017 NYS ELA Exam

NYC Community School District	Level 1	Level 2	Level 3	Level 4	Proficient (Levels 3+4)
CSD 7	40.2%	37.7%	17.8%	4.3%	22.0%
CSD 8	33.8%	37.8%	20.9%	7.5%	28.4%

2017 NYS Math Exam

NYC Community School District	Level 1	Level 2	Level 3	Level 4	Proficient (Levels 3+4)
CSD 7	52.9%	29.4%	12.3%	5.4%	17.7%
CSD 8	44.9%	31.0%	16.0%	8.1%	24.1%

The realities outlined above are why DREAM and DCS are dedicated to serving the communities of Mott Haven and Hunts Point. The organization also believes that it provides exceptionally fertile ground for collaboration and sharing of best practices. Many schools facing the economic realities of student and family populations like the ones in CSDs 7 and 8 believe that providing needed non-academic services improve the academic performance of students. However, many of schools are forced to approach that problem from ground zero. DREAM and DCS provide a proven model of wrap-around services and effective family engagement.

Additionally, DCS is committed to serving the students with the most limited access to high-quality schools. It will continue to use its East Harlem lottery model of reserving half of all open seats for students living in New York City Housing Authority. Additionally, it will partner with surrounding schools to better serve students with disabilities and English language learners \ in need of inclusive and robust supports. As mentioned elsewhere in this proposal, DCS currently partners with the NYC Autism Charter School to transition their students into general classroom settings. We would provide these same services and partnerships to our new school neighbors and partners in the South Bronx.

Lastly, DREAM will continue to have a robust and transformative array of OST programming for the community based on its current partnerships and also with its new integrated model.

Admissions/Enrollment Policy

The following policy is listed on DREAM's website (www.wearedream.org)
2017 LOTTERY RESULTS The lottery for the 2017-2018 school year was held on Thursday, April 13, 2017. Your 2017-2018 lottery result is available on SchoolMint, using the login information you received when you applied. Please use either the email address or cell phone number that you provided on the application as your username. If you have any questions about the lottery results, please give us a call at 212-722-0232 (para Español o Inglés).

ONLINE APPLICATION

- Step 1: Choose language
- Step 2: Create account
- Step 3: Fill out application

Submit online application >

PRINT APPLICATION

- Please mail applications to DREAM Charter School, 1991 Second Avenue, New York, NY 10029, or stop by to hand them in!
- English PDF
- Español PDF

STUDENTS ARE ENROLLED IN DREAM THROUGH A LOTTERY. Signed applications must be received by 4:00PM on Monday, April 3, 2017 to be eligible for the lottery. Applications received after this date will be placed on the waiting list in the order in which they are received.

Enrollment preferences:

- First preference will be given to returning students from the prior school year.

- Second preference will be given to siblings of returning students. “Siblings” means two or more children that are related by having the same father and/or mother, through biology or legal adoption.
- Special preference will be given to incoming Pre-K, Elementary and Middle school students who live in NYCHA housing in Community School District 4.
- Special preference will be given to children of DREAM staff.
- 50% of incoming Pre-K and Kindergarten seats will be reserved for students who reside in NYCHA Housing in Community School District 4.

Questions? Contact us at info@dreamschoolnyc.org or 212-722-0232.

Admissions Policy pulled from DREAM’s official charter

From page 55

To demonstrate compliance with federal requirements that ensure equal access for students with disabilities, the DREAM application articulates the policies and procedures the charter school will follow to ensure the federal requirements are met. The charter school application thus includes the following elements: (a) description of the admissions procedures that will be used that ensures equal access for students with disabilities and children designated as homeless and recognition that any child who is qualified to attend public school in New York State is also qualified for admission to DREAM. Also included is a statement that DREAM cannot deny admission on the basis of a student’s disability and (b) description of the special education and related services that the charter school will provide directly and those that will be provided by the student’s district of residence or other provider.

From page 56

Special Education Program

DREAM will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student’s Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students’ school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). The school shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at DREAM shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students’ school district of residence.

From page 75

Student Recruitment Plan

Each year, DREAM will conduct extensive outreach to ensure that community members in East Harlem are informed about the school. In order to reach the greatest number of families in CSD 4, DREAM's recruitment strategy will include outreach at locations frequented by parent/guardians with young children. These include day care centers, pre-kindergarten programs, Head-starts and Early Head-starts as well as local CBOs, churches, and tenant associations. DREAM will not deny a student admission to the school based on disability, nor will its application ever include questions designed to elicit a students' status as disabled.

From page 130

Student Admission Policies

DREAM Charter School is a tuition-free, charter school open to New York City children. In addition to providing an admission preference to returning students and siblings of returning students, DREAM provides a preference to students who reside in community school district (CSD) 4.

DREAM shall not discriminate against any child on the basis of race, creed, ethnicity, national origin, ancestry, religion, gender, disability, measures of achievement or aptitude, intellectual ability, athletic ability or any other ground that would be unlawful for a public school. DREAM shall comply with the requirements of New York Education Law §2854(2) and all other applicable laws.

DREAM will enroll 50 Kindergarten students each school year and fill seats vacated by non-returning students in all other grades. To be eligible for a Kindergarten seat, children must be at least five years old by December 31st of the year in which they plan to enroll. Starting in August 2017, DREAM will enroll 100 9th graders per year for its high school.

15. Student Demand, Community Support, Recruitment and Retention

(a) General Student Population

Demand

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will provide relief to the high demand for charter school seats in NYC CSD 7 and 8. Two of three charter school applicants in CSD 7, and three of four in CSD 8 do not actually receive a seat.[1] This translates to 4,000 un-seated children in CSD 7 and 2,600 in CSD 8. With waiting lists long and still too few quality options, our two schools will bring more high-quality K-8 seats to these needed areas of South Bronx. Specifically, both schools at full K-8 enrollment will provide high-quality seats to 648 students in each CSD. (See R-04ab)

Current CSD Performance

Districts 7 and 8, which make up the entire south Bronx from west to east, encompass some of the lowest student performing community school districts in New York City. The average proficiency of South Bronx traditional public schools is 20.7%, marking the lowest proficiency of the three heavily concentrated NYC charter sectors, including Harlem, Central Brooklyn and the South Bronx.[2] However, there are still thousands of unserved students who need a reputable and academically-proven school model such as DREAM Charter School (DCS).

South Bronx Need

New York City's Citizens' Community for Children (CCC) recent study of the risk factors for NYC children studied 59 community districts on a variety of lifestyle factors. These included educational attainment rate, teen pregnancy, violent crimes, housing crises, unemployment and other prominent factors. These factors either raised or lowered the risk of growing up in a particular community. The December 2016 release of results found that Hunts Point and Mott Haven, DCS's intended communities, ranked 1st and 3rd of 59 communities in the highest risk areas in which to grow up and attend schools.[3]

DREAM Schools and Other High Performing Charter Schools

The replicating aspect of the proposed schools could make an immediate academic impact in these two historically underperforming CSD. This is because DREAM is replicating an existing success at DREAM Charter School. We will be able to more easily scale our community engagement, instructional strengths and proven effective use of data, than a new school with no existing track record. Earning two straight full renewal terms from two different authorizers, we have shown that our methods can and have changed the trajectory for many Harlem youth. The same results are expected in Mott Haven and Hunts Point.

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[1] 2017-18 waiting list study - NYC http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf

[2] Charter Sector 2016-17 NYS scores analysis http://www.nyccharterschools.org/content/new-york-city-charter-school-center-test-score-analysis-2016-17

[3] CCC Community Risk Ranking, December 2016

The table below positions DREAM Charter School's current ELA and Math performance against not only the CSD average but also the standing of charter sector in CSD 7 and 8. In the makeup of the existing charter schools in the South Bronx, there are successes and those facing significant struggle. Despite the fact the the charter averages are significantly higher than CSD averages, there are still some CSD 7 and 8 charter schools that are underperforming. Therefore, in the coming few renewal cycles, there may be eventual non-renewal situations which will leave those students to find other seats, thereby increasing charter student demand even more.

DREAM Charter School, CSD 7 Charter Schools, CSD 7

Entity	ELA Proficiency (2017)	Math Proficiency (2017)
DCS	45.7%	55.6%
Charter Sector	44.2%	48.8%
CSD 7	22%	17.7%

Analysis
2017 DREAM Charter School scores in ELA are currently higher than the charter sector average in CSD 7. The DCS scores are more than double the proficiency of the struggling CSD public schools in ELA and triple in Math. It is important to bring to light that the charter sector average in this CSD is replete with exceptionally high performing charters as well as some in the single digits in proficiency. It is possible that repeated under-performing schools may face non-renewal in coming years and new additions to CSD 7 will enter.

DREAM Charter School, CSD 8 Charter Schools, CSD 8

Entity	ELA Proficiency (2017)	Math Proficiency (2017)
DCS	45.7%	55.6%
Charter Sector	44.3%	41.4%
CSD 8	28.4%	24.1%

Analysis
In district 8, the results are similar for DREAM versus the charter sector and CSD 8. DREAM outperforms both the charter sector as well as district schools in overall grade 3-8 proficiency. We are optimistic that we can bring high achievement outcomes to students in Mott Haven and Hunts Point, just as we have done in Harlem.

(b) Target Population Enrollment

Both of the proposed schools intend to serve the same demographic that lives in the South Bronx, CSD 7 and 8. We do not expect crossover from other school districts, considering the

existing high demand in both CSD 7 and 8. Similar to our replicated school, we will also give preference to students from the local CSD and also those living in New York City Public Housing (NYCHA).

The table below, also shown in greater detail in Response 1ac, shows the CSD 7 and 8 breakdown of Economic Disadvantaged (ED), English Language Learners (ELL), and Students with Disabilities (SwD).

NYC Bronx CSD # 7 and #8: 2016-17 Subgroup Data vs. NYC Average

Group	English Language Learners	Students with Disabilities	Economically Disadvantaged
CSD 7	18%	26%	93%
CSD 8	14%	26%	79%
NYC	13%	22%	71%

Shown above, CSD 7 and 8 have significant percentages of the three subgroups, all higher than NYC averages. Students from these groups have historically struggled to maintain grade level and reach proficiency more than non-subgroup peers. For instance in NYC, the overall proficiency of 3-8 students in English Language Arts was 41% in 2017. However, ELL, SwD and ED students in NYC scores 6%, 11% and 34% on the same exam.

DREAM has a strong record of serving the three identified subgroups. DREAM Charter School has a history of serving representative numbers of the three subgroups. Additionally, DREAM has fared well in proficiency of ELL and ED students. For example in 2017, DREAM's ELL students more than doubled the proficiency of NYC ELL students 13% to 6%. In ED, the difference was 45% to 34%.[4] With considerable numbers of these subgroup children in CSD 7 and 8 of the South Bronx, we anticipate not only serving them, but having success doing so.

The table below shows our current 2017-18 subgroups percentages versus NYS CSD 4. It shows DCS doing what the majority of charter schools fail to do, which is to truly serve the CSD subgroups.

Current DCS 2016-17 Subgroup Data Compared with CSD 4[5]

School	English Language Learners	Students with Disabilities	Economically Disadvantaged
DREAM	10%	33%	91%
NYC CSD 4	11%	25%	80%

[4] https://data.nysed.gov/assessment38.php?subject=ELA&year=2017&instid=800000061082
[5] Former ELL and SwD students since declassified are counted in these percentages.

Efforts Toward Meeting Enrollment and Retention Targets
Recruitment from DCS's immediate surrounding area has historically generated a student population that comes close to, meets, or exceeds the school's enrollment targets.

According to SUNY's recruitment target calculator in May 2018, and using assumptions of 700 K-4 students in CSD 7 and 8, DREAM CS Mott Haven and DREAM CS Hunts Point would be required to serve considerable percentages of subgroup students in both CSD 7 and 8. The table below shows the targets that would be set for each, using 2017-18 as the last available year.

School	ELL Target	SwD Target	ED Target
DREAM Charter School Mott Haven (CSD 7)	21.6%	21.3%	96.1%
DREAM Charter School Hunts Point (CSD 8)	12.8%	18.9%	89.1%

Outreach
The proposed schools will replicate the successful recruitment practices of DREAM Charter School. Each year, recruitment activities begin in October and end in mid-April. All activities are managed by the Family Engagement Department. This department seeks to provide culturally appropriate, family-friendly processes that stress the impact of meaningful family involvement from the time a family applies until their child graduates.

The Family Engagement team maintains relationships with other schools, community-based organizations, Pre-K programs and daycare sites throughout the community. Visits are scheduled with these sites from January through April to provide information to community members and encourage families to apply. The Family Engagement team also makes recruitment presentations to Community Boards, local elected officials, and community coalition meetings.

The Director of Family Engagement has been with DCS for eleven years. Her team has designed and documented organizational practices that record and preserve all recruitment methods. Our Director of Family Engagement is another example of scaling professionals to the new DREAM Network level, effective in 2018-19. She will ultimately oversee a host of school-based community and parent engagement personnel at each school.

Outreach for Economically Disadvantaged Students

In order to serve the students of most need, DREAM Charter School currently reserves 50% of incoming Pre-K and Kindergarten seats for students who reside in NYC Housing Authority (NYCHA) apartment. The same enrollment advantage will be in place for our Bronx schools, if chartered. Members of the Family Engagement and Family Ambassador Team will leave applications and posts fliers at all East Harlem and South Bronx NYCHA housing complexes. All marketing materials that are left behind provide the history and vision of DREAM Charter

School(s) and highlight the supports offered for economically disadvantaged students, such as free afterschool programs and free dental care.

Outreach for English Language Learners (ELL)
One of the most effective recruitment strategies for recruiting ELLs is the use of current DCS parents and families as Family Ambassadors. Each year, 20 DCS family members are trained on how to represent the school and recruit in the community. These Family Ambassadors are recruited from diverse segments of the school population including the Spanish-speaking and African immigrant populations. Ambassadors post fliers and hand out applications at local businesses, churches, mosques, and other organizations they belong to. They are trained to make presentations at schools and community centers. They are also active in recruiting a diverse group of students from within their own social networks. All recruitment materials are offered in Spanish (the predominant language other than English in DREAM's Community School Districts 4, 7 and 8).

DREAM's three schools will continue the tradition of holding Open Houses and school tours to introduce prospective families to the school and staff. During Open Houses, DREAM bilingual staff are available to assist families with general questions about the school and the application process. DREAM's marketing materials and presentations include information about the supports available at the school for ELLs.

Outreach for Students with Disabilities
We are intentional about reaching populations of students with disabilities throughout all recruiting efforts. DREAM deliberately targets Pre-K programs that have special needs populations during our school recruitment visits and additionally set up presentations at therapeutic Head Start programs in the surrounding community. This will be critical as we expand to three schools because the only true entrance to our schools will be through Kindergarten and whatever seats are vacated by departing students. DCS student attrition is low, and in 2017-18, more than 92% of students returned from the previous school year (R-04c). This creates a situation where older students find it difficult to gain access to upper grades, since seats rarely turned over. This makes recruiting at special education settings for 3-5 years olds very important, in order to maintain adequate numbers of entering students with disabilities.

Methods for Evaluating Recruitment and Enrollment
In keeping with our value of creating and maintaining an inclusive school community, we often look at data around student enrollment and recruiting. Recruitment efforts are discussed at leadership meetings and reported to the Board to ensure that our demographics align with those of the community.

General Retention Strategy

Our Chief of School, Elementary School Principal and Middle School Principal are responsible for overseeing the school's retention efforts. Retaining ELL and SwD students is best met with strong programming to meet their needs. As a team they monitor student demographics, to ensure that our school community is diverse as possible, and as a team they enact appropriate strategies when necessary.

Our goal is to ensure that all of our students are learning in the best-fit environment, based on their needs. We create a safe, inclusive space where families are treated as partners. It is our belief that the work we do in engaging families creates an environment where parents want to keep their children enrolled.

Programmatic Elements for Retaining Target Populations
We provide specific programmatic elements to help retain students that represent sub-populations. A list of these programmatic and retention services include:

English Language Learners (ELL)
- Robust family engagement and outreach program which include home visits, a family action council, student conferences and monthly meetings with school leadership
- Bilingual staff members that are present at all events to help with translations and questions
- Documents that are sent home to families are translated in the predominant language
- Dedicated ELL Coordinator and two Intervention Specialists serving this population

Economically Disadvantaged (ED)
- Free meal program that emphasizes healthy eating
- Extended day programming, eliminating the need for working families to provide after school child care
- Access to full time Social Workers to help with social emotional needs of children, including trauma
- Free dental services for children and legal clinics for families

Students with Disabilities (SwD)
- Speech and occupational therapy for students with special needs
- Full time ELL and SwD coordinators that provide a mix of pull in and pull out interventions based on student's Individual Educational Plans

Our teachers are our students' biggest advocates, when dealing with retaining ELL, SwD and ED students. Staff members have argued to keep students in our school even when the Committee on Special Education has suggested an alternative setting. In the case that families are considering a change of setting, teachers have been known to visit new schools with families to help assess if the new environment would service their child's needs appropriately.

Overseeing Performance of Students in Sub-populations
The performance of students in the three subgroups mentioned above are consistently monitored and discussed. The Director of Data, the ELL and Special Education Coordinators meet regularly to analyze student performance. Together this group of educators devises workable strategies to support and develop all students including ELLs, economically disadvantaged and students with disabilities. State exams and interim assessments are used to assess and devise academic intervention services tailored to individual student needs. Examples of targeted interventions, for students in sub-populations, include; ICT instruction, individual pull out services, speech, occupational therapy, and counseling.

(c) Evidence of Student Demand

In the following pages, please find evidence of demand for DREAM. The evidence includes feedback cards with “yes, no, maybe” check-box options for support of a DREAM school in the South Bronx as well as a free-response section. In addition, 161 names are included in the petition.

1. Do you support DREAM's educational model that combines strong academics with a whole child focus (social emotional learning, art, health & wellness,) family engagement, special education and ELL supports, and free after school and summer programming?

☑ YES ☐ NO ☐ MAYBE

2. Do you support the opening of new Dream Charter schools in the South Bronx?

☑ YES ☐ NO ☐ MAYBE

3. Have you, or someone you know, wanted his/her child to attend DREAM but has not been selected?

☐ YES ☐ NO ☑ MAYBE

4. What suggestions do you have to help us better serve the South Bronx community?

More Police around the School

Name: _____

Signature: _____

☑ I reside in the Bronx

Thank you for your feedback!

1. Do you support DREAM's educational model that combines strong academics with a whole child focus (social emotional learning, art, health & wellness,) family engagement, special education and ELL supports, and free after school and summer programming?

☑ YES ☐ NO ☐ MAYBE

2. Do you support the opening of new Dream Charter schools in the South Bronx?

☑ YES ☐ NO ☐ MAYBE

3. Have you, or someone you know, wanted his/her child to attend DREAM but has not been selected?

☑ YES ☐ NO ☐ MAYBE

4. What suggestions do you have to help us better serve the South Bronx community?

Keep the kids out of the streets

Name: Maria Flores

Signature: Maria Flores

☑ I reside in the Bronx

Thank you for your feedback!

1. Do you support DREAM's educational model that combines strong academics with a whole child focus (social emotional learning, art, health & wellness,) family engagement, special education and ELL supports, and free after school and summer programming?

☑ YES ☐ NO ☐ MAYBE

2. Do you support the opening of new Dream Charter schools in the South Bronx?

☑ YES ☐ NO ☐ MAYBE

3. Have you, or someone you know, wanted his/her child to attend DREAM but has not been selected?

☐ YES ☐ NO ☐ MAYBE

4. What suggestions do you have to help us better serve the South Bronx community?

_____

_____

_____

_____

Name: _____

Signature: _____

☑ I reside in the Bronx

Thank you for your feedback!

1. Do you support DREAM's educational model that combines strong academics with a whole child focus (social emotional learning, art, health & wellness,) family engagement, special education and ELL supports, and free after school and summer programming?

☐ YES ☐ NO ☑ MAYBE

2. Do you support the opening of new Dream Charter schools in the South Bronx?

☐ YES ☐ NO ☑ MAYBE

3. Have you, or someone you know, wanted his/her child to attend DREAM but has not been selected?

☐ YES ☐ NO ☑ MAYBE

4. What suggestions do you have to help us better serve the South Bronx community?

Parent Involvement.

Name: Abdoulaye BALDE

Signature: [signature]

☐ I reside in the Bronx

Thank you for your feedback!

1. Do you support DREAM's educational model that combines strong academics with a whole child focus (social emotional learning, art, health & wellness,) family engagement, special education and ELL supports, and free after school and summer programming?

☑ YES ☐ NO ☐ MAYBE

2. Do you support the opening of new Dream Charter schools in the South Bronx?

☑ YES ☐ NO ☐ MAYBE

3. Have you, or someone you know, wanted his/her child to attend DREAM but has not been selected?

☐ YES ☑ NO ☐ MAYBE

4. What suggestions do you have to help us better serve the South Bronx community?

Speaking to the comm.
Teaching different languages

Name: L. D. Gaines

Signature: L. D. Gaines

☑ I reside in the Bronx

Thank you for your feedback!

1. Do you support DREAM's educational model that combines strong academics with a whole child focus (social emotional learning, art, health & wellness,) family engagement, special education and ELL supports, and free after school and summer programming?

☑ YES ☐ NO ☐ MAYBE

2. Do you support the opening of new Dream Charter schools in the South Bronx?

☑ YES ☐ NO ☐ MAYBE

3. Have you, or someone you know, wanted his/her child to attend DREAM but has not been selected?

☐ YES ☑ NO ☐ MAYBE

4. What suggestions do you have to help us better serve the South Bronx community?

Coding Tech
Foreign Language
Budget + Fin. (college)

Name: _____

Signature: _____

☒ I reside in the Bronx

Thank you for your feedback!

1. Do you support DREAM's educational model that combines strong academics with a whole child focus (social emotional learning, art, health & wellness,) family engagement, special education and ELL supports, and free after school and summer programming?

☑ YES ☐ NO ☐ MAYBE

2. Do you support the opening of new Dream Charter schools in the South Bronx?

☑ YES ☐ NO ☐ MAYBE

3. Have you, or someone you know, wanted his/her child to attend DREAM but has not been selected?

☑ YES ☐ NO ☐ MAYBE

4. What suggestions do you have to help us better serve the South Bronx community?

Name: Hakiem Yahmadi

Signature:

☐ I reside in the Bronx

Thank you for your feedback!

1. Do you support DREAM's educational model that combines strong academics with a whole child focus (social emotional learning, art, health & wellness,) family engagement, special education and ELL supports, and free after school and summer programming?

☑ YES ☐ NO ☐ MAYBE

2. Do you support the opening of new Dream Charter schools in the South Bronx?

☐ YES ☐ NO ☑ MAYBE

3. Have you, or someone you know, wanted his/her child to attend DREAM but has not been selected?

☐ YES ☑ NO ☐ MAYBE

4. What suggestions do you have to help us better serve the South Bronx community?

Name: Alice Simmons

Signature: Alice Simmons

☑ I reside in the Bronx

Thank you for your feedback!

1. Do you support DREAM's educational model that combines strong academics with a whole child focus (social emotional learning, art, health & wellness,) family engagement, special education and ELL supports, and free after school and summer programming?

☑ YES ☐ NO ☐ MAYBE

2. Do you support the opening of new Dream Charter schools in the South Bronx?

☑ YES ☐ NO ☐ MAYBE

3. Have you, or someone you know, wanted his/her child to attend DREAM but has not been selected?

☐ YES ☑ NO ☐ MAYBE

4. What suggestions do you have to help us better serve the South Bronx community?

Language in early grades

Name: Josephine Byrne

Signature: Josephine Byrne

☑ I reside in the Bronx

Thank you for your feedback!

DREAM
PLAY LEARN GROW

Total: 161

DREAM FAMILY PETITION

DREAM está solicitando la apertura de una nueva escuela charter en el sur del Bronx en el distrito comunitario escolar 7, 8, y/o 9. Como padre o custodio de un participante de Dream y residente local, creo en la misión de DREAM que inspira a sus alumno/a a reconocer su potencial y realizar sus sueños. Apoyo la apertura de una nueva escuela de DREAM en el sur del Bronx porque las familias y los estudiantes merecen más oportunidades educativas públicas como las brindadas por DREAM.

	NAME	ADDRESS	SIGNATURE	DATE
1	Eliza Peña	[redacted]		6/18/18
2	Edwin M.			6/18/18
3	Jasmine Jeffrey			6/18/18
4	Shawntae Grahar			6/18/18
5	Alice Marrer			6/18/18
6	Jalen Beatty			6/18/18
7	Margaret Linde			6/18/18
8				
9				6/18/18
10				

DREAM
PLAY LEARN GROW

DREAM FAMILY PETITION

DREAM is applying to open a new charter school in the South Bronx in CSDs 7, 8, and/or 9. As a parent/guardian of a current Dream participant and local resident, I believe in the DREAM mission to help all scholars recognize their potential and realize their dreams. I support the opening of a new DREAM school in the South Bronx because families and students deserve more excellent public educational opportunities like those provided by DREAM.

	NAME	ADDRESS	SIGNATURE	DATE
1	Danielle Rosado	[redacted]		06/18/18
2	Latanya Gainer			6/18/18
3				6/18/18
4				6/18/18
5	Hemeluda		Hemeluda	6/18/18
6	Mildred Maneiro			6/18/18
7	Letitia Bazan		Letitia Bazan	6/18/18
8	Delsia Lewis			6/18/18
9	MARIA ABA			6/18/18
10				

DREAM
PLAY LEARN GROW

DREAM FAMILY PETITION

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	NAME	ADDRESS	SIGNATURE	DATE
1	Kristal Cruz	[redacted]		6/18/18
2	Shayon Griffin			6/18/18
3	Grantia Wynn			6/16/18
4	Maricela Gazzuay			6/18/18
5	Nivesha Ramos			6/18/18
6	Roylisha Cintron			6/18/18
7	Melanie Bembry			6/18/18
8	Alicia Holmes			6/18/18
9	Diamond Chatman			6/18/18
10	Peter Vega			6/18/18

DREAM
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DREAM FAMILY PETITION

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	NAME	ADDRESS	SIGNATURE	DATE
1	[illegible]	[redacted]	[illegible]	06/18/18
2				
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	NAME	ADDRESS	SIGNATURE	DATE
1	Jacqueline Gre[illegible]	[redacted]		6-18-2018
2	Maria Oquendo			6-18-18
3	Ruby Johnson			6-18-18
4	Dalia Matias			6-18-18
5	Anthony DeLeo[illegible]			6/18/18
6	Kasha Whitak[illegible]			6/18/18
7	Dale Meyer[illegible]			6-13-18
8	Vanessa Luna			6-18-18
9	Tiona Ruiz			6-18-18
10				

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	NAME	ADDRESS	SIGNATURE	DATE
1	Sheakira Perry-Wes Smya Perry-West	[redacted]	Sheakira Perry-West	06/18/2018
2	Evelyn Tavarez			6/18/2018
3	RAYMOND SANCHEZ			6/18/18
4	Patricio Ortiz			6/18/18
5	Genna Pacheco		Pacheco	6/18/18
6	Anchale Sapp			6/18/18
7	Tasliym Tindal		Tasliym Tindal	6/18/18
8	Viridiana Flores		Viridiana Flores	6/18/18
9	KellyGuzman		KellyGuzman	6/18/18
10				

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	NAME	ADDRESS	SIGNATURE	DATE
1	Tameka Nelson	[redacted]		6-18-18
2	Mia DeJesus			6/18/18
3	Tiffany Long			6/18/18
4	Shimeka			6-18-2018
5	Perla Sosa			6/18/18
6	Jasmine Colon			6/18/18
7	Nicole Bell			6/18/18
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	NAME	ADDRESS	SIGNATURE	DATE
1	Nancy Matos	[redacted]		6/18/18
2	ORLANDO CASTILLO			6/18/18
3	Julicta Montalvo			6/18/18
4	Mariana Rescaluo			6/18/18
5	Carmen Perez			6/18/18
6	Kexcia Camaño			6/18/18
7	Teresa Leon			6/18/18
8	Luz Rodriguez			6/18/18
9	Ernestina Agosto			6/18/18
10				6/18/18

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	NAME	ADDRESS	SIGNATURE	DATE
1	Oneida Jackson	[redacted]	Oneida Jackson	6/18/18
2	Lauren Enty		Lauren Enty	6/18/18
3	George Wine		George Wine	6/18/18
4	Lena Kilpatrick		L. Kilpatrick	6/18/18
5	Jackie Valle		Jackie Valle	6/18/18
6	[illegible]		[illegible]	6-18-18
7	Dersi Rodriguez		[illegible]	
8	Yadira Marchany		Yadira Marchany	6/18/18
9	Denise Rodriguez		[illegible]	6/18/18
10				

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	NAME	ADDRESS	SIGNATURE	DATE
1	Johanna Fortis	[redacted]		6/18/18
2	Lucila Romero			6/18/18
3	Denise Nuñez		Denise Nuñez	6/18/18
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	NAME	ADDRESS	SIGNATURE	DATE
1	Maira. A	[redacted]	Maira. A	6-18-18
2	Karana P		Klm	6-18-18
3	Melissa C.		M C	6-18-18
4	DANFlores		Dan Flores	6.18.18
5	Kubarky R.		Kubarky Reyes	6/18/18
6	Charlene Hay		C. Haynesworth	6/18/18
7	Betsy Carswell		Betsy Carswell	6-18-18
8	Ashley Whisby		Ashley D. Whisby	6-18-18
9	Martha Rivera		Martha Rivera	6-18-18
10	Roni Padilla		Padilla	6-18-18

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	NAME	ADDRESS	SIGNATURE	DATE
1	Jarmanis Pan	[redacted]	J. Perez	6/18/18
2	Jonelle Montanez			6/18/18
3	Alexis & Arias			6/18/18
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	NAME	ADDRESS	SIGNATURE	DATE
1	Jessica Rios	[redacted]	Jessica C	06/18/18
2	Anex Luna			6/18/18
3	Reyron Escalante		R. Rios	6/18/18
4	Yasjaida Reyblad		Yasjaida Reyblad	6/18/18
5	Nisaa Walcott		Nisaa Walcott	6/18/18
6	Ahlam Alsoriki			6-18/18
7	Stephanie Jon			6/18/18
8	ARIEL FELICIANO		ARIEL FELICIANO	6/18/18
9	HAOUA LAOUALI		Haoua Laouali	6/18/18
10	Anna B Mowers		A. B. Mowers	6/18/18

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	NAME	ADDRESS	SIGNATURE	DATE
1	Olivia Francesco	[redacted]		06-18-18
2	Maria Davila			6-18-18
3	Fani Luna			6/-18/18
4	Yadira Escobar			6-18-18
5	Dolores Castro			6.18.18
6	Claudia Garcia			6/18/18
7	Deonee M.			6/18/18
8	Juana Baez			6/18/18
9	Artemio Garcia			6/18/2018
10	Rosalia C.			6/18/2018

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	NAME	ADDRESS	SIGNATURE	DATE
1	MilyMontanez	[redacted]	Montanez	6/18/18
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	NAME	ADDRESS	SIGNATURE	DATE
1	Maria Pedraza	[redacted]		06/18/18
2	Rutila Merino			06/18/18
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	NAME	ADDRESS	SIGNATURE	DATE
1	Lori McDo	[redacted]		6-18-18
2	Peter Silva			6-13-18
3	Nicole Pistre			6-18-18
4	Rodalys Vivanco		Vivanco	6/18/18
5	Krista Millan			6/18/18
6	Eric Rodrigue			
7	Jasmine Light			6/18/18
8	Melissa Polanc			6/18/18
9	Monique Lig			6/18/18
10	Leeana Ventura			6/18/18

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	NAME	ADDRESS	SIGNATURE	DATE
1	Natisha Smith	[redacted]	Natisha Smith	6/18/2018
2	Grayce		Grayce	6/18/2018
3	Furqan Shabaz			6/18/2018
4	Desiree Hill			6/18/18
5	Melanie Bullard			6/18/18
6	Marion Markaroy			06/18/18
7	Jose L. Ortiz			6-18-18
8	Raquel Herrera			6-18-18
9	Carmen Salas		Carmen Salas	6-18-18
10	Diana Aguilar		Diana Aguilar	6/18/18

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	NAME	ADDRESS	SIGNATURE	DATE
1	Claudia Perez	[redacted]	Claudia Perez	6/18/2018
2	Guadalupe Escamilla			6/18/2018
3	Ana Rodriguez		Ana Rodriguez	6/18/2018
4	Taina Burard			6/18/2018
5	Alexa Jorgeyes			
6	Christina Vega		CVA	6-18-18
7	Alonzo Munden		Munden	
8	Nefertiti Washington		Washington	
9	Belinda Gibson		Belinda Gibson	
10	Crystal Sanchez			6-18-18

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	NAME	ADDRESS	SIGNATURE	DATE
1	Iunizihon Brown	[redacted]		6/18/18
2	Jacqueline Ortiz		Jacqueline Ortiz	6/18/18
3	Chamuel Santiago			6/18/18
4	Nyemah Bass			6-18-18
5	Diopicia Rose			6-18-18
6				6-18-18
7	Fasen Kot			6-18-18
8	Reaves			
9	MONIQUE LOCARIO		M. Locario	6-18-18
10	Moret Muriel			6-18-18

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RESIDENT PETITION

DREAM está solicitando la apertura de una nueva escuela charter en el sur del Bronx en el distrito comunitario escolar 7 y/o 8. Como residente local, creo en la misión de DREAM que inspira a sus alumno/ a reconocer su potencial y realizar sus sueños. Apoyo la apertura de una nueva escuela de DREAM en el el Bronx porque las familias y los estudiantes merecen más oportunidades educativas públicas como las brindadas por DREAM.

	NAME	ADDRESS	SIGNATURE	DATE
1	JAMES BUTLER	[redacted]	James Butler	6/22/18
2	KELVIN SUAREZ		Kelvin Suarez	6-22-18
3	Eddie Guerrero		E. Guerrero	6-22-18
4	STEVEN DAVIS		Steven Davis	6-22-18 6/22/18
5	[illegible]		[illegible]	6-22-18
6	ICA8		[illegible]	6-22-18
7	ALEXIS RAVELO		[illegible]	6-22-18
8	D Ford		D Ford	6-22-18
9	Rashaan Younger		Rashaan Younger	6-22-18
10	Diamond Haven		[illegible]	6/22/18

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	NAME	ADDRESS	SIGNATURE	DATE
1	Petrenia Younger	[redacted]		6-22-18
2	DARRYL DAVIS			6/22/18
3	Robin Birch			6/22/18
4	Jonathan Cadet			6/22/18
5	Jerrell Dinkins			6/22/18
6	Tyrell Dinkins			6/22/18
7	[illegible] HUNTER			6/22/18
8	SHANA REID			6/22/18
9	Lashaye Davis			6-22-18
10	Sara Windham			6-22-18

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	NAME	ADDRESS	SIGNATURE	DATE
1	P. Stephens	[redacted]	Paul Stephens	6-22-18
2	S. Branch			6-22-18
3	Mora			6/22/18
4	Clara			6/22/18
5	Blanca			6/22/18
6	Shirice Eva			6-22
7	Anne De Jesus			6-22-18
8	R. Mendez			6-22-18
9	C Salgado			6/22/18
10	J. Parker			6-22-18

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RESIDENT PETITION

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	NAME		SIGNATURE	DATE
1	Cynthia Nieves	[redacted]	C N	6/22/18
2	Shantele Lloyd		S. Lloyd	6/22/18
3	Nominecce Ames		D. Dames	6/22/18
4	Marcia Roberts		Marcia Roberts	6/22/18
5	J Velazquez		J Velazquez	6/22/18
6	J William		J williams	6/22/18
7	Shirley.C		Shirley C	6/22/18
8	Jacqueline Luciano		J	06/22/2018
9	Jonathan Miranda		Jonathan M	06/22/2018
10	Lourdes Allende		Lourdes Allend	6/22/2018

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	NAME	[redacted]	SIGNATURE	DATE
1	Kriane Bonnell		Kriane Bonnell	6-22-18
2	Adriane Harris			6/22/18
3	Neyda Vargas			6/22/18
4	Dayra Espinoza			6/22/18
5	Ines Caballero		Ines Caballero	6/22/18
6	Kathleen Ortiz			6/22/18
7	Rachel Tio		Rachel Tio	6/22/18
8	Paul Kimble		Paul Kimble	6/22/18
9	Eyrica Howell		E. P. Howell	6/22/18
10	Vanessa Knox		V. Knox	6/22/18

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	NAME	ADDRESS	SIGNATURE	DATE
1	NORBERTO MARTINEZ	[redacted]	Norberto Martinez	6-22-2018
2	Wanda Valez		Wanda Valez	6-22-18
3	Venus Galarza		Venus Galarza	06222=18
4	Kourou Dia		Kourou	6/22/18
5	Yesenia Ramos		Yesenia Ramos	6/22/18
6	Isabel Zuleta		Isabel Zuleta	6/22-18
7	CARMEN		CARMEN	6/22-18
8	Magdalena		Magdalena	6/22/18
9	Maria Rodriguez		Maria Rodriguez	6/22/18
10	Luz Mariano		Luz Mariano	6/22/18

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	NAME	ADDRESS	SIGNATURE	DATE
1	N Jones Jr	[redacted]		6-22-18
2	Angelina Wilburn			6-22-18
3	Matthew Caraballo			6-22-18
4	Almaz Ruelas			6-22-18
5	Arii Gonzalez			6-22-18
6	Anevdi Almonte			6-22-18
7	[illegible]			6-22-18
8	Sha Sha Sanchez			6-22-18
9	Tyrone Mason			6-22-18
10	Patricia Morgan			

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	NAME	ADDRESS	SIGNATURE	DATE
1	Cecilia Rodriguez	[redacted]		6/22/18
2	Sacora Boyd			6/22/18
3	Angel munoz		Angel munoz	6/22/18
4	Adrienne Atkinson		A. Atkinson	6/22/18
5	Jodie Gaiij			6/22/18
6	Teresa Hoard		Teresa Hoard	6/22/18
7	Wilfredo Arcay		Wilfredo Arcay	06/22/2018
8	Rashaun Bra		Rasha Bra	6-22/2018
9	Kyanne Cra		Kyanne Cra	6-22/2018
10	Judith Bassie			6/22/18

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	NAME	ADDRESS	SIGNATURE	DATE
1	Linda Rivera	[redacted]	Linda Rivera	6/22/18
2	Maria Gil		Maria Gil	6/22/18
3	AN ARIAS		an Arias	6/22/18
4	Shaneese-Tracy			6/22/18
5	C. Salgado			6/22/18
6	Lorenzo DeJesus		Lorenzo DeJesus	6/22/18
7	EDGAR SANTANA			06/22/18
8	Carlos			06-22-18
9	Samantha Rivera		S Rivera	6/22/18
10	Antonio Flowers SR		Antonio Flowers	6/22/18

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	NAME	ADDRESS	SIGNATURE	DATE
1	Rena Foy	[redacted]	Rena Foy	6/22/18
2	Tomas Ortiz		Tomas Ortiz	6/22/18
3	V. Manseiate		V Manseiate	6/22/18
4	Ana Villegas		Ana Villegas	6/22/18
5	[illegible]		[illegible]	6/22/18
6	Davila Rosa		Davila Rosa	6/22/18
7	Michael Ross		M	6/22/18
8	Javonne Kennedy		[illegible]	6/22.18
9	Jessica Peña		Jessica Peña	6/22/18
10	Angelina Detsk		Angelina Det	6/22/18

DREAM
PLAY LEARN GROW

RESIDENT PETITION

DREAM is applying to open a new charter school in the South Bronx. As a local resident I believe in the DREAM mission to help all scholars recognize their potential and realize their dreams. I support the opening of a new DREAM school in the South Bronx because families and students deserve more excellent public educational opportunities like those provided by DREAM

	NAME	ADDRESS	SIGNATURE	DATE
1	Alba Guinn	[redacted]		6/14/18
2	Cocise Brown		Cocise Brown	6/14/18
3	Anitka			6-14-18
4	ANNA		ANNA	6-22-18
5	Luis Torres		Luis Torres	6-22-18
6	Stephanie Vanter			6-22-18
7	Aize Morris		Aize Morris	6-22-18
8	Thesthy Rose		Thesthi Rose	6-22-18
9	Stacey Brown		Stacey Brown	6-22-18
10	Elisha Miller		Elisha Miller	6-22-18

DREAM
PLAY LEARN GROW

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	NAME	ADDRESS	SIGNATURE	DATE
1	Juanita Kelsey	[redacted]	J. Kelsey	6/22/18
2	Thomas Clarke		T. Clarke	6/22/18
3	Fern Alston		Fern Alston	6-22-18
4	QUANN DILLARD			6-22-18
5	Sharnez Howard		Sharnez Howard	6-22-18
6	Joy Sims		Joy Sims	6/22/18
7	Jermaine Cuttle			6/22/18
8				6/22/18
9	Jennifer Smith		Jennifer Smith	6/22/18
10	JOHN TAYLOR		John Taylor	6/22/18

DREAM
PLAY LEARN GROW

RESIDENT PETITION

DREAM está solicitando la apertura de una nueva escuela charter en el sur del Bronx en el distrito comunitario escolar 7 y/o 8. Como residente local, creo en la misión de DREAM que inspira a sus alumno/ a reconocer su potencial y realizar sus sueños. Apoyo la apertura de una nueva escuela de DREAM en el el Bronx porque las familias y los estudiantes merecen más oportunidades educativas públicas como las brindadas por DREAM.

	NAME	ADDRESS	SIGNATURE	DATE
1	[illegible]	[redacted]	[illegible]	6/22/18
2	VADISHIA JOHNSON		[illegible]	6/22/18
3	BARBARA JOHNSON		[illegible]	6/22/18
4	BRITTIANY JOHNSON		[illegible]	6/22/18
5	Denise Acevedo		[illegible]	6/22/18
6	Adrian Fontanez		[illegible]	6/22/18
7	Franchestra Perez		[illegible]	6/22/18
8	Jennifer Lane		[illegible]	6/22/18
9	Thomas Gilard		[illegible]	6/22/18
10	Timothy Rodriguez		[illegible]	6/22/18

DREAM
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RESIDENT PETITION

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	NAME	ADDRESS	SIGNATURE	DATE
1	[illegible]	[redacted]	[illegible]	6/22/18
2	Justin Colon		JC	6/22/18
3	Carolina Lopez		Carol Lopez	6/22/18
4	Jennifer Guadalupe		Jennifer Guadalupe	6/22/18
5	Luz M Candelaria		Luz M Candelaria	6-22-18
6	Patricia Simpson		Patricia Simpson	6.22.18
7	Deborah Vasquez		[illegible]	6 22 18
8	Tatiana WALKER		Tatiana Walker	June 22 2018
9	Marquette Walker		Marquette Walker	6.22.18
10	Anthony Jefferies		[illegible]	6.22.18

DREAM
PLAY LEARN GROW

RESIDENT PETITION

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	NAME	ADDRESS	SIGNATURE	DATE
1	Zaida Herm	[redacted]		6-22-18
2	Lorly Parks			6-22-18
3	Emily Mercado			6-22-18
4	Diana Bonilla			6/22/18
5	Chelsair Regis			6/22/18
6	Celeste White			6/22/18
7	Hermelinda Rub			6/22/18
8	Yeudisse Herna			6/22/18
9	MARK Almodovar			6/22/18
10	Jovannie Rivera			6/22/18

DREAM
PLAY LEARN GROW

RESIDENT PETITION

DREAM está solicitando la apertura de una nueva escuela charter en el sur del Bronx en el distrito comunitario escolar 7 y/o 8. Como residente local, creo en la misión de DREAM que inspira a sus alumno/ a reconocer su potencial y realizar sus sueños. Apoyo la apertura de una nueva escuela de DREAM en el el Bronx porque las familias y los estudiantes merecen más oportunidades educativas públicas como las brindadas por DREAM.

	NAME	ADDRESS	SIGNATURE	DATE
1		[redacted]		6/14/18
2	Valerie McDowell			6-14-18
3	Maritza Martinez			6/14/18
4	Dalia Salgado			6-14-18
5				6-19-18
6				6-22-18
7	Yonathon Perez			6-22-18
8				6-22-18
9				6-22-18
10				6/21 18

DREAM
PLAY LEARN GROW

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DREAM is applying to open a new charter school in the South Bronx. As a local resident I believe in the DREAM mission to help all scholars recognize their potential and realize their dreams. I support the opening of a new DREAM school in the South Bronx because families and students deserve more excellent public educational opportunities like those provided by DREAM

	NAME	ADDRESS	SIGNATURE	DATE
1	Johnsie Staple	[redacted]	Johnsie Stapleton	6/14/18
2	Juan Garcia			6/14/18
3	Ills E Gary		Ills E Gary	6-14-18
4	Sandra Jones			6-14-18
5	Jeanette Ramos		Jeanette Ramos	6-14-18
6	Sharon Goad		Sharon Goad	6-14-18
7	Margaret Wright			6-14-18
8	Roberta Claudio		R Claudio	6/14/18
9	Mawonia Bligen		Mawonia Bligen	6/14/18
10	Geraldine Hardy		Geraldine Hardy	6/14/18

DREAM
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	NAME	ADDRESS	SIGNATURE	DATE
1	Kathy Salazar	[redacted]		6-22-18
2				6/22/18
3	John Bruno			6/22/18
4				6/22/18
5				6-22-18
6	Richard Brown			6-22-18
7	Lorenzo Brown			6-22-18
8	Cynthia Dudley			6-22-18
9	Daniel Dudley			6-22-18
10	THOMAS HILL			6-22-18

DREAM
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	NAME	ADDRESS	SIGNATURE	DATE
1	Cynthia Williams	[redacted]	Cynthia	6/22/18
2	Carla Peters		Carla Peters	6/22/18
3	Shamika Jackson		Shamika	6-22-18
4	Geraldine Mendez		Mendez	6/22/18
5	Marison Ramos		Marison Ramos	6/22/18
6	Norma Cardo		Norma Cardo	6-22-18
7	Jessalyn Lopez		Jessalyn Lopez	6/22/18
8	Gladys Martinez		Gladys Martinez	6-22-18
9	Norma Nunez		Norma Nunez	6-22-18
10				

DREAM
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DREAM is applying to open a new charter school in the South Bronx. As a local resident I believe in the DREAM mission to help all scholars recognize their potential and realize their dreams. I support the opening of a new DREAM school in the South Bronx because families and students deserve more excellent public educational opportunities like those provided by DREAM

	NAME	ADDRESS	SIGNATURE	DATE
1	Beatriz Perez	[redacted]		6-22-18
2	JOSEPH BENNE			6-22-18
3	Tara Powell			6-22-18
4	MARITZA ROSAD			6-22-18
5	Margaret Bra			6/22/18
6	Luis [illegible]			6/22/18
7	James Willia			6-22-18
8	Dean Culley			6-22-18
9	Anita Small			6-22-18
10	Justina Gillman			6/22/18

DREAM
PLAY LEARN GROW

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DREAM está solicitando la apertura de una nueva escuela charter en el sur del Bronx en el distrito comunitario escolar 7 y/o 8. Como residente local, creo en la misión de DREAM que inspira a sus alumno/ a reconocer su potencial y realizar sus sueños. Apoyo la apertura de una nueva escuela de DREAM en el el Bronx porque las familias y los estudiantes merecen más oportunidades educativas públicas como las brindadas por DREAM.

	NAME	ADDRESS	SIGNATURE	DATE
1		[redacted]		6/22/18
2				6/22/18
3				6/22/18
4				6/22/18
5				6-22-18
6				6-22-18
7				
8				
9				6-22-18
10				6/22/18

DREAM
PLAY LEARN GROW

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	NAME	ADDRESS	SIGNATURE	DATE
1	Joshua Gener	[redacted]		6/22/2018
2				6-22-2018
3	Fatimou			6/22/18
4	louis Aurich			6/22/18
5	RAUL NIEVES			6/22/18
6	RolandoSanchez			6/22/18
7	Patrick Hart			6/22/18
8	Sahr Lopez			6/22/18
9	David Garcia			6/22/18
10	Ericalefteresn			6/22/18

DREAM
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	NAME	ADDRESS	SIGNATURE	DATE
1	[illegible]	[redacted]	[illegible]	22/6/2018
2	Justin Abbey			6/22/2018
3	[illegible]		[illegible]	6/22/2018
4	[illegible]		[illegible]	6/22/18
5	Marta [illegible]			
6	Angelina [illegible]		[illegible]	6/22/18
7	Francisca Sam		[illegible]	6/22/18
8	Migdalia Velez		[illegible]	6-22/18
9	Yesenia Ravel		[illegible]	6-22/18
10	Vernon Chamb[illegible]		[illegible]	6.22.18

DREAM
PLAY LEARN GROW

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DREAM is applying to open a new charter school in the South Bronx. As a local resident I believe in the DREAM mission to help all scholars recognize their potential and realize their dreams. I support the opening of a new DREAM school in the South Bronx because families and students deserve more excellent public educational opportunities like those provided by DREAM

	NAME	ADDRESS	SIGNATURE	DATE
1	Glady Sanchez	[redacted]	Glady Sanchez	6/22/18
2	Anwar Martinez		Anwar Martinez	6/22/18
3				
4				
5				
6				
7				
8				
9				
10				

CARMEN E. ARROYO
Assemblywoman 84th District
Bronx County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Sub-Committee on Bilingual Education

CHAIR
Sub-Committee on Effective Treatment for Alcohol and Drug Abuse

CHAIR
Office of State-Federal Relations

COMMITTEES
Aging
Alcoholism and Drug Abuse
Children and Families
Education

MEMBER
Black, Puerto Rican, Hispanic and Asian Legislative Caucus
Puerto Rican/Hispanic Task Force
Women's Caucus

June 25, 2018

To Whom It May Concern:

I respectfully submit this letter in support of DREAM Charter School's application for authorization to open DREAM Charter School Mott Haven and DREAM Charter School Hunts Point in Community School Districts 7 and 8 respectively. DREAM's track record of academic success together with its focus on the whole child including social emotional learning, arts, music, and wellness programming together with DREAM's strong ties to families and the surrounding community make it an ideal fit for our community.

DREAM scholars consistently outperform the district, city, and state in both ELA and Math state tests. This is a direct result of DREAM's culture of high expectations and high levels of support for *all* scholars including English language learners and scholars with special needs who greatly benefit from DREAM's co-teaching model and inclusive environment.

DREAM works hard to foster a love of learning among its scholars by providing scholars with hands on opportunities to explore a rigorous academic curriculum as both critical thinkers and problem solvers. DREAM's mission is to ensure that all scholars recognize their potential and realize their dreams and DREAM fulfills this mission by offering scholars a safe school environment with strong peer, family, and staff relationships that both nurture and challenge scholars to achieve.

DREAM's model is unique in that it engages scholars' families and the larger community as active partners. Every year, DREAM visits every scholar and family in their homes before the school year begins to set the scene for successful partnerships that continue throughout the year as families are engaged in workshops, classroom activities, and leadership opportunities. DREAM maintains a constant presence in the community at Community Board meetings, Tenant Association meetings, and various community alliances and coalitions.

DREAM also offers high-quality after school and summer programming to its scholars free of charge. Scholars engage in fun extracurricular activities, project based learning, and sports that enable them to explore their passions and develop as members of a classroom, team, and community.

In conclusion, I fully support DREAM's application to open new schools in CSD 7 and 8, and look forward to increasing the number of children in our community who will have access to the life of their dreams through DREAM Charter School.

Sincerely,

Carmen E. Arroyo

Carmen E. Arroyo
NYS Assemblywoman, 84th District.

JOSÉ M. SERRANO
Senator, 29th District

District Office
1916 Park Avenue, Suite 202
New York, NY 10037
(212) 828-5829
FAX (212) 828-2420

Albany Office
406 Legislative Office Building
Albany, NY 12247
(518) 455-2795
FAX (518) 426-6886

Email:
serrano@nysenate.gov

Website:
serrano.nysenate.gov

NEW YORK
STATE
SENATE

ALBANY, NEW YORK 12247

CHAIR, SENATE DEMOCRATIC CONFERENCE

RANKING MINORITY MEMBER
CULTURAL AFFAIRS, TOURISM, PARKS AND RECREATION
CIVIL SERVICE AND PENSIONS

COMMITTEES
AGING
AGRICULTURE
CITIES
CODES
CONSUMER PROTECTION
LIBRARIES SELECT COMMITTEE
SCIENCE, TECHNOLOGY, INCUBATION AND ENTREPRENEURSHIP
THE NEW YORK STATE BLACK, PUERTO RICAN, HISPANIC, AND ASIAN LEGISLATIVE CAUCUS

Friday, June 22, 2018

To Whom It May Concern:

I respectfully submit this letter in support of DREAM Charter School's application for authorization to open DREAM Charter School Mott Haven and DREAM Charter School Hunts Point in Community School Districts 7 and 8 respectively.

As an advocate for community engagement, I know that local schools can make a huge impact in the surrounding neighborhoods when they are actively involved in their respective communities. DREAM's model engages students' families and the larger community as active partners, and it has been a pleasure to work with them at various community events. DREAM maintains a constant civic presence at Community Board meetings, Tenant Association meetings, and various community alliances and coalitions.

DREAM students consistently outperform the district, city, and state in both ELA and Math state tests. This is a result of DREAM's culture of high expectations and high levels of support for all students including English language learners and students with special needs who greatly benefit from DREAM's co-teaching model and inclusive environment. DREAM also offers high-quality after school and summer programming to its scholars free of charge. The students engage in fun extracurricular activities, project based learning, and sports that enable them to explore their passions and develop as members of a classroom, team, and community.

I fully support DREAM's application to open new schools in CSD 7 and 8, and look forward to increasing the number of children in our community who will have access to an excellent education through DREAM Charter School.

Sincerely,

José M. Serrano

June 19, 2018

To Whom It May Concern:

I respectfully submit this letter in support of DREAM Charter School's application for authorization to open DREAM Charter School in Community School Districts 7 and 8 respectively. DREAM's track record of academic success together with its focus on social emotional learning, arts, music, and wellness programming together with DREAM's strong ties to families and the surrounding community make it an ideal fit for our community.

DREAM has served the South Bronx Community through afterschool and summer camp programming for the past six years and I am confident in the work that they do and the impact that they will have on our community as a school.

I fully support DREAM's application to open new schools in CSD 7 and 8, and look forward to increasing the number of children in our community who will have access to the life of their dreams through DREAM Charter School.

Sincerely,

Patricia Simpson

Pat Simpson
President of Patterson Resident Association



June 20, 2018

To Whom It May Concern:

I respectfully submit this letter in support of DREAM Charter School's application for authorization to open DREAM Charter School Community School Districts 7 and 8 respectively. DREAM's track record of academic success together with its focus on the whole child including social emotional learning, arts, music, and wellness programming together with DREAM's strong ties to families and the surrounding community make it an ideal fit for our community.

I fully support DREAM's application to open new schools in CSD 7 and 8, and look forward to increasing the number of children in our community who will have access to the life of their dreams through DREAM Charter School.

Sincerely,

Rosa Garcia
Owner – Mott Haven Bar and Grill



IMCR Institute for Mediation and Conflict Resolution

Toward a Better Future through Conversation

[redacted]t, Bronx N.Y. 10455 T[redacted]

June 20th, 2018

To Whom It May Concern:

I am respectfully submitting this letter in support of DREAM Charter School's application for authorization to open a DREAM Charter School Mott Haven, and a DREAM Charter School Hunts Point, respectively in Community School Districts 7 and 8.

DREAM has an outstanding history of maintaining above average academic success in the fields of Math and English Language Arts. Consistently, they have outperformed the district, city, and state tests in these fields.

DREAM contributes much of their success to their model's uniqueness, in that it engages scholars' families and the larger community as active partners. Each year, DREAM staff visits each scholar and family in their homes before the school year begins, to set the scene for successful partnerships that continue throughout the school year by engaging families in workshops, classroom activities, and leadership opportunities.

In addition, DREAN offers high-quality after school and summer programming to its scholars for free. Scholars can engage in fun extracurricular activities, project based learning, sports that enable them to explore their passions and develop as positive and productive members of a classroom, team, and community.

In conclusion, I fully support DREAM's application for authorization to open two new schools in CSD 7 and 8. I look forward to the increased number of children in our community who will have access to the life enriching environment provided by DREAM Charter Schools.

Respectfully,

Juan Garcia

Community Outreach Coordinator

Institute for Mediation and Conflict Resolution

[redacted]

226 A & F Deli and Grocery
266 E 143rd Street
Bronx NY 10451

June 10, 2018

To Whom It May Concern:

I submit this letter in support of DREAM Charter School's application to open a new school in Districts 7 and 8. Dream does a great job of engaging young people from the community in positive work. I believe that the good work that they have done in East Harlem should be replicated in the Bronx to help the youth of the South Bronx succeed in life.
I am in full support and look forward to increasing the number of children in our community who will have access to the life of their dreams through DREAM Charter School.

Sincerely,

Franklin Marizan
Store Manager
Franklin G. Marizan

Bronxworks
Lifting Lives Building Futures

[redacted]onx, NY 10453
www.bronxworks.org

June 21, 2018

To Whom It May Concern:

On behalf of BronxWorks, we are writing to express support of DREAM Charter School's application for authorization to open DREAM Charter School Mott Haven and DREAM Charter School Hunts Point in Community School Districts 7 and 8 respectively. DREAM's track record of academic success together with its focus on the whole child including social emotional learning, arts, music, and wellness programming together with DREAM's strong ties to families and the surrounding community make it an ideal fit for our community.

Founded in 1972 as the Citizens Advice Bureau and rebranded in 2009, the mission of BronxWorks is to help individuals improve their economic and social wellbeing. From toddlers to seniors, we feed, shelter, teach, and support our neighbors to build a stronger community. Over the last 12 months, our efforts have positively impacted over 45,000 persons.

Since 2017, BronxWorks has partnered with DREAM through the Healthy & Livable Mott Haven Partnership, a BronxWorks-led initiative aiming to increase access to healthy food and opportunities for active living while building community capacity to address these issues collaboratively.

DREAM's model is unique in that it engages scholars' families and the larger community as active partners. Every year, DREAM visits every scholar and family in their homes before the school year begins to set the scene for successful partnerships that continue throughout the year as families are engaged in workshops, classroom activities, and leadership opportunities. DREAM maintains a constant presence in the community at Community Board meetings, Tenant Association meetings, and various community alliances and coalitions. DREAM's deep engagement in the Mott Haven community are in alignment with the Healthy & Livable Mott Haven vision.

In conclusion, we fully support DREAM's application to open new schools in CSD 7 and 8, and look forward to increasing the number of children in our community who will have access to the life of their dreams through DREAM Charter School.

Sincerely,

John Weed, LMSW
Assistant Executive Director

Hostos Community College 50 1968 2018

OFFICE OF THE PRESIDENT

June 21, 2018

To Whom It May Concern:

It is my pleasure to respectfully submit this letter in support of DREAM Charter School's application for authorization to open *DREAM Charter School Mott Haven* and *DREAM Charter School Hunts Point*, in Community School Districts 7 and 8 respectively. DREAM's track record of academic success together with its focus on the whole child including social emotional learning, arts, music, and wellness programming together with DREAM's strong ties to families and the surrounding community make it an ideal fit for our community.

DREAM scholars consistently outperform the district, city, and state in both ELA and Math state tests. This is a direct result of DREAM's culture of high expectations and high levels of support for *all* scholars including English language learners and scholars with special needs who greatly benefit from DREAM's co-teaching model and inclusive environment.

DREAM works hard to foster a love of learning among its scholars by providing scholars with hands on opportunities to explore a rigorous academic curriculum as both critical thinkers and problem solvers. DREAM's mission is to ensure that all scholars recognize their potential and realize their dreams and DREAM fulfills this mission by offering scholars a safe school environment with strong peer, family, and staff relationships that both nurture and challenge scholars to achieve.

Their model is unique in that it engages scholars' families and the larger community as active partners. Every year, DREAM visits every scholar and family in their homes before the school year begins to set the scene for successful partnerships that continue throughout the year as families are engaged in workshops, classroom activities, and leadership opportunities. DREAM maintains a constant presence in the community at Community Board meetings, Tenant Association meetings, and various community alliances and coalitions.

The South Bronx community is in need of high-quality after school and summer programming and DREAM provides it to its scholars free of charge. Scholars engage in fun extracurricular activities, project based learning, and sports that enable them to explore their passions and develop as members of a classroom, team, and community.

In conclusion, I fully support DREAM's application to open new schools in CSD 7 and 8, and look forward to increasing the number of children in our community who will have access to the life of their dreams through DREAM Charter School.

Sincerely,

David Gómez Ed.D.
President

Eugenio María de Hostos Community College - [redacted] Bronx, NY 10451

CUNY



June 19, 2018

To Whom It May Concern:

As a local business owner in the South Bronx I am aware of the educational needs in district 7 and 8. I fully support DREAM's application to open new schools in CSD 7 and 8, and look forward to increasing the number of children in our community who will have access to the life of their dreams through DREAM Charter School.

Sincerely,

Owner
Virginia Teveras

TANNEN'S — PRINTERS • STATIONERS OFFICE OUTFITTERS

[redacted]

[redacted]
Bronx, New York 10455

June 20 2018

To Whom It May Concern:

As a third generation retail store owner located in the South Bronx, I am in great support of DREAM Charter Schools application to open a school in the area. I know well the success of students from DREAM Charter Schools. In any neighborhood strong schools add to the overall quality of the community. It is my hope and wish that their commitment to students. family and community can be established in the area.

Sincerely

David Tannen

MOTT HAVEN REFORMED CHURCH
350 East 146th Street, Bronx, New York 10451

June 21, 2018

To whom it May Concern,

This correspondence is a letter of support for the establishment of a DREAM Charter School in the Mott Haven Community and Hunts Point Community in school districts seven (7) and eight (8). As a community leader and advisory board member of PS-18 CLS; I have observed the success of the DREAM after-school program at PS-18. DREAM's track record of academic success together with its focus on the whole child including social emotional learning, arts, music, and wellness programming together with DREAM's strong ties to families and the surrounding community make it an ideal fit for our community.

DREAM works hard to foster a love of learning among its scholars by providing scholars with hands on opportunities to explore a rigorous academic curriculum as both critical thinkers and problem solvers. DREAM's mission is to ensure that all scholars recognize their potential and realize their dreams and DREAM fulfills this mission by offering scholars a safe school environment with strong peer, family, and staff relationships that both nurture and challenge scholars to achieve.

DREAM works hard to foster a love of learning among its scholars by providing scholars with hands on opportunities to explore a rigorous academic curriculum as both critical thinkers and problem solvers. DREAM's mission is to ensure that all scholars recognize their potential and realize their dreams and DREAM fulfills this mission by offering scholars a safe school environment with strong peer, family, and staff relationships that both nurture and challenge scholars to achieve. DREAM's model is unique in that it engages scholars' families and the larger community as active partners.

As an educator, I support DREAM's application to open new schools in CSD seven (7) and eight (8). look forward to seeing the number of children in our community increase who will have access to the life of their dreams through DREAM Charter School.

MOTT HAVEN REFORMED CHURCH
350 East 146th Street, Bronx, New York 10451

Yours in Christ,

Rev. Dr. Patricia A. Sealy

MAP
The Mayor's Action Plan for Neighborhood Safety

Center for Court Innovation

To Whom It May Concern,

My name is James Reddick and I am the Mayor's Engagement Coordinator (MEC) at Patterson Houses. I respectfully submit this letter in support of DREAM Charter School's application for authorization to open DREAM Charter School Community School Districts 7 and 8 respectively. I have known of DREAM's work in East Harlem and I am confident that it could replicate the accomplishments of the East Harlem Charter School in a much needed area that deserves an educational jumpstart to success. DREAM's programs and activities are free and their initiatives are relevant and adaptable to fit any community needs.

In conclusion, I fully support DREAM's application to open new schools in CSD 7 and 8, and look forward to increasing the number of children in our community who will have access to the life of their dreams.

In Service,

James Reddick
Mayor's Engagement - Patterson Houses

From the Office of the President, Princella Jamerson

[redacted]

BRONX, NEW YORK 10454

[redacted]

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June, 22, 2018

I am writing on behalf of Millbrook Resident Association to express support for DREAM's proposal to open a new school in the South Bronx. Millbrook Resident Association represents over 1500 apartments and 3,924 residents.

As longtime leaders in the Mott Haven Community, the Millbrook Resident Association is particularly excited about DREAM's investment in the children and families of the South Bronx. Since successfully launching its nationally-recognized REAL Kids program at Mott Haven's PS 18, located near the Patterson Houses public housing development, in the summer of 2013, DREAM has continued to offer after-school programing for elementary and middle school students at this site. DREAM's programs which provide safe, supportive and engaging opportunities for young people to build the concrete skills needed to break the cycle of poverty, has already proven to be valuable for our communities' families.

Additionally, I endorse DREAM pursuit in Building a Charter School in our Neighborhood we expect that DREAM will certainly require significant usage for its school program participants (All of whom are from the Mott Haven community), or community based organizations and local residents will also have access to the School regardless of their connection to DREAM.

Millbrook Residents Association is more than happy to provide this letter of support for DREAM Opening a Charter School and our Community The organization has a strong record of actively engaging youth to ensure that they grow into resilient young adults who live healthy, productive lives. We look forward to growing our relationship partnership with DREAM.

Sincerely,

Princella Jamerson

BRONX COUNCIL ON ALCOHOL AND SUBSTANCE USE DISORDERS

Date: June 21, 2018

To Whom It May Concern:

I respectfully submit this letter in support of DREAM Charter School's application for authorization to open DREAM Charter School Mott Haven and DREAM Charter School Hunts Point in Community School Districts 7 and 8 respectively. DREAM's track record of academic success together with its focus on the whole child including social emotional learning, arts, music, and wellness programming together with DREAM's strong ties to families and the surrounding community make it an ideal fit for our community.

DREAM scholars consistently outperform the district, city, and state in both ELA and Math state tests. This is a direct result of DREAM's culture of high expectations and high levels of support for *all* scholars including English language learners and scholars with special needs who greatly benefit from DREAM's co-teaching model and inclusive environment.

DREAM works hard to foster a love of learning among its scholars by providing scholars with hands on opportunities to explore a rigorous academic curriculum as both critical thinkers and problem solvers. DREAM's mission is to ensure that all scholars recognize their potential and realize their dreams and DREAM fulfills this mission by offering scholars a safe school environment with strong peer, family, and staff relationships that both nurture and challenge scholars to achieve.

DREAM's model is unique in that it engages scholars' families and the larger community as active partners. Every year, DREAM visits every scholar and family in their homes before the school year begins to set the scene for successful partnerships that continue throughout the year as families are engaged in workshops, classroom activities, and leadership opportunities. DREAM maintains a constant presence in the community at Community Board meetings, Tenant Association meetings, and various community alliances and coalitions.

DREAM also offers high-quality after school and summer programming to its scholars free of charge. Scholars engage in fun extracurricular activities, project based learning, and sports that enable them to explore their passions and develop as members of a classroom, team, and community.

In conclusion, I fully support DREAM's application to open new schools in CSD 7 and 8, and look forward to increasing the number of children in our community who will have access to the life of their dreams through DREAM Charter School.

BRONX COUNCIL ON ALCOHOL AND SUBSTANCE USE DISORDERS



Sincerely,

(f) Admissions Policy

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the admissions policy of DREAM Charter School. Where necessary, the policy will reflect the appropriate community school district of the school in question.

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017,Response D(2)c(2) - Admissions.

16. Facility

(a) Facility Needs

DREAM Charter School Mott Haven will need space for three sections of Kindergarten students by August of 2019. This space will be either in CSD private or co-located space within a NYCDOE building. Regardless of whether our first three years are spent in private or public space, we will need the following:

- Location in CSD 7
- 800 sf classrooms for each section offered (3,9,15 classrooms in first three years)
- One extra classroom per grade for possible ELL/special ed/remedial needs (1, 3, 5 extra classrooms in first three years)
- Total of 20 classrooms by year 3 for categories listed above
- Reasonably equipped main office for reception and leadership team
- Code-compliant hallways
- Code-compliant kitchen and fire egress
- Security monitoring

Dedicated spaces for students to eat and play are optimal but not required.

(b) Facility Selection

On June 13, 2018, DREAM officials held meetings with NYCDOE to engage in a discussion about shared space within a CSD 7 DOE building. We informed them of our plans to open in August 2019 in CSD 7, and 2021 in CSD 8. Our candidacy was met with a positive response, as we were once a NYCDOE authorized school. Unfortunately, NYCDOE also informed us that although CSD 7 did in fact need more high-quality charter schools, space was not easy to find.

Space is limited because DOE schools are already overcrowded with CSD student population already testing the limits of classroom capacity. NYCDOE was clear with us that although they world work to accommodate us, there would be no guarantees.

Although our long-term plan for both of our new Bronx schools is to occupy their own buildings someday, this is not practical with so few students in the early years. For that reason, we have engaged DBI consulting in a search for private spaces in CSD 7 and 8. This can take two routes: either find private space that can be converted to schools classrooms or find an existing school that is no longer operating. This could be a shuttered private, parochial, or charter school.

In whatever private space scenario unfolds, our lease or rent cost must be a financial match with facilities aid from the NYCDOE. In our long-range budget(R-21e) we show a lease line item for the revenue neutral match from our facilities aid. Throughout the replication process, we would keep the Charter Schools Institute of any developments in our CSD 7 search.

(c) Facility Related Conflicts of Interest

We will ensure that no DREAM employee, DREAM CS employee, or board member of either organization will have a financial interest in any real estate transaction.

16. Facility Documents

(d) Additional Facility Information

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point do not have facility information at this time.

17. Food Services

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the food service policy of DREAM Charter School.

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, DREAM Family Handbook, page 40 and 51.

18. Health Services

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the health services policy of DREAM Charter School.

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, Response D(2) c(7).

DREAM Health Service Policy

STUDENT ILLNESS and MEDICATION (from DREAM Staff Handbook)

Students who feel ill or need medication to be administered should be sent to the nurse's office. Teachers should send students with a nurse's pass to the Nurse's Office (Room 158). Scholars that routinely visit the nurse will be issued a laminated, permanent nurse pass that will be kept in classrooms. In no case may a student call a parent/guardian/emergency contact to discuss his/her illness. Calls made to a parent/guardian/emergency contact should only be made by a DREAM staff member or a nurse. The school nurse should be the only person advising families on whether or not a student should be sent home.

The Senior Manager of Operations (SMO) will provide ongoing, updated lists of students who have allergies and/or require medication to be administered on a routine basis. Teachers must adhere to the student's medication schedule and ensure that he/she goes to the nurse's office at the required time(s). In the absence of a nurse or in the event of an emergency, only trained staff members may administer medication to students unless a Medical Administration Form is on file indicating self-administration. Students with asthma or other illnesses must store their medication in the nurse's office. Teachers should collect any/all medication found in a classroom or with a student and immediately turn it over to the SMO.

If the nurse determines that a student needs to go home, the nurse's office will contact the Family Support Coordinator and will contact the student's classroom. With minimal disruption to teaching and learning, a staff member will come into the classroom to get the student's belongings and homework. The student will wait in the nurse's office or in the Family Support Coordinator's area to be picked up by a family member/emergency contact.

If the nurse determines that a student does not need to go home, the student will be told to return to class. In this instance, teachers and TAs should not contact a family member or emergency contact to request that a student be picked up

ILLNESS / INJURY (from DREAM Family Handbook)

DREAM will immediately notify you if your child becomes sick or has an accident that requires medical attention. If your child is sent to the school nurse and it is determined that he/she has a fever, is contagious, or otherwise cannot remain in school for the remainder of the day, you will be contacted to pick up your child as soon as possible. If your child is injured during the school day, a supervising staff member will complete a Student Injury Report that will be kept on file at school. You may also request a copy of the report for your records.

It is important for DREAM staff to know if your child has an ongoing medical issue that requires special attention. Please make sure that you notify DREAM if your child has any allergies or requires medication to be administered on a regular basis or in the event of an emergency. This information will be relayed to your child's teachers as well as the school nurse.

DREAM is committed to providing the support necessary to scholars with asthma to ensure optimal health and safety during the school day and after school hours. DREAM requires all families, staff and scholars to comply with the following asthma administration procedures.

1) Any DREAM family that has a child with diagnosed asthma must submit an updated Medication Administration Form at the start of each school year. This form must indicate whether or not a child may self-administer asthma medication and must be signed by a medical professional. The Medication Administration Form will be kept on file in the main office as well as the nurse's office.

2) Any DREAM family that has a child with diagnosed asthma must provide DREAM with an asthma pump in its original packaging. DREAM requests that families also provide a spacer and mask. Asthma pumps, spacers and masks will be stored in the nurse's office. DREAM requires expired medication to

be replaced immediately and for all medication to be labeled with the child's name and date prescribed.

In the case that a student has lice or other similar issues, the family affected will be notified immediately. Depending on the situation, the student may not be able to stay in the school building. If other families have the possibility of being affected, then DREAM will send notification home. DREAM takes every effort to ensure the health and safety of all students.

DREAM partners with the Department of Health to provide a school nurse to our students. We follow all regulations and procedures of the Department of Health. Any questions or concerns about the school nurse should be directed to the Senior Manager of Operations.

19. Transportation

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will replicate the transportation policy of DREAM Charter School.

This response is incorporated by reference from the following source material: DREAM Charter School Renewal Application, 2017, Response D(2) c(1): Family Handbook, page 45.

20. Insurance

DREAM Hunts Point and DREAM Mott Haven will replicate the same insurance as DREAM Charter School. An amendment or rider to the existing policy will be secured for the new sites with the same coverage. The policy will be clear that the same education corporation will operate in multiple sites and that each site will be covered.

Please see R-23b - Supplemental Attachments_Insurance for details and proof of insurance.

Fiscal soundness

Since its founding in 2008, DREAM Charter School has been diligent in its allocation of resources to ensure that students receive the highest quality services they require in order to succeed, while maintaining the school's long term viability. This section details our current enrollment, future staff projections and overall fiscal soundness of the school.

DREAM currently serves 518 students from PreK-8th grade. This summer we will launch our first 9th grade class by serving an additional 90 students. Our high school will grow by adding one additional grade, with 120 students per year. In 2021, the entire school will reach scale and we will be serving over 950 students in PreK-12th.

Our current K-8 staff is made up of 16 leadership positions, 53 instructional staff and 9 non-instructional staff members. Next year, with the launch of a new 9th grade, we will be adding 10 additional instructional positions and four non-instructional positions. At scale, the high school staff is projected to include 46 teaching and supports positions with an additional 13 non-instructional positions. Our high school staff assumptions maintain a reasonable staff-per-student ratio and also allow for flexibility of programming required to offer a comprehensive high school experience (e.g. AP courses, college planning and/or internships).

Institutional Partnership Agreement

We rely on our founding Community Based Partner, Harlem RBI, to help with the sustainability of our growth and operations. Through an Institutional Partnership Agreement, Harlem RBI provides back end services in accounting, finance, IT, fundraising, recruitment, hiring and facilities maintenance. Combining these services not only helps both organizations realize greater efficiency but it also allows DREAM the space to focus on delivering quality instruction and developing strong teachers.

Current financial picture

DREAM diversifies its funding with 81% of revenue coming from per pupil dollars, 10% from private sources (e.g. individuals and foundations) and 9% from government grants. Over the past three fiscal years, DREAM has maintained a positive multi-year cash flow and as of February 1, 2017, DREAM Charter School had more than 60 days of cash on hand. This cash position covers all current operating expenses without any need of a cash infusion. DREAM also has sufficient cash flow to cover 100% of liabilities that are expected over the next 12 months. DREAM has no debt obligations. In the previous fiscal year, DREAM operated with a $229K surplus due to significant investments in school capital as the school was approaching scale. Our most recent debt-to-assets ratio is zero with no outstanding debt. Because of our experience and fiscal management practices, we are confident that we will continue to operate with all appropriate and required resources in order to deliver on our promise to families.

Facilities project and planning

One of our main expenses as an organization is maintaining our 60,000 square foot facilities. In the summer of 2015, DREAM completed the construction of a building project that included a space for a school, a public park and 88 units of attached affordable housing. As part of our agreement, DREAM is entitled to serve as the primary tenant and benefits from a 100-year lease.

The building project was a collaborative effort between a private developer and multiple city agencies and continues to serve as an example of what a successful public- private partnership could look like.

DREAM future growth

DREAM will grow by one grade per year to reach our full Prek-12 capacity. This pacing will allow us to first create all the needed systems and practices prior to the high school reaching scale. Financially, DREAM has plans to meet the increased demand for resources and has already confirmed multi-year, recurring gifts earmarked for our high school expansion.

Scaling to a 12th grade allows DREAM the opportunity to realize more efficiency across the organization in areas, such as professional development and curriculum development. Additionally, continued growth serves as a tool for retaining talented staff by providing high performers a pathway to leadership or other career opportunities.

21. Fiscal Soundness

(a) Budget

Charter Schools Program Grant (CSP)

An explanation of both new schools' five-year budgets should start with fiscal independence. DREAM Charter Schools will rely only on government funding. Any introduction of philanthropy to pay for operating costs would create a dependence on such support. Through careful planning, we have determined that each new school will stand on its own without the need for borrowing, fundraising, or outside grants. In the early years, this is because of the $550,000 CSP grant. This amount could actually increase by up to $250,000 if either DREAM charter school serves a particular high-needs population. For now, we have conservatively used the base figure of $550,000. CSP funds will be carefully allocated across our planning year, plus our first two operational years. Specifically, we will offset the cost of our planning year resident principal as a near dollar for dollar planning year CSP budget match. In operating years one and two, we will use the remaining $440,000 in CSP funds to cover furnishings, supplies, and eligible purchased services. Our 5-year budget already shows enough of these costs to use up all of our CSP funds. These funds are also of great benefit to schools like DREAM who start with limited per-pupil dollars. Specifically, they significantly reduce the need for unrestricted per pupil funds to be stretched into supplies, materials and purchased services while the school is just starting up.

Per-pupil Funding

Our budgets assume a 1% per-pupil annual increase over 5 years. Per-pupil funding would primarily be used to cover the cost of payroll, benefits, and our management fee to DREAM. Our staffing model calls for light staffing in year one, with only kindergarten students in the building. The next four operating years, we see large spikes in enrollment and staffing as we build out our middle school grades as well. One significant advantage of replicating is knowing with great accuracy the number of staff members we will need for each school. With staffing and management fees being so predictable, the remainder of our budget is reserved for discretionary costs, and of course the facility cost.

Special Education Funding

DREAM Charter School (Harlem) has a decade long history of serving significant percentages of special education students. Each student, depending on the services in their individualized education plan (IEP), receives additional aid called excess cost aid. This additional revenue source is used by charter schools to offset payroll for the for the provision of these IEP services. With DREAM's decade of history and data with this revenue source, we believe our special education revenue projections will be accurate.

Federal Title Funding

Charter Schools receive direct access to individual allocations for federal Title 1 and Title 2, without having it pass through the local school district. Title 1 is used for bringing struggling students up to grade level. Title 2 is used to develop teachers and administrators through high quality professional development. These revenue assumptions match what has historically been received per pupil at DREAM Charter School.

Facility Assumptions

Referenced throughout this RFP and our business plan, DREAM Charter School Mott Haven is closer to its proposed opening than DREAM Charter School Hunts Point. Our initial face-to-face meeting with NYCDOE about CSD 7 space was received positively, but also came with information that shared DOE space was not a guarantee in that over-crowded CSD. Our long-range budget still holds zero cost for our lease in operating years one through three, assuming a CSD 7 DOE incubation space is secured for school years 2019-2022. In the event that colocated incubation space cannot be found for years one through three, we will likely have found private space to temporarily occupy while our enrollment is still small. The revenue to pay for this space would be triggered to come from charter schools facilities aid, at 30% of regular per-pupil aid per student. All scenarios of private space would aim to be revenue-neutral; the amount of NYC facilities aid would equal the amount of lease costs.

Management Fee - DREAM

Beginning in SY 2019-20, DREAM Charter School Mott Haven would pay a management fee of 13% of total revenue. Although this percentage is not absolutely decided since we are a full school-year away, we are comfortable using this percentage based on all of the cost and revenue modeling we have done for eventually serving three schools. This 13% figure is also consistent with percentages that other high-performing networks charge for the same services, including academic oversight in addition to all of the services DREAM CS has benefitted from since 2008.

Unrestricted Cash

Due to our predictable staffing structure and cost effective management fee, hitting our revenue targets will result in positive cash flow in every year. Seen in our end-of-year 2023-2024 budget (R-21e), DREAM Charter School Mott Haven would have unrestricted net operating cash of $3.18 Million. Unrestricted operating cash is critically important to schools vying to build their own facilities. With our own facility being the ultimate goal, like DREAM Charter School enjoys in Harlem, flexibility with cash is paramount to strengthen lease negotiations, provide a down payment on a building, or even commit to leasehold improvements.

(b) Financial planning

DREAM Charter School Mott Haven and DREAM Charter School Hunts Point will adopt the same financial planning practices as DREAM Charter School, incorporating by reference our 2017 transfer and renewal application. Both new schools will use DREAM for all financial management, adopting policies and internal controls that have effectively been in place at DREAM Charter School since 2008.

(c) Fiscal audits

In 2016-17, DREAM Charter School (Harlem) changed its independent auditor. When three schools are simultaneously chartered, we will be using the same auditor for all three schools. DREAM provides considerable support in preparing the school for the pending summer audit. We will find some efficiencies using the same independent auditor who requires the same type of pre-audit preparation.

(d) Dissolution

Our schools will reserve $75,000 in each school's dissolution account, separate from our general operating funds. Shown on line 152 of our budgets, they funds will be reserved in $25,000 increments for the first three years.



2018 New School Proposal
Budget(s) & Cash Flow(s) Template

DREAM Charter School Hunts Point

Contact Name:	Eve Colavito
Contact Title:	Chief Education Officer
Contact Email:	[redacted]
Contact Phone:	
First Academic Year:	2021-22
Pre-Opening Period:	July 1, 2020 - June 30, 2021

Note: For pre-opening period if the RFP submission date is:
a) less than 1 year from the "First Academic Year," select the January through June date range.
b) 1 year or more before the "First Academic Year," select the July through June date range.

DREAM CHARTER SCHOOL HUNTS POINT
2021-22 through 2025-26

CHARTER ENROLLMENT BY GRADE						
GRADES	**LEVEL**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Kindergarten	Elementary School	81	81	81	81	81
1st Grade	Elementary School		81	81	81	81
2nd Grade	Elementary School			81	81	81
3rd Grade	Elementary School				81	81
4th Grade	Elementary School					81
5th Grade	*Elementary School*					
6th Grade	Middle School		81	81	81	81
7th Grade	Middle School			81	81	81
8th Grade	Middle School				81	81
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		81	243	405	567	648

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Kindergarten	Elementary School	3	3	3	3	3
1st Grade	Elementary School		3	3	3	3
2nd Grade	Elementary School			3	3	3
3rd Grade	Elementary School				3	3
4th Grade	Elementary School					3
5th Grade	Elementary School					
6th Grade	Middle School		3	3	3	3
7th Grade	Middle School			3	3	3
8th Grade	Middle School				3	3
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		3	9	15	21	24

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
Kindergarten	Elementary School	27	27	27	27	27
1st Grade	Elementary School	0	27	27	27	27
2nd Grade	Elementary School	0	0	27	27	27
3rd Grade	Elementary School	0	0	0	27	27
4th Grade	Elementary School	0	0	0	0	27
5th Grade	Elementary School	0	0	0	0	0
6th Grade	Middle School	0	27	27	27	27
7th Grade	Middle School	0	0	27	27	27
8th Grade	Middle School	0	0	0	27	27
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	81	162	243	324	405
Total Middle School Enrollment	-	81	162	243	243
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**81**	**243**	**405**	**567**	**648**
Change in Net Enrollment from Prior Year (Count)	81	162	162	162	81
Change in Net Enrollment from Prior Year (Percent)	100.0%	200.0%	66.7%	40.0%	14.3%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	81	243	405	567	648
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	NYC CHANCELLOR'S OFFICE	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 25,200,000,000	$ 25,200,000,000	$ 25,200,000,000	$ 25,200,000,000	$ 25,200,000,000
ENROLLMENT (*Charter School*)		81	243	405	567	648
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2021-22**	**2022-23**	**2023-24**	**2024-25**	**2025-26**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

DREAM CHARTER SCHOOL HUNTS POINT

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2021-22	2022-23	2023-24	2024-25	2025-26
	Grades	K	K-1, 6	K-2, 6-7	K-3, 6-8	K-4, 6-8
	Enrollment	81	243	405	567	648

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	**FTE**					**Description of Assumptions**
Executive Management	0.0	0.0	0.0	0.0	0.0	
Instructional Management	1.0	1.0	2.0	2.0	2.0	
Deans, Directors & Coordinators	0.0	2.0	4.0	6.0	6.0	
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	0.0	1.0	1.0	1.0	1.0	
Administrative Staff	0.0	1.0	1.0	2.0	2.0	Operations Coordinator
TOTAL ADMINISTRATIVE STAFF	1.0	5.0	8.0	11.0	11.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	4.0	12.0	20.0	28.0	32.0	
Teachers - SPED	2.0	6.0	10.0	14.0	16.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	0.0	0.0	0.0	0.0	0.0	
Specialty Teachers	0.0	5.0	9.0	9.0	12.0	
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	0.0	1.0	2.0	2.0	2.0	
Other	1.0	2.0	4.0	5.0	6.0	Youth Development Specialist
TOTAL INSTRUCTIONAL	7.0	26.0	45.0	58.0	68.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	2.0	2.0	5.0	6.0	Assistant Dean, Family Engagement Manager, Data Coordinator
TOTAL NON-INSTRUCTIONAL	0.0	2.0	2.0	5.0	6.0	
TOTAL PERSONNEL SERVICE FTE	8.0	33.0	55.0	74.0	85.0	

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2021-22	2022-23	2023-24	2024-25	2025-26
	Grades	K	K-1, 6	K-2, 6-7	K-3, 6-8	K-4, 6-8
	Enrollment	81.00	243.00	405.00	567.00	648.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	1.00%	1.00%	1.00%	1.00%	1.00%	
Executive Management	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Management	$ 140,000	$ 140,000	$ 141,400	$ 282,814	$ 285,642	$ 288,499	
Deans, Directors & Coordinators	$ 100,000	$ -	$ 200,000	$ 402,000	$ 606,020	$ 612,080	
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 100,000	$ -	$ 100,000	$ 101,000	$ 102,010	$ 103,030	
Administrative Staff	$ 45,000	$ -	$ 45,000	$ 45,450	$ 90,905	$ 91,814	
TOTAL ADMINISTRATIVE STAFF		$ 140,000	$ 486,400	$ 831,264	$ 1,084,577	$ 1,095,422	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 77,000	$ 308,000	$ 927,080	$ 1,552,351	$ 2,183,874	$ 2,513,713	
Teachers - SPED	$ 77,000	$ 154,000	$ 463,540	$ 776,175	$ 1,091,937	$ 1,256,857	
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ -	$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 68,571	$ -	$ 342,855	$ 620,568	$ 626,773	$ 838,754	
Aides	$ -	$ -	$ -	$ -	$ -	$ -	
Therapists & Counselors	$ 60,000	$ -	$ 60,000	$ 120,600	$ 121,806	$ 123,024	
Other	$ 50,000	$ 50,000	$ 100,500	$ 201,505	$ 253,520	$ 306,055	
TOTAL INSTRUCTIONAL		$ 512,000	$ 1,893,975	$ 3,271,199	$ 4,277,911	$ 5,038,403	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ 56,000	$ -	$ 112,000	$ 113,120	$ 282,251	$ 341,074	
TOTAL NON-INSTRUCTIONAL		$ -	$ 112,000	$ 113,120	$ 282,251	$ 341,074	
TOTAL PERSONNEL SERVICE WAGES		$ 652,000	$ 2,492,375	$ 4,215,583	$ 5,644,739	$ 6,474,899	

DREAM CHARTER SCHOOL HUNTS POINT
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2020 - June 30, 2021

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" **OR** "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	**110,000**	
Total Expenses	**109,740**	
Net Income	**260**	
	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	110,000	CSP Draw of 110K pre-opening year
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	**110,000**	
LOCAL and OTHER REVENUE		
Contributions and Donations		
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	**-**	
TOTAL REVENUE	**110,000**	

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	1.00	70,700	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	**1.00**	70,700	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	**-**	**-**	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	**-**	
SUBTOTAL PERSONNEL SERVICE COSTS	**1.00**	**70,700**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		5,409	
Fringe / Employee Benefits		7,317	Includes 403b
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		**12,726**	
TOTAL PERSONNEL SERVICE COSTS	**1.00**	**83,426**	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		**-**	

SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	-	
Technology	-	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	-	
Student Recruitment / Marketing	26,314	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	**26,314**	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**-**	
DEPRECIATION & AMORTIZATION	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	
TOTAL EXPENSES	**109,740**	
NET INCOME	**260**	

PRE-OPENING CASH FLOW 1-YEAR	DREAM CHARTER SCHOOL HUNTS POINT												
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2020 - June 30, 2021												
Total Revenue	-	-	-	-	-	-	-	-	-	-	-	110,000	110,000
Total Expenses	2,193	2,193	2,193	2,193	2,193	2,193	16,097	16,097	16,097	16,097	16,097	16,097	109,740
Net Income	(2,193)	(2,193)	(2,193)	(2,193)	(2,193)	(2,193)	(16,097)	(16,097)	(16,097)	(16,097)	(16,097)	93,903	260
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	(2,193)	(4,386)	(6,579)	(8,771)	(10,964)	(13,157)	(29,254)	(45,351)	(61,449)	(77,546)	(93,643)	-
Net Income	(2,193)	(4,386)	(6,579)	(8,771)	(10,964)	(13,157)	(29,254)	(45,351)	(61,449)	(77,546)	(93,643)	260	260

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	110,000	110,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	110,000	110,000
TOTAL REVENUE	-	-	-	-	-	-	-	-	-	-	-	110,000	110,000

EXPENSES															
ADMINISTRATIVE PERSONNEL COSTS	Positions														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	-	-	-	-	-		11,783	11,783	11,783	11,783	11,783	11,783	70,700	
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.00	-	-	-	-	-	-	11,783	11,783	11,783	11,783	11,783	11,783	70,700	
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.00	-	-	-	-	-	-	11,783	11,783	11,783	11,783	11,783	11,783	70,700	
PAYROLL TAXES AND BENEFITS															
Payroll Taxes		-	-	-	-	-	-	901	901	901	901	901	901	5,409	
Fringe / Employee Benefits		-	-	-	-	-	-	1,219.58	1,219.58	1,219.58	1,219.58	1,219.58	1,219.58	7,317	
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	2,121	2,121	2,121	2,121	2,121	2,121	12,726	
TOTAL PERSONNEL SERVICE COSTS	1.00	-	-	-	-	-	-	13,904	13,904	13,904	13,904	13,904	13,904	83,426	
CONTRACTED SERVICES															
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	-	-	-	-	-	-	-	-

SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	26,314
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	26,314
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**2,193**	**2,193**	**2,193**	**2,193**	**2,193**	**2,193**	**16,097**	**16,097**	**16,097**	**16,097**	**16,097**	**16,097**	109,740
NET INCOME	**(2,193)**	**(2,193)**	**(2,193)**	**(2,193)**	**(2,193)**	**(2,193)**	**(16,097)**	**(16,097)**	**(16,097)**	**(16,097)**	**(16,097)**	**93,903**	**260**

CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	**(2,193)**	**(2,193)**	**(2,193)**	**(2,193)**	**(2,193)**	**(2,193)**	**(16,097)**	**(16,097)**	**(16,097)**	**(16,097)**	**(16,097)**	**93,903**	**260**
Beginning Cash Balance	**-**	**(2,193)**	**(4,386)**	**(6,579)**	**(8,771)**	**(10,964)**	**(13,157)**	**(29,254)**	**(45,351)**	**(61,449)**	**(77,546)**	**(93,643)**	-
ENDING CASH BALANCE	**(2,193)**	**(4,386)**	**(6,579)**	**(8,771)**	**(10,964)**	**(13,157)**	**(29,254)**	**(45,351)**	**(61,449)**	**(77,546)**	**(93,643)**	**260**	**260**

YEAR 1 BUDGET AND ASSUMPTION			DREAM CHARTER SCHOOL HUNTS POINT PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2021 - JUNE 30, 2022						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue			**1,252,266**	**313,077**	**93,672**	**-**	**-**	**1,659,015**	
Total Expenses			**736,091**	**247,259**	**106,666**	**-**	**381,213**	**1,471,229**	
Net Income			**516,175**	**65,818**	**(12,994)**	**-**	**(381,213)**	**187,786**	
Budgeted Student Enrollment			**81**	**-**				**81**	
			PROGRAM SERVICES			**SUPPORT SERVICES**			
			REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2018-19)							
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	15,307	1,252,266					1,252,266	
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-					-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	15,307	1,252,266					1,252,266	
Special Education Revenue				313,077				313,077	
Grants									
Stimulus			-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			1,252,266	313,077	-	-	-	1,565,343	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs			-	-	18,816			18,816	
Title I			-	-	30,679			30,679	
Title Funding - Other			-	-	-			-	
School Food Service (Free Lunch)			-	-	44,177			44,177	
Grants									
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
Other			-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			-	-	93,672	-	-	93,672	
LOCAL and OTHER REVENUE									
Contributions and Donations			-	-	-	-	-	-	
Fundraising			-	-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	-	
Interest Income			-	-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	-	
Text Book			-	-	-	-	-	-	
OTHER			-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	
TOTAL REVENUE			**1,252,266**	**313,077**	**93,672**	**-**	**-**	**1,659,015**	

EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	Positions							
Executive Management	-	-	-	-	-	-	-	
Instructional Management	1.00	105,000	35,000	-	-	-	140,000	
Deans, Directors & Coordinators	-	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	-	-	-	-	-	-	-	
Administrative Staff	-	-	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF	1.00	105,000	35,000	-	-	-	140,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	4.00	308,000	-	-	-	-	308,000	
Teachers - SPED	2.00	-	154,000	-	-	-	154,000	
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	-	-	
Other	1.00	37,500	12,500	-	-	-	50,000	
TOTAL INSTRUCTIONAL	7.00	345,500	166,500	-	-	-	512,000	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	8.00	450,500.00	201,500	-	-	-	652,000	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		35,174	15,652	-	-	-	50,826	
Fringe / Employee Benefits		51,492	17,164	-	-	-	68,656	Includes 403b
Retirement / Pension		-	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		86,666	32,816	-	-	-	119,482	
TOTAL PERSONNEL SERVICE COSTS	8.00	537,166	234,316	-	-	-	771,482	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	-	-	
Legal		-	-	-	-	-	-	
Management Company Fee		-	-	-	-	215,683	215,683	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	-	-	
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	132,841	132,841	Includes PT support
TOTAL CONTRACTED SERVICES		-	-	-	-	348,523	348,523	

SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	39,976	-	-	-	-	39,976	
Special Ed Supplies & Materials		-	-	-	-	-	
Textbooks / Workbooks	38,829	12,943	-	-	-	51,772	
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	-	-	49,072	-	-	49,072	
Telephone	-	-	-	-	-	-	
Technology	-	-	-	-	-	-	
Student Testing & Assessment	3,354	-		-	-	3,354	
Field Trips	-	-	17,589	-	-	17,589	
Transportation (student)	-	-	9,654	-	-	9,654	
Student Services - other	33,051	-	-	-	-	33,051	
Office Expense	-	-	18,816	-	-	18,816	
Staff Development	57,401	-	-	-	-	57,401	
Staff Recruitment	-	-	-	-	-	-	
Student Recruitment / Marketing	26,314	-	-	-	-	26,314	
School Meals / Lunch	-	-	7,199	-	-	7,199	
Travel (Staff)	-	-	4,336	-	-	4,336	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	198,924	12,943	106,666	-	-	318,533	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	7,690	7,690	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	7,690	7,690	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	
TOTAL EXPENSES	**736,091**	**247,259**	**106,666**	**-**	**381,213**	**1,471,229**	
NET INCOME	**516,175**	**65,818**	**(12,994)**	**-**	**(381,213)**	**187,786**	

ENROLLMENT - *School Districts Are Linked To Above Entries*					
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	81		81	
Other District 1:		-		-	
Other District 2:		-		-	
Other District 3:		-		-	
Other District 4:		-		-	
Other District 5:		-		-	
Other District 6:		-		-	
Other District 7:		-		-	
Other District 8:		-		-	
Other District 9:		-		-	
Other District 10:		-		-	
Other District 11:		-		-	
Other District 12:		-		-	
Other District 13:		-		-	
Other District 14:		-		-	
All Other School Districts		-		-	
TOTAL ENROLLMENT		**81**		**81**	
REVENUE PER PUPIL		**15,460**		**20,482**	
EXPENSES PER PUPIL		**9,088**		**18,163**	

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

DREAM CHARTER SCHOOL HUNTS POINT
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2021 - JUNE 30, 2022

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	138,115	130,445	134,863	142,533	134,863	153,679	142,533	134,863	134,863	142,533	134,863	134,863	1,659,015
Total Expenses	121,201	121,201	135,205	115,709	115,709	115,709	115,709	115,709	115,709	142,952	115,709	140,709	1,471,229
Net Income	16,914	9,244	(342)	26,824	19,154	37,971	26,824	19,154	19,154	(419)	19,154	(5,846)	187,786
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0
Beginning Cash Balance	0	16,914	26,158	25,816	52,640	71,794	109,764	136,588	155,743	174,897	174,478	193,632	0
Ending Cash Balance	16,914	26,158	25,816	52,640	71,794	109,764	136,588	155,743	174,897	174,478	193,632	187,786	187,786

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**

		Basic Tuition (2018-19)	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE															
REVENUES FROM STATE SOURCES															
Per Pupil Revenue															
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	15,307	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	1,252,266
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	15,307	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	104,355	1,252,266
Special Education Revenue			26,090	26,090	26,090	26,090	26,090	26,090	26,090	26,090	26,090	26,090	26,090	26,090	313,077
Grants															
Stimulus			-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			130,445	130,445	130,445	130,445	130,445	130,445	130,445	130,445	130,445	130,445	130,445	130,445	1,565,343
REVENUE FROM FEDERAL FUNDING															
IDEA Special Needs			-	-	-	-	-	18,816	-	-	-	-	-	-	18,816
Title I			7,670	-	-	7,670	-	-	7,670	-	-	7,670	-	-	30,679
Title Funding - Other			-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)			-	-	4,418	4,418	4,418	4,418	4,418	4,418	4,418	4,418	4,418	4,418	44,177
Grants															
Charter School Program (CSP) Planning & Implementation			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
Other			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			7,670	-	4,418	12,087	4,418	23,234	12,087	4,418	4,418	12,087	4,418	4,418	93,672
LOCAL and OTHER REVENUE															
Contributions and Donations			-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising			-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement			-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments			-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income			-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book			-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER			-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	-	-	-	-	-	-	-	-

TOTAL REVENUE	**138,115**	**130,445**	**134,863**	**142,533**	**134,863**	**153,679**	**142,533**	**134,863**	**134,863**	**142,533**	**134,863**	**134,863**	**1,659,015**

EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	140,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.00	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	140,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	4.00	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	25,667	308,000
Teachers - SPED	2.00	12,833	12,833	12,833	12,833	12,833	12,833	12,833	12,833	12,833	12,833	12,833	12,833	154,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-													-
Other	1.00	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
TOTAL INSTRUCTIONAL	7.00	42,667	42,667	42,667	42,667	42,667	42,667	42,667	42,667	42,667	42,667	42,667	42,667	512,000
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	8.00	54,333	54,333	54,333	54,333	54,333	54,333	54,333	54,333	54,333	54,333	54,333	54,333	652,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		4,236	4,236	4,236	4,236	4,236	4,236	4,236	4,236	4,236	4,236	4,236	4,236	50,826
Fringe / Employee Benefits		5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	5,721	68,656
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		9,957	9,957	9,957	9,957	9,957	9,957	9,957	9,957	9,957	9,957	9,957	9,957	119,482
TOTAL PERSONNEL SERVICE COSTS	8.00	64,290	64,290	64,290	64,290	64,290	64,290	64,290	64,290	64,290	64,290	64,290	64,290	771,482
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	-	-
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		17,974	17,974	17,974	17,974	17,974	17,974	17,974	17,974	17,974	17,974	17,974	17,974	215,683
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	13,284	13,284	13,284	13,284	13,284	13,284	13,284	13,284	13,284	13,284	132,841
TOTAL CONTRACTED SERVICES		17,974	17,974	31,258	31,258	31,258	31,258	31,258	31,258	31,258	31,258	31,258	31,258	348,523

SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	5,000	5,000	5,000	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	2,775	39,976
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	5,000	5,000	5,000	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086	4,086	51,772
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	16,357	16,357	16,357	-	-	-	-	-	-	-	-	-	49,072
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	280	280	280	280	280	280	280	280	280	280	280	280	3,354
Field Trips	-	-	-	-	-	-	-	-	-	17,589	-	-	17,589
Transportation (student)	-	-	-	-	-	-	-	-	-	9,654	-	-	9,654
Student Services - other	2,754	2,754	2,754	2,754	2,754	2,754	2,754	2,754	2,754	2,754	2,754	2,754	33,051
Office Expense	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	1,568	18,816
Staff Development	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,783	4,783	57,401
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	2,193	26,314
School Meals / Lunch	-	-	720	720	720	720	720	720	720	720	720	720	7,199
Travel (Staff)	361	361	361	361	361	361	361	361	361	361	361	361	4,336
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	38,297	38,297	39,017	19,520	19,520	19,520	19,520	19,520	19,520	46,763	19,520	19,520	318,533
FACILITY OPERATION & MAINTENANCE													
Insurance	641	641	641	641	641	641	641	641	641	641	641	641	7,690
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	641	641	641	641	641	641	641	641	641	641	641	641	7,690
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES	**121,201**	**121,201**	**135,205**	**115,709**	**115,709**	**115,709**	**115,709**	**115,709**	**115,709**	**142,952**	**115,709**	**140,709**	1,471,229
NET INCOME	**16,914**	**9,244**	**(342)**	**26,824**	**19,154**	**37,971**	**26,824**	**19,154**	**19,154**	**(419)**	**19,154**	**(5,846)**	**187,786**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**0**	**0**
NET INCOME	**16,914**	**9,244**	**(342)**	**26,824**	**19,154**	**37,971**	**26,824**	**19,154**	**19,154**	**(419)**	**19,154**	**(5,846)**	**187,786**
Beginning Cash Balance	**0**	**16,914**	**26,158**	**25,816**	**52,640**	**71,794**	**109,764**	**136,588**	**155,743**	**174,897**	**174,478**	**193,632**	**0**
ENDING CASH BALANCE	**16,914**	**26,158**	**25,816**	**52,640**	**71,794**	**109,764**	**136,588**	**155,743**	**174,897**	**174,478**	**193,632**	**187,786**	**187,786**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			DREAM CHARTER SCHOOL HUNTS POINT					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.			PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2021-22 THROUGH 2025-26					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue			**1,659,015**	**5,257,414**	**8,703,215**	**14,707,048**	**16,971,455**	
Total Expenses			**1,471,229**	**4,601,739**	**7,404,395**	**14,560,842**	**16,079,387**	
Net Income (Before Cash Flow Adjustments)			**187,786**	**655,675**	**1,298,820**	**146,206**	**892,069**	
Budgeted Student Enrollment			**81**	**243**	**405**	**567**	**648**	This is full enrollment - SUNY actually allows for 20% higher collar if needed without need for material charter change
			Year 1 2021-22	**Year 2 2022-23**	**Year 3 2023-24**	**Year 4 2024-25**	**Year 5 2025-26**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**1.0%**	**1.0%**	**1.0%**	**1.0%**	**1.0%**	5% total over five years
Per Pupil Revenue		Basic Tuition (2018-19)						
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	15,307	1,252,266	3,794,365	6,387,181	9,031,474	10,424,901	
Other District 1:		-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.)	15,307	1,252,266	3,794,365	6,387,181	9,031,474	10,424,901	
Special Education Revenue			313,077	959,221	1,618,258	2,290,379	2,639,072	
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	2,709,619	3,127,675	Facilities Reimbursement
TOTAL REVENUE FROM STATE SOURCES			1,565,343	4,753,586	8,005,439	14,031,472	16,191,648	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			18,816	57,013	95,973	135,705	156,643	
Title I			30,679	92,957	156,477	221,258	255,395	
Title Funding - Other			-	-	-	-	-	
School Food Service (Free Lunch)			44,177	133,858	225,327	318,612	367,769	
Grants								
Charter School Program (CSP) Planning & Implementation			-	220,000	220,000	-	-	CSP Balance of 440K remaining after using 110K in planning year
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			93,672	503,828	697,776	675,576	779,807	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-		-	
Fundraising			-	-	-	-	-	
Erate Reimbursement			-	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			-	-	-	-	-	
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-	
TOTAL REVENUE			**1,659,015**	**5,257,414**	**8,703,215**	**14,707,048**	**16,971,455**	

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of						***NOTE: For all 5-Years of FTE/Staffing detail please see the***
Executive Management	-	-	-	-	-	-	
Instructional Management	1.00	140,000	141,400	282,814	285,642	288,499	
Deans, Directors & Coordinators	-	-	200,000	402,000	606,020	612,080	Layer 2 executive management staff starts year 2 (Grades K,1,6)
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	-	-	100,000	101,000	102,010	103,030	Layer 2 executive management staff starts year 2 (Grades K,1,6)
Administrative Staff	-	-	45,000	45,450	90,905	91,814	Layer 2 executive management staff starts year 2 (Grades K,1,6)
TOTAL ADMINISTRATIVE STAFF	1.00	140,000	486,400	831,264	1,084,577	1,095,422	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	308,000	927,080	1,552,351	2,183,874	2,513,713	Follows DREAM growth plan for K only in year 1, start staffing MS Yr. 2
Teachers - SPED	2.00	154,000	463,540	776,175	1,091,937	1,256,857	Follows DREAM growth plan for K only in year 1, start staffing MS Yr. 2
Substitute Teachers	-	-	-	-	-	-	Follows DREAM growth plan for K only in year 1, start staffing MS Yr. 2
Teaching Assistants	-	-	-	-	-	-	Follows DREAM growth plan for K only in year 1, start staffing MS Yr. 2
Specialty Teachers	-	-	342,855	620,568	626,773	838,754	Follows DREAM growth plan for K only in year 1, start staffing MS Yr. 2
Aides	-	-	-	-	-	-	Follows DREAM growth plan for K only in year 1, start staffing MS Yr. 2
Therapists & Counselors	-	-	60,000	120,600	121,806	123,024	Follows DREAM growth plan for K only in year 1, start staffing MS Yr. 2
Other	1.00	50,000	100,500	201,505	253,520	306,055	Follows DREAM growth plan for K only in year 1, start staffing MS Yr. 2
TOTAL INSTRUCTIONAL	7.00	512,000	1,893,975	3,271,199	4,277,911	5,038,403	Follows DREAM growth plan for K only in year 1, start staffing MS Yr. 2
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	112,000	113,120	282,251	341,074	
TOTAL NON-INSTRUCTIONAL	-	-	112,000	113,120	282,251	341,074	
SUBTOTAL PERSONNEL SERVICE COSTS	8.00	652,000	2,492,375	4,215,583	5,644,739	6,474,899	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		50,826	190,667	322,492	431,823	495,330	
Fringe / Employee Benefits		68,656	266,448	454,294	612,879	705,424	
Retirement / Pension		-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS		119,482	457,115	776,786	1,044,701	1,200,754	
TOTAL PERSONNEL SERVICE COSTS	8.00	771,482	2,949,490	4,992,369	6,689,440	7,675,653	
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	-	
Legal		-	-	-	-	-	
Management Company Fee		215,683	654,896	1,102,872	1,559,742	1,799,780	management fee set to 13% of total revenue
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		-	-	-	-	-	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		132,841	300,125	418,732	591,220	681,446	
TOTAL CONTRACTED SERVICES		348,523	955,021	1,521,605	2,150,963	2,481,226	

SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	39,976	70,122	75,109	106,204	122,590	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	51,772	75,260	58,001	82,013	94,667	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	49,072	67,080	44,231	62,542	72,192	
Telephone	-	-	-	-	-	
Technology	-	-	-	-	-	
Student Testing & Assessment	3,354	10,163	17,108	24,191	27,923	
Field Trips	17,589	53,295	89,713	126,855	146,427	
Transportation (student)	9,654	29,250	49,238	69,623	80,364	
Student Services - other	33,051	100,145	168,578	238,369	275,146	
Office Expense	18,816	57,013	95,973	135,705	156,643	
Staff Development	57,401	122,921	163,988	231,879	267,654	
Staff Recruitment	-	-	-	-	-	
Student Recruitment / Marketing	26,314	28,725	5,425	7,670	8,854	
School Meals / Lunch	7,199	21,814	36,720	51,922	59,933	
Travel (Staff)	4,336	13,138	22,115	31,271	36,096	
Fundraising	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	318,533	648,926	826,198	1,168,244	1,348,488	
FACILITY OPERATION & MAINTENANCE						
Insurance	7,690	23,301	39,224	55,462	64,019	
Janitorial	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	3,169,963	3,169,963	
Repairs & Maintenance	-	-	-	1,326,770	1,340,038	
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	7,690	23,301	39,224	4,552,195	4,574,020	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	**1,471,229**	**4,601,739**	**7,404,395**	**14,560,842**	**16,079,387**	
NET INCOME	**187,786**	**655,675**	**1,298,820**	**146,206**	**892,069**	

ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	81	243	405	567	648	
Other District 1:		-	-	-	-	-	
Other District 2:		-	-	-	-	-	
Other District 3:		-	-	-	-	-	
Other District 4:		-	-	-	-	-	
Other District 5:		-	-	-	-	-	
Other District 6:		-	-	-	-	-	
Other District 7:		-	-	-	-	-	
Other District 8:		-	-	-	-	-	
Other District 9:		-	-	-	-	-	
Other District 10:		-	-	-	-	-	
Other District 11:		-	-	-	-	-	
Other District 12:		-	-	-	-	-	
Other District 13:		-	-	-	-	-	
Other District 14:		-	-	-	-	-	
All Other School Districts		-	-	-	-	-	
TOTAL ENROLLMENT		**81**	**243**	**405**	**567**	**648**	
REVENUE PER PUPIL		**20,482**	**21,635**	**21,489**	**25,938**	**26,191**	
EXPENSES PER PUPIL		**18,163**	**18,937**	**18,282**	**25,680**	**24,814**	
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation		-	-	-	-	-	
Other		-	-	-	-	-	
Total Operating Activities		-	-	-	-	-	
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures		-	-	-	-	-	
Other		-	-	-	-	-	
Total Investment Activities		-	-	-	-	-	
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-	
Other		0	-	-	-	-	
Total Financing Activities		0	-	-	-	-	
Total Cash Flow Adjustments		**0**	**-**	**-**	**-**	**-**	
NET INCOME		**187,786**	**655,675**	**1,298,820**	**146,206**	**892,069**	
Beginning Cash Balance		0	187,786	843,462	2,142,281	2,288,487	
ENDING CASH BALANCE		**187,786**	**843,462**	**2,142,281**	**2,288,487**	**3,180,555**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2021-22)	81	15,460	1,252,266	-	1,252,266	25,200,000,000	0.005%
Year 2 (2022-23)	243	15,615	3,794,365	-	3,794,365	25,200,000,000	0.015%
Year 3 (2023-24)	405	15,771	6,387,181	-	6,387,181	25,200,000,000	0.025%
Year 4 (2024-25)	567	15,929	9,031,474	-	9,031,474	25,200,000,000	0.036%
Year 5 (2025-26)	648	16,088	10,424,901	-	10,424,901	25,200,000,000	0.041%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D	E	F	G	H
Operational	Enrollment	Per Pupil Rate	Per Pupil Aid	Other District	Total Funding to	* Total General Fund Operating	Projected Impact
Year 1 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 2 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 3 (2023-24)	-	-	-	-	-	-	#DIV/0!
Year 4 (2024-25)	-	-	-	-	-	-	#DIV/0!
Year 5 (2025-26)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

(f) Letters of Commitment

DREAM Charter School has an Institutional Partnership Agreement with non-profit community-based organization DREAM (formerly Harlem RBI). Under this agreement, DREAM Charter School is provided with back office support, including fund development. As shown in DREAM Charter School's budget, there are no assumptions of any funding sources other than state per-pupil revenue. The following section describes the approach of DREAM's development efforts.

Funding resources are identified, cultivated and executed by DREAM's twelve-person development team. The team is concluding another strong year of fundraising that was driven by increased giving by donors and meeting aggressive revenue targets at events. Additionally, three members of this team are dedicated to institutional giving and work with DREAM Charter School leadership to identify potential funders as well as maintain current relationships and engage those organizations who have provided support previously. They also are diligent in reporting on grants and ensuring compliance to secure government funding.

Prospective funding sources include increased revenue at events through individual donations, as well as the following institutions: the Walton Family Foundation (start-up funds recently secured for high school), the Charter School Growth Fund (funding process begun), the Tiger Foundation (lapsed donor), New Schools Venture Fund, certain New York State-based school funding sources (food-related, facilities), as well as after-school funding sources (local, state and federal) that DREAM can access and implement for DREAM Charter School (e.g., 21st Century Community Learning Centers, NYC's Department of Youth and Community Development, etc.). Additional resources could be used for any of the following programs, which can be particularly compelling to certain private donors: teacher development and training, ensuring scholars are ready for Kindergarten, college and career access, social-emotional learning, healthy eating and lifestyles, family engagement and support services, and STEM. If DREAM Charter School were to further expand the number of schools it oversees, CMO-only funding might be available.

DREAM Charter School's financial development plan is created in collaboration with the school's Board and leadership and DREAM's (formerly Harlem RBI) Executive Director, Chief Development Officer and Chief Strategy Officer. On a high-level, DREAM Charter High School costs and financial plan were incorporated into the 2016-2020 Strategic Plan jointly presented by DREAM (formerly Harlem RBI) and DREAM Charter School. The Chief Development Officer is responsible for reaching specific targets, and the DREAM Charter School Board is provided monthly updates of progress. The development team works closely with the Chief of Schools and DREAM's (formerly Harlem RBI) Executive Director to drive potential connections and funding sources forward.

(g) Non-SUNY Financials

Request is not applicable.

22. Action Plan

No action plan included.

23. Supplemental Information

(a) Supplemental Narrative

Not applicable.

Insurance Policy Billing Information

Thank you for selecting The Hartford for your business insurance needs.

Shortly, you will receive your first bill from us. You are receiving this Notice so you know what to expect as a valued customer of The Hartford. Should you have any questions after reviewing this information, please contact us at 866-467-8730, and we will be happy to assist you.

- Your total policy premium will appear on your policy's Declarations Page. You will be billed based on the payment plan you selected.
- You may pay the "minimum due" as it appears on your insurance bill or pay the policy balance in full.
- An installment service fee is added to each installment. A late fee will also be applied if the "minimum due" is not **received** by the due date shown on your bill. Service and late payment fees do not apply in all states.
- If you selected installment billing, any credit or additional premium due as the result of a change made to your policy, will be spread over the remaining billing installments. Additional premium due as a result of an **audit** will be billed in full on your next bill date following the completion of the audit.
- If you elected Electronic Funds Transfer (EFT), policy changes may result in changes to the amount automatically withdrawn from your bank account. The invoice you receive following a policy change will include future withdrawal amounts. If you need to adjust or stop your next scheduled EFT withdrawal, please contact us **at least 3 days prior** to the scheduled withdrawal date at the telephone number shown below.
- If you selected installment billing and pay the premiums for your first policy term on time, at renewal, your account may qualify for our "Equal Installment" feature. This means that the percentage due for each installment, including the initial renewal installment, will be the same throughout the policy term – helping you better manage cash flow. Equal installments will continue as long as you pay your premiums on time and no cancellation notices are issued for any policy on your account. If you no longer qualify for Equal Installments, future renewals will be billed based on the payment plan you selected, which includes a higher initial installment amount.
- If your policy is eligible for renewal, your bill for the upcoming policy term will be sent to you approximately 30 days prior to your policy's renewal date. If your insurance needs change, please contact us at least 60 days prior to your renewal date so we can properly address any adjustments needed.
- **One bill convenience --** you have the option of combining all eligible Hartford policies on one single bill allowing you to make one payment for all policies on your account as payments are due.

You're In Control

In addition to selecting a bill plan option that best meets your budget, you have the flexibility to decide ***how*** your payments are made …

- **Repetitive EFT:** Sign up for Repetitive EFT payments and have payments automatically withdrawn from your bank account. This option saves you money by reducing the amount of the installment service fee.
- **Pay Online:** Register at **www.thehartford.com/servicecenter.** Online Bill Pay is Quick, Easy and Secure!
- **Pay by Check:** Send a check with your remittance stub in the envelope provided with your bill.
- **Pay by Phone:** Call toll-free **1-866-467-8730.**

Should you have any questions about your bill, please call Customer Service toll-free number:
1-866-467-8730 - 7AM – 7PM CST. We look forward to being of service to you.

Form 100722 11th Rev. Printed in U.S.A.

MAINTAINING YOUR RECORDS FOR AUDIT PURPOSES

WHAT IS A PREMIUM ADJUSTMENT?

When your Workers' Compensation policy was issued you paid a deposit premium based on the nature of your business and estimates of your payroll. At the end of the policy period, we conduct an audit to compare the estimates against the actual figures and operations. Based on this comparison an adjustment is made. If the actual premium is less than what you already have paid, a refund will be made. If it's more, you will be billed for the difference. These adjustments are subject to any minimum premiums that apply.

HOW WILL THE PREMIUM ADJUSTMENT BE MADE?

On smaller, less complex operations we may e-mail you, call you, or mail you a request to ask you to provide the information via our online web-based portal, mail or telephone. If we require this information, we will provide an electronic link to, or a paper copy of, the necessary forms for you to complete.

On larger, more complex operations one of our Premium Auditors will contact you for an appointment. You will be contacted either by e-mail, telephone or mail. If directed, the auditor will contact your accountant to obtain as much information as possible and contact you at a later time for additional information that may be needed.

BASIS OF PREMIUM

Remuneration (Payroll) in most states, includes:

Payment of:	Wages, bonuses, commissions, overtime,* sick pay, vacation pay,* tool allowances, contributions to individual retirement accounts, employee contributions to employee benefit plans.
Payments on basis of:	Piece work, incentive plans, profit sharing.
The value of:	Housing furnished to employees,* meals furnished to employees,* store certificates, merchandise and other dollar substitutes.

Remuneration does not include:

a. Employer contributions to a group insurance or pension plan other than statutory plans of insurance.
b. Special awards for individual inventions or discoveries.
c. Overtime.*

Subcontractors. In the absence of other insurance, most state laws hold a contractor responsible for injuries to employees of subcontractors. At the time of audit Certificates of Insurance must be available for subcontractors with employees, in order to avoid payment of premium.

Independent Contractors, without employees, whose duties closely resemble those of an employee, will be considered your employee with the appropriate premium charged.

The actual working relationship between you and the Independent Contractor is examined. Items such as, but not limited to: whether the work performed is an integral part of your operations, whether you have the right to control the details of the work, the method of payment, who supplied the materials used, does the person regularly work for others, whose regulatory authority did person operate under, whether the person is involved in a separate and distinct business offering the same services to the public.

RECORDS

As part of the policy conditions, we are allowed to examine your financial books and records to determine actual exposures and operations. We would appreciate your cooperation in making the needed records available for the auditor's inspection.

What Records Will Be Needed?

The records needed will vary. In most cases, the Premium Auditor will be able to obtain the necessary audit data from two or more of the following records: Journals, Ledgers, State and Federal Tax Reports, Individual Earning Cards, Checkbooks and Contracts.

How You Should Keep Your Records
By maintaining your payroll records in accordance with the following guidelines, you might reduce your insurance costs.

Overtime. In most states, the amount paid in excess of straight time pay can be deducted if it can be verified in your records. You must maintain your records to show pay separately by employee and in summary by classification of work.

***Division of an employee's payroll** to more than one classification is not allowed in most states.

Exception: For construction, erection or stevedoring operations the payroll of an employee may be allocated to each type of work performed if proper records are kept. Your records must show the number of hours and amount of payroll for each type of work. If you do not keep such a breakdown, the full salary must be charged to the highest rated classification to which the employee is exposed.

Executive Officers in most states are considered employees of their corporation and included in the computation of premium. Their remuneration is assigned without division to the actual operation in which they are engaged. If their duties are the same as those of a worker, foreman or superintendent, their payroll is assigned to the classification that develops the highest payroll. Minimum and maximum payrolls apply to executive officers.

Automated Records. If your records are automated or you plan to automate in the near future you can obtain maximum benefits by setting up your records to include insurance requirements. Our Premium Auditor will be pleased to assist you in setting up your records. Contact your Hartford Representative if you would like this assistance.

NOTE: The contents of this publication are not intended to supersede any definitions or conditions of your policy, the Workers' Compensation Law or any legal rulings.

**Your state may have specific rules or exceptions. Please contact your Hartford Representative for details that may apply and answer questions you may have.*

THE HARTFORD

Policy Number 01 WB IX2865 Policy Effective Date 07/01/17

DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

Dear Hartford Insured,

Re: An Important Message to Workers Compensation Policyholders

The control of workplace accidents and injuries should be among the highest priorities of your firm. Each accident wastes precious human and financial resources, and introduces inefficiencies into your operations. From a practical standpoint, the control of accidents, and their inevitable costs, simply makes good business sense.

An effective loss prevention/loss control program can save you money and aggravation, can positively impact your loss experience (and thus your premium), and most importantly, can help you maintain solid control of your operations.

As a service to you, our valued customer, the Loss Control Department of The Hartford in cooperation with your independent agent, can assist you in establishing loss control strategies. If you would like assistance, please complete and return to us the reply portion of this brochure, or contact your independent agent.

Services Available
The following is a description of some of the services that we provide. The types of services that may be appropriate for your business depend upon the nature and size of your operations and the specific loss control services you have requested. The cost of loss control services may or may not be a part of your insurance premium. This depends on the extent of the requested services, agreements stated in your insurance policy and program, and statutory regulations that may require us to provide loss control services.

1) **Reference Materials –** Information about loss control topics that can be provided or made available to you to help you to enhance your loss control program.

2) **Telephone Consultation –** We can hold a teleconference with you to help you to evaluate your loss control program, identify areas for improvement, and recommend ways to implement such improvements.

3) **Onsite Consultation –** This consists of visiting your premises and helping you to assess and remedy your loss control needs onsite. This level of service is usually only appropriate for larger, higher hazard operations. The following are examples of some of the services that could be provided onsite:

- A review of your safety program to determine its adequacy and recommend modifications to that plan where needed.
- Specific hazard evaluations, including ergonomics, industrial hygiene or material handling.
- An initial survey and evaluation to address potential safety and health hazards.
- Consultation to help management establish a comprehensive loss prevention Program.
- Periodic summaries of accidents and analysis of causes.
- Follow-up visits to check on progress and to provide continuing assistance when required.

A Word About OSHA

The Occupational Safety and Health Act of 1970 and similarly approved State Plans require employers to provide their employees with safe and healthful places to work. The Occupational Safety and Health Administration (OSHA) of the U.S. Department of Labor and similar State agencies enforce the regulations and apply penalties (civil and criminal) for non-compliance.

New standards have been developed, and through application and interpretation, standards change. You should make yourself aware of the standards that are applicable to your operations, and assure yourself that reasonable efforts are made to be in compliance. Copies of the standards are available through most libraries, or can be obtained through OSHA or the U.S. Government Printing Office.

You should know that neither The Hartford, nor any other party, can fulfill your obligations under the Law. Questions related to your legal obligations should be referred to your legal counsel.

Some Safety Reminders from The Hartford:

Have you considered:

- The need to formalize your safety efforts to assure compliance and document your efforts?
- The need to acquire Material Safety Data Sheets on all hazardous materials and the need for training on appropriate safety measures for your employees?
- Requirements for record keeping of injuries, illnesses, and exposure to hazardous substances?
- Assessing each job task to determine hazards and needed controls?
- Measuring each exposure to hazardous substances to determine the need for control or personal protective equipment?
- What mechanisms are in place to periodically verify that exposure controls (guards, ventilation systems, etc.) are still in place and working?
- What specific training your employees and your supervisors need to avoid hazards in the workplace?
- What specific OSHA standards apply to your business?

- What mechanism exists to promptly investigate all accidents and ‘near-misses’ to limit the chance of another occurrence?
- The financial impact an injury or illness has on your business?
- What resources are available to you to help prevent accidents and illnesses?

Thank you for your business.

Sincerely,

The Hartford’s Loss Control Department

THIS BROCHURE IS PROVIDED FOR INFORMATIONAL PURPOSES ONLY. IT IS NOT INTENDED TO BE A SUBSTITUTE FOR A COMPLETE ON-SITE SAFETY INSPECTION CONDUCTED BY A QUALIFIED LOSS CONTROL SPECIALIST. READERS ARE ENCOURAGED TO HAVE SUCH AN INSPECTION CONDUCTED BOTH TO PROMOTE WORKPLACE SAFETY AND TO COMPLY WITH APPLICABLE LAW.

FOR ADDITIONAL INFORMATION OR ASSISTANCE, EITHER TELEPHONE OR MAIL THIS FORM TO YOUR HARTFORD AGENT OR NEAREST OFFICE OF The HARTFORD

NOTICE TO ARKANSAS POLICYHOLDERS

The Hartford is required by law to provide its policyholders with certain accident prevention services at no additional cost as required by ARK. Code Ann. §11-9-409(D) and Rule 32. If you would like more information, call The Hartford's Loss Control Department, One Hartford Plaza, HO-GL-19-1, Hartford, CT 06155 at 1-860-547-7761. If you have any questions about this requirement, call the Health and Safety Division, Arkansas Workers' Compensation Commission at 1-800-622-4472.

NOTICE TO CALIFORNIA POLICYHOLDERS

The Hartford is required by law to provide its policyholders with certain occupational safety and health loss control consultation services as required by the California Labor Code, §6354.5, at no additional charge. If you would like more information call The Hartford's Loss Control Division at 1-860-547-7761 for occupational safety and health loss control consultation services.

California Workers Compensation insurance policyholders may register comments about the insurer's loss control consultation service by writing to:

State of California
Department of Industrial Relations
Division of Occupational Safety and Health
P.O. Box 420603
San Francisco, California 94142

NOTICE TO PENNSYLVANIA POLICYHOLDERS

The Hartford maintains and provides accident and illness prevention services as required by the nature of the policyholder's business or its operation, in accordance with the Pennsylvania Workers' Compensation Act. For more information about these services contact your Hartford Agent or nearest office of The Hartford.

NOTICE TO TEXAS POLICYHOLDERS

Pursuant to Texas Labor Code §411.066, The Hartford is required to notify its policyholders that accident prevention services are available from The Hartford at no additional charge. These services may include surveys, recommendations, training programs, consultations, analyses of accident causes, industrial hygiene and industrial health services.

The Hartford is also required to provide return-to-work coordination services as required by Texas Labor Code §413.021 and to notify you of the availability of the return-to-work reimbursement program for employers under Texas Labor Code §413.022.

If you would like more information, contact The Hartford at 1-860-547-7761 and email contactlosscontrol@thehartford.com for accident prevention services or 1-877-889-9222 and email CentralClaimCenter.WCEDM@thehartford.com for return-to-work coordination services.

For information about these requirements call the Texas Department of Insurance, Division of Workers' Compensation (TDI-DWC) at 1-800-687-7080 or for information about the return-to-work reimbursement program for employers call the TDI-DWC at 1-512-804-5000.

If The Hartford fails to respond to your request for accident prevention services or return-to-work coordination services, you may file a complaint with the TDI-DWC in writing at http://www.tdi.texas.gov or by mail to Texas Department of Insurance, Division of Workers' Compensation, MS-8, at 7551 Metro Center Drive, Austin, Texas 78744-1645.

To The Hartford's Loss Control Department:

Yes – I am interested in obtaining information concerning:

General Topics
___ Accident Analysis
___ Accident Investigations
___ Establishing a Loss Control Program
___ Hazard Recognition
___ Safety Committees

Business Continuity
___ Business Travel Safety
___ Contingency Planning Overview
___ Emergency/Disaster Response
___ Emergency Evacuation Drills
___ Emergency Preparedness Planning

Construction
___ Construction Site Consultation
___ Construction Equipment Hazards
___ Hazard Communication
___ Ladders & Scaffolds
___ Trenching & Evacuation
___ Fall Protection

Ergonomics
___ Back Injury Prevention
___ Computer Workstation
___ Cumulative Trauma Disorders
___ Ergo Train-the-Trainer
___ Telecommuting

Industrial Hygiene
___ Hazard Communication
___ Industrial Hygiene (general)
___ Indoor Air Quality
___ Noise Exposures
___ Respiratory Protection

Property
___ Automatic Sprinkler System
___ Flammable Liquids
___ Fire Prevention and Protection
___ Fire Drill and Evacuation
___ Hot Work Permit Program

Transportation
___ 3-D Driver Training
___ Driving Defensively
___ Fleet Newsletter
___ Guide to Successful Driver Mgmt
___ School Bus Driving Tips

Workers' Compensation
___ Bloodborne Pathogens
___ Drug Screening
___ Machine Safeguarding
___ Return to Work Programs
___ Slip and Falls

Other Topics
___ Business Risk Management
___ General Liability Investigations
___ Product Liability Programs
___ Safety Training
___ Security/Terrorism

Name _____

Company _____ **Policy #** _____

Address _____

City & State _____ **Zip Code** _____

Email Address: _____ **Telephone** _____

For more information on the above, you can visit our website at
https://www.thehartford.com/losscontrol
Or you may forward your request to:
Fax line: [redacted]
Or mail to:
The Hartford Financial Services Group
Loss Control Department
One Hartford Plaza HO-GL-19-1
Hartford, CT 06155

IMPORTANT NOTICE

NEW YORK WORKERS' COMPENSATION INSURANCE BENEFITS DEDUCTIBLE ELECTION FORM

New York Workers' Compensation law permits an employer to purchase workers' compensation insurance with a deductible. The deductible is for benefits and applies separately to each claim.

Please check the option which you have elected and return this form to the company prior to the effective date of your coverage.

[ ] 1. I reject any deductible option and elect that the company pay all benefits due under my policy.

[ ] 2. I elect one of the following deductibles to be applied to benefits under my workers' compensation insurance policy and each subsequent renewal. The premium reduction to be applied is shown below.

PREMIUM REDUCTION HAZARD GROUP

		A	B	C	D	E	F	G
[ ]	$ 100	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
[ ]	$ 200	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
[ ]	$ 300	0.4%	0.3%	0.3%	0.3%	0.2%	0.2%	0.1%
[ ]	$ 400	0.5%	0.5%	0.3%	0.3%	0.3%	0.2%	0.2%
[ ]	$ 500	0.6%	0.5%	0.4%	0.4%	0.3%	0.3%	0.3%
[ ]	$1,000	1.1%	1.0%	0.8%	0.7%	0.6%	0.5%	0.5%
[ ]	$1,500	1.6%	1.4%	1.1%	1.0%	0.9%	0.7%	0.6%
[ ]	$2,000	2.1%	1.8%	1.4%	1.3%	1.2%	0.9%	0.8%
[ ]	$2,500	2.4%	2.2%	1.7%	1.5%	1.4%	1.1%	1.0%
[ ]	$5,000	4.4%	3.9%	3.2%	2.8%	2.6%	2.0%	1.8%

All claims shall be paid by the company. In such case, the law requires that you reimburse the company for any deductible amounts so paid.

If you do not return this form promptly to the company, it will be construed to mean that we should pay in full all benefits due under your policy with no contribution on your part.

If you have any questions, please call your Agent.

Policy Number		
01 WB IX2865		
Employer Name	**Date**	**Signature and Title**
DREAM CHARTER SCHOOL		
Agent Name	**Date**	**Signature**
AUSTIN & CO INC		

Return this form to:
Issuing Office: THE HARTFORD
Address: 301 WOODS PARK DRIVE
CLINTON NY 13323

Form WC 66 01 95 K Printed in U.S.A
Process Date: 06/28/17

Policy Expiration Date: 07/01/18

Workers' Compensation and Employers' Liability

Business Insurance Policy



65 (Policy Provisions: WC 00 00 00 C)
28
IX **INFORMATION PAGE**
WB **WORKERS COMPENSATION AND EMPLOYERS LIABILITY POLICY**

INSURER: HARTFORD INSURANCE COMPANY OF THE MIDWEST
ONE HARTFORD PLAZA, HARTFORD, CONNECTICUT 06155

NCCI Company Number: 20605
Company Code: G

THE HARTFORD

		Suffix LARS	Suffix RENEWAL
POLICY NUMBER:	01 WB IX2865		09
Previous Policy Number:	01 WB IX2865		

HOUSING CODE: K1

1. **Named Insured and Mailing Address:** DREAM CHARTER SCHOOL
(No., Street, Town, State, Zip Code)

333 E 100TH ST
NEW YORK, NY 10029

FEIN Number: 261841386

State Identification Number(s):

The Named Insured is: NON PROFIT ORG
Business of Named Insured: CHARTER SCHOOL
Other workplaces not shown above: SEE ATTACHED SCHEDULES

2. **Policy Period:** **From** 07/01/17 **To** 07/01/18
12:01 a.m., Standard time at the insured's mailing address.

Producer's Name: AUSTIN & CO INC

20 CORPORATE WOODS BOULEVARD
ALBANY, NY 12211

Producer's Code: 111666

Issuing Office: THE HARTFORD
301 WOODS PARK DRIVE
CLINTON NY 13323
(800) 962-6170

Total Estimated Annual Premium: $53,492
Deposit Premium:
Policy Minimum Premium: $274 NY

Audit Period: ANNUAL **Installment Term:**

The policy is not binding unless countersigned by our authorized representative.

Countersigned by Susan L. Castaneda
Authorized Representative

06/28/17
Date

3. A. Workers Compensation Insurance: Part one of the policy applies to the Workers Compensation Law of the states listed here: NY (9C).

B. Employers Liability Insurance: Part Two of the policy applies to work in each state listed in Item 3.A. The limits of our liability under Part Two are:

Bodily injury by Accident	$1,000,000	**each accident**
Bodily injury by Disease	$1,000,000	**policy limit**
Bodily injury by Disease	$1,000,000	**each employee**

C. Other States Insurance: Part Three of the policy applies to the states, if any , listed here:

ALL STATES EXCEPT ND, OH, WA, WY, US TERRITORIES, AND
STATES DESIGNATED IN ITEM 3.A. OF THE INFORMATION PAGE.

D. This policy includes these endorsements and schedule:
WC 99 00 05 WC 00 04 06 G2240 3B01 WC 00 03 11A WC 00 04 21D
SEE ENDT

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

Classifications Code Number and Description	Premium Basis Total Estimated Annual Remuneration	Rates Per $100 of Remuneration	Estimated Annual Premium
(SEE ATTACHED SCHEDULES)			
TOTAL PREMIUM SUBJECT TO EXPERIENCE MODIFICATION			56,025
NY - INTRA EXPERIENCE MODIFICATION			.830
PREMIUM ADJUSTED BY APPLICATION OF EXPERIENCE MODIFICATION			46,501
TOTAL ESTIMATED ANNUAL STANDARD PREMIUM			46,501
PREMIUM DISCOUNT 9.7 PERCENT			-4,511
EXPENSE CONSTANT (0900)			200
NEW YORK STATE ASSESSMENT (0932) 12.20 PERCENT			6,285
TERRORISM (9740)	8,362,000	.050	4,181
TERRORISM (9740) PER CAPITA 2.9 PERCENT			0
CATASTROPHE (9741)	8,362,000	.010	836
CATASTROPHE (9741) PER CAPITA 0.7 PERCENT			0
TOTAL ESTIMATED ANNUAL PREMIUM			53,492

Total Estimated Annual Premium: $53,492
Deposit Premium:
Policy Minimum Premium: $274 NY

Interstate/Intrastate Identification Number:

Labor Contractors Policy Number:

NAICS: 611110
SIC: 8211

SCHEDULE OF OPERATIONS

This Schedule of Operations forms a part of the policy effective on the inception date of the policy unless another date is indicated below:

INSURER: HARTFORD INSURANCE COMPANY OF THE MIDWEST

Company Code: G

Policy Number: 01 WB IX2865 **Schedule Number:** 01-31-01

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Location Address of operations covered by this schedule:

DREAM CHARTER SCHOOL
1991 2ND AVE
NEW YORK NY 10029

NAICS: 611110

FEIN: 261841386 UIN: SIC: 8211 NO. OF EMPL: 101

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

Classifications Code Number and Description	Premium Basis Total Estimated Annual Remuneration	Rates Per $100 of Remuneration	Estimated Annual Premium
8868 SCHOOL - PROFESSIONAL EMPLOYEES & CLERICAL	8,362,000	.67	56,025

Countersigned by _____
Authorized Representative

Form WC 99 00 05 **(1)** Printed in U.S.A.

Process Date: 06/28/17 **Policy Expiration Date:** 07/01/18

SCHEDULE OF OPERATIONS

This Schedule of Operations forms a part of the policy effective on the inception date of the policy unless another date is indicated below:

INSURER: HARTFORD INSURANCE COMPANY OF THE MIDWEST

Company Code: G

Policy Number: 01 WB IX2865 **Schedule Number:** 01-31-02

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Location Address of operations covered by this schedule:

DREAM CHARTER SCHOOL
433 E 100TH ST
NEW YORK NY 10029

NAICS: 611110

FEIN: 261841386 UIN: SIC: 8211 NO. OF EMPL: 0

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

Classifications Code Number and Description	Premium Basis Total Estimated Annual Remuneration	Rates Per $100 of Remuneration	Estimated Annual Premium
8868 SCHOOL - PROFESSIONAL EMPLOYEES & CLERICAL	IF ANY	.67	

Countersigned by _____
Authorized Representative

SCHEDULE OF OPERATIONS

This Schedule of Operations forms a part of the policy effective on the inception date of the policy unless another date is indicated below:

INSURER: HARTFORD INSURANCE COMPANY OF THE MIDWEST

Company Code: G

Policy Number: 01 WB IX2865 **Schedule Number:** 01-31-03

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Location Address of operations covered by this schedule:

DREAM CHARTER SCHOOL
443 E 115TH ST
NEW YORK NY 10029

NAICS: 611110

FEIN: 261841386 UIN: SIC: NO. OF EMPL: 00

4. The premium for this policy will be determined by our Manuals of Rules, Classifications, Rates and Rating Plans. All information required below is subject to verification and change by audit.

Classifications Code Number and Description	Premium Basis Total Estimated Annual Remuneration	Rates Per $100 of Remuneration	Estimated Annual Premium
8868 SCHOOL - PROFESSIONAL EMPLOYEES & CLERICAL	IF ANY	.67	
TOTAL CLASS PREMIUM			56,025
TOTAL PREMIUM SUBJECT TO EXPERIENCE MODIFICATION			56,025
NY - INTRA EXPERIENCE MODIFICATION			.830
PREMIUM ADJUSTED BY APPLICATION OF EXPERIENCE MODIFICATION			46,501
TOTAL ESTIMATED ANNUAL STANDARD PREMIUM			46,501
PREMIUM DISCOUNT 9.7 PERCENT			-4,511
EXPENSE CONSTANT (0900)			200
NEW YORK STATE ASSESSMENT (0932) 12.20 PERCENT			6,285
TERRORISM (9740)	8,362,000	.050	4,181
TERRORISM (9740) PER CAPITA 2.9 PERCENT			0
CATASTROPHE (9741)	8,362,000	.010	836
CATASTROPHE (9741) PER CAPITA 0.7 PERCENT			0
TOTAL ESTIMATED ANNUAL PREMIUM			53,492

Countersigned by _____
Authorized Representative

WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY QUICK REFERENCE

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IMPORTANT: This Quick Reference is **not** part of the Workers Compensation and Employers Liability Policy and does **not** provide coverage. Refer to the Workers Compensation and Employers Liability Policy itself for actual contractual provisions.

PLEASE READ THE WORKERS COMPENSATION AND EMPLOYERS LIABILITY POLICY CAREFULLY.

Form WC 66 01 56 B Printed in U.S.A.
Process Date: 06/28/17 **Policy Expiration Date:** 07/01/18



WORKERS COMPENSATION AND EMPLOYERS LIABILITY INSURANCE POLICY

In return for the payment of the premium and subject to all terms of this policy, we agree with you as follows:

GENERAL SECTION

A. The Policy

This policy includes at its effective date the Information Page and all endorsements and schedules listed there. It is a contract of insurance between you (the employer named in Item 1 of the Information Page) and us (the insurer named on the Information Page). The only agreements relating to this insurance are stated in this policy. The terms of this policy may not be changed or waived except by endorsement issued by us to be part of this policy.

B. Who Is Insured

You are insured if you are an employer named in Item 1 of the Information Page. If that employer is a partnership, and if you are one of its partners, you are insured, but only in your capacity as an employer of the partnership's employees.

C. Workers Compensation Law

Workers Compensation Law means the workers or workmen's compensation law and occupational disease law of each state or territory named in Item 3.A. of the Information Page. It includes any amendments to that law which are in effect during the policy period. It does not include any federal workers or workmen's compensation law, any federal occupational disease law or the provisions of any law that provide nonoccupational disability benefits.

D. State

State means any state of the United States of America, and the District of Columbia.

E. Locations

This policy covers all of your workplaces listed in Items 1 or 4 of the Information Page; and it covers all other workplaces in Item 3.A. states unless you have other insurance or are self-insured for such workplaces.

PART ONE - WORKERS COMPENSATION INSURANCE

A. How This Insurance Applies

This workers compensation insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury includes resulting death.

1. Bodily injury by accident must occur during the policy period.
2. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.

B. We Will Pay

We will pay promptly when due the benefits required of you by the workers compensation law.

C. We Will Defend

We have the right and duty to defend at our expense any claim, proceeding or suit against you for benefits payable by this insurance. We have the right to investigate and settle these claims, proceedings or suits.

We have no duty to defend a claim, proceeding or suit that is not covered by this insurance.

D. We Will Also Pay

We will also pay these costs, in addition to other amounts payable under this insurance, as part of any claim, proceeding or suit we defend:

1. reasonable expenses incurred at our request, but not loss of earnings;

2. premiums for bonds to release attachments and for appeal bonds in bond amounts up to the amount payable under this insurance;
3. litigation costs taxed against you;
4. interest on a judgment as required by law until we offer the amount due under this insurance; and
5. expenses we incur.

E. Other Insurance

We will not pay more than our share of benefits and costs covered by this insurance and other insurance or self-insurance. Subject to any limits of liability that may apply, all shares will be equal until the loss is paid. If any insurance or self-insurance is exhausted, the shares of all remaining insurance will be equal until the loss is paid.

F. Payments You Must Make

You are responsible for any payments in excess of the benefits regularly provided by the workers compensation law including those required because:

1. of your serious and willful misconduct;
2. you knowingly employ an employee in violation of law;
3. you fail to comply with a health or safety law or regulation; or
4. you discharge, coerce or otherwise discriminate against any employee in violation of the workers compensation law.

If we make any payments in excess of the benefits regularly provided by the workers compensation law on your behalf, you will reimburse us promptly.

G. Recovery From Others

We have your rights, and the rights of persons entitled to the benefits of this insurance, to recover our payments from anyone liable for the injury. You will do everything necessary to protect those rights for us and to help us enforce them.

H. Statutory Provisions

These statements apply where they are required by law.

1. As between an injured worker and us, we have notice of the injury when you have notice.
2. Your default or the bankruptcy or insolvency of you or your estate will not relieve us of our duties under this insurance after an injury occurs.
3. We are directly and primarily liable to any person entitled to the benefits payable by this insurance. Those persons may enforce our duties; so may an agency authorized by law. Enforcement may be against you and us.
4. Jurisdiction over you is jurisdiction over us for purposes of the workers compensation law. We are bound by decisions against you under that law, subject to the provisions of this policy that are not in conflict with that law.
5. This insurance conforms to the parts of the workers compensation law that apply to:
   a. benefits payable by this insurance;
   b. special taxes, payments into security or other special funds, and assessments payable by us under that law.
6. Terms of this insurance that conflict with the workers compensation law are changed by this statement to conform to that law.

Nothing in these paragraphs relieves you of your duties under this policy.

PART TWO - EMPLOYERS LIABILITY INSURANCE

A. How This Insurance Applies

This employers liability insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury includes resulting death.

1. The bodily injury must arise out of and in the course of the injured employee's employment by you.
2. The employment must be necessary or incidental to your work in a state or territory listed in Item 3.A. of the Information Page.
3. Bodily injury by accident must occur during the policy period.
4. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last

exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.

5. If you are sued, the original suit and any related legal actions for damages for bodily injury by accident or by disease must be brought in the United States of America, its territories or possessions, or Canada.

B. We Will Pay

We will pay all sums that you legally must pay as damages because of bodily injury to your employees, provided the bodily injury is covered by this Employers Liability Insurance.

The damages we will pay, where recovery is permitted by law, include damages:

1. For which you are liable to a third party by reason of a claim or suit against you by that third party to recover the damages claimed against such third party as a result of injury to your employee;
2. For care and loss of services; and
3. For consequential bodily injury to a spouse, child, parent, brother or sister of the injured employee; provided that these damages are the direct consequence of bodily injury that arises out of and in the course of the injured employee's employment by you; and
4. Because of bodily injury to your employee that arises out of and in the course of employment, claimed against you in a capacity other than as employer.

C. Exclusions

This insurance does not cover:

1. Liability assumed under a contract. This exclusion does not apply to a warranty that your work will be done in a workmanlike manner;
2. Punitive or exemplary damages because of bodily injury to an employee employed in violation of law;
3. Bodily injury to an employee while employed in violation of law with your actual knowledge or the actual knowledge of any of your executive officers;
4. Any obligation imposed by a workers compensation, occupational disease, unemployment compensation, or disability benefits law, or any similar law;
5. Bodily injury intentionally caused or aggravated by you;
6. Bodily injury occurring outside the United States of America, its territories or possessions, and Canada. This exclusion does not apply to bodily injury to a citizen or resident of the United States of America or Canada who is temporarily outside these countries;
7. Damages arising out of coercion, criticism, demotion, evaluation, reassignment, discipline, defamation, harassment, humiliation, dis-crimination against or termination of any employee, or any personnel practices, policies, acts or omissions;
8. Bodily injury to any person in work subject to the Longshore and Harbor Workers' Compensation Act (33 U.S.C. Sections 901 et seq.), the Noappropriated Fund Instrumentalities Act (5 U.S.C. Sections 8171 et seq.), the Outer Continental Shelf Lands Act (43 U.S.C. Sections 1331 et seq.), the Defense Base Act (42 U.S.C. Sections 1651-1654), the Federal Mine Safety and Health Act (30 U.S.C. Sections 801 et seq. and 901-944) any other federal workers or workmen's compensation law or other federal occupational disease law, or any amendments to these laws;
9. Bodily injury to any person in work subject to the Federal Employers' Liability Act (45 U.S.C. Sections 51 et seq.), any other federal laws obligating an employer to pay damages to an employee due to bodily injury arising out of or in the course of employment, or any amendments to those laws;
10. Bodily injury to a master or member of the crew of any vessel, and does not cover punitive damages related to your duty or obligation to provide transportation, wages, maintenance, and cure under any applicable maritime law;
11. Fines or penalties imposed for violation of federal or state law; and
12. Damages payable under the Migrant and Seasonal Agricultural Worker Protection Act (29 U.S.C. Sections 1801 et seq.) and under any other federal law awarding damages for violation of those laws or regulations issued thereunder, and any amendments to those laws.

D. We Will Defend

We have the right and duty to defend, at our expense, any claim, proceeding or suit against you for damages payable by this insurance. We have the right to investigate and settle these claims, proceedings and suits.

We have no duty to defend a claim, proceeding or suit that is not covered by this insurance. We have no duty to defend or continue defending after we have paid our applicable limit of liability under this insurance.

E. We Will Also Pay

We will also pay these costs, in addition to other amounts payable under this insurance, as part of any claim, proceeding or suit we defend:

1. Reasonable expenses incurred at our request, but not loss of earnings;
2. Premiums for bonds to release attachments and for appeal bonds in bond amounts up to the limit of our liability under this insurance;
3. Litigation costs taxed against you;
4. Interest on a judgment as required by law until we offer the amount due under this insurance; and
5. Expenses we incur.

F. Other Insurance

We will not pay more than our share of damages and costs covered by this insurance and other insurance or self-insurance. Subject to any limits of liability that apply, all shares will be equal until the loss is paid. If any insurance or self-insurance is exhausted, the shares of all remaining insurance and self-insurance will be equal until the loss is paid.

G. Limits of Liability

Our liability to pay for damages is limited. Our limits of liability are shown in Item 3.B. of the Information Page. They apply as explained below.

1. Bodily Injury by Accident. The limit shown for "bodily injury by accident each accident" is the most we will pay for all damages covered by this insurance because of bodily injury to one or more employees in any one accident.

   A disease is not bodily injury by accident unless it results directly from bodily injury by accident.
2. Bodily Injury by Disease. The limit shown for "bodily injury by disease policy limit" is the most we will pay for all damages covered by this insurance and arising out of bodily injury by disease, regardless of the number of employees who sustain bodily injury by disease. The limit shown for "bodily injury by disease each employee" is the most we will pay for all damages because of bodily injury by disease to any one employee.

   Bodily injury by disease does not include disease that results directly from a bodily injury by accident.
3. We will not pay any claims for damages after we have paid the applicable limit of our liability under this insurance.

H. Recovery From Others

We have your rights to recover our payment from anyone liable for an injury covered by this insurance. You will do everything necessary to protect those rights for us and to help us enforce them.

I. Actions Against Us

There will be no right of action against us under this insurance unless:

1. You have complied with all the terms of this policy; and
2. The amount you owe has been determined with our consent or by actual trial and final judgment.

This insurance does not give anyone the right to add us as a defendant in an action against you to determine your liability. The bankruptcy or insolvency of you or your estate will not relieve us of our obligations under this Part.

PART THREE - OTHER STATES INSURANCE

A. How This Insurance Applies

1. This other states insurance applies only if one or more states are shown in Item 3.C. of the Information Page.
2. If you begin work in any one of those states after the effective date of this policy and are not insured or are not self-insured for such work, all provisions of the policy will apply as though that state were listed in Item 3.A. of the Information Page.
3. We will reimburse you for the benefits required by the workers compensation law of that state if we are not permitted to pay the benefits directly to persons entitled to them.
4. If you have work on the effective date of this policy in any state not listed in Item 3.A. of the

Information Page, coverage will not be afforded for that state unless we are notified within thirty days.

B. Notice

Tell us at once if you begin work in any state listed in Item 3.C. of the Information Page.

PART FOUR - YOUR DUTIES IF INJURY OCCURS

Tell us at once if injury occurs that may be covered by this policy. Your other duties are listed here.

1. Provide for immediate medical and other services required by the workers compensation law.
2. Give us or our agent the names and addresses of the injured persons and of witnesses, and other information we may need.
3. Promptly give us all notices, demands and legal papers related to the injury, claim, proceeding or suit.
4. Cooperate with us and assist us, as we may request, in the investigation, settlement or defense of any claim, proceeding or suit.
5. Do nothing after an injury occurs that would interfere with our right to recover from others.
6. Do not voluntarily make payments, assume obligations or incur expenses, except at your own cost.

PART FIVE - PREMIUM

A. Our Manuals

All premium for this policy will be determined by our manuals of rules, rates, rating plans and classifications. We may change our manuals and apply the changes to this policy if authorized by law or a governmental agency regulating this insurance.

B. Classifications

Item 4 of the Information Page shows the rate and premium basis for certain business or work classifications. These classifications were assigned based on an estimate of the exposures you would have during the policy period. If your actual exposures are not properly described by those classifications, we will assign proper classifications, rates and premium basis by endorsement to this policy.

C. Remuneration

Premium for each work classification is determined by multiplying a rate times a premium basis. Remuneration is the most common premium basis.

This premium basis includes payroll and all other remuneration paid or payable during the policy period for the services of:

1. All your officers and employees engaged in work covered by this policy; and
2. all other persons engaged in work that could make us liable under Part One (Workers Compensation Insurance) of this policy. If you do not have payroll records for these persons, the contract price for their services and materials may be used as the premium basis. This paragraph 2 will not apply if you give us proof that the employers of these persons lawfully secured their workers compensation obligations.

D. Premium Payments

You will pay all premium when due. You will pay the premium even if part or all of a workers compensation law is not valid.

E. Final Premium

The premium shown on the Information Page, schedules, and endorsements is an estimate. The final premium will be determined after this policy ends by using the actual, not the estimated, premium basis and the proper classifications and rates that lawfully apply to the business and work covered by this policy. If the final premium is more than the premium you paid to us, you must pay us the balance. If it is less, we will refund the balance to you. The final premium will not be less than the highest minimum premium for the classifications covered by this policy.

If this policy is cancelled, final premium will be determined in the following way unless our manuals provide otherwise:

1. If we cancel, final premium will be calculated pro rata based on the time this policy was in force. Final premium will not be less than the pro rata share of the minimum premium.
2. If you cancel, final premium will be more than pro rata; it will be based on the time this policy was in force, and increased by our short rate cancellation table and procedure. Final premium will not be less than the minimum premium.

F. Records

You will keep records of information needed to compute premium. You will provide us with copies of those records when we ask for them.

G. Audit

You will let us examine and audit all your records that relate to this policy. These records include ledgers, journals, registers, vouchers, contracts, tax reports, payroll and disbursement records, and programs for storing and retrieving data. We may conduct the audits during regular business hours during the policy period and within three years after the policy period ends. Information developed by audit will be used to determine final premium. Insurance rate service organizations have the same rights we have under this provision.

PART SIX - CONDITIONS

A. Inspection

We have the right, but are not obligated to inspect your workplaces at any time. Our inspections are not safety inspections. They relate only to the insurability of the workplaces and the premiums to be charged. We may give you reports on the conditions we find. We may also recommend changes. While they may help reduce losses, we do not undertake to perform the duty of any person to provide for the health or safety of your employees or the public. We do not warrant that your workplaces are safe or healthful or that they comply with laws, regulations, codes or standards. Insurance rate service organizations have the same rights we have under this provision.

B. Long Term Policy

If the policy period is longer than one year and sixteen days, all provisions of this policy will apply as though a new policy were issued on each annual anniversary that this policy is in force.

C. Transfer of Your Rights and Duties

Your rights or duties under this policy may not be transferred without our written consent.

If you die and we receive notice within thirty days after your death, we will cover your legal representative as insured.

D. Cancellation

1. You may cancel this policy. You must mail or deliver advance written notice to us stating when the cancellation is to take effect.
2. We may cancel this policy. We must mail or deliver to you not less than ten days advance written notice stating when the cancellation is to take effect. Mailing that notice to you at your mailing address shown in Item 1 of the Information Page will be sufficient to prove notice.
3. The policy period will end on the day and hour stated in the cancellation notice.
4. Any of these provisions that conflict with a law that controls the cancellation of the insurance in this policy is changed by this statement to comply with that law.

E. Sole Representative

The insured first named in Item 1 of the Information Page will act on behalf of all insureds to change this policy, receive return premium, and give or receive notice of cancellation.



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

PREMIUM DISCOUNT ENDORSEMENT

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

The premium for this policy and the policies, if any, listed in Item 3 of the Schedule may be eligible for a discount. This endorsement shows your estimated discount in Item 1 or 2 of the Schedule. The final calculation of premium discount will be determined by our manuals and your premium basis as determined by audit. Premium subject to retrospective rating is not subject to premium discount.

SCHEDULE

State	First $5,000	Next $95,000	Next $400,000	Balance
NY	00.0%	10.9%	12.6%	14.4%

Other Policy Numbers:

Countersigned by _____
Authorized Representative

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

VOLUNTARY COMPENSATION AND EMPLOYERS LIABILITY COVERAGE ENDORSEMENT

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

This endorsement adds Voluntary Compensation Insurance to the policy.

A. How This Insurance Applies

This insurance applies to bodily injury by accident or bodily injury by disease. Bodily injury includes resulting death.

1. The bodily injury must be sustained by an employee included in the group of employees described in the Schedule.
2. The bodily injury must arise out of and in the course of employment necessary or incidental to work in a state listed in the Schedule.
3. The bodily injury must occur in the United States of America, its territories or possessions, or Canada, and may occur elsewhere if the employee is a United States or Canadian citizen temporarily away from those places.
4. Bodily injury by accident must occur during the policy period.
5. Bodily injury by disease must be caused or aggravated by the conditions of your employment. The employee's last day of last exposure to the conditions causing or aggravating such bodily injury by disease must occur during the policy period.

B. We Will Pay

We will pay an amount equal to the benefits that would be required of you if you and your employees described in the Schedule were subject to the Workers Compensation Law shown in the Schedule. We will pay those amounts to the persons who would be entitled to them under the law.

C. Exclusions

This insurance does not cover:

1. any obligation imposed by a workers compensation or occupational disease law, or any similar law.
2. bodily injury intentionally caused or aggravated by you.

D. Before We Pay

Before we pay benefits to the persons entitled to them, they must:

1. Release you and us, in writing, of all responsibility for the injury or death.
2. Transfer to us their right to recover from others who may be responsible for the injury or death.
3. Cooperate with us and do everything necessary to enable us to enforce the right to recover from others.

If the persons entitled to the benefits of this insurance fail to do those things, our duty to pay ends at once. If they claim damages from you or from us for the injury or death, our duty to pay ends at once.

E. Recovery From Others

If we make a recovery from others, we will keep an amount equal to our expenses of recovery and the benefits we paid. We will pay the balance to the persons entitled to it. If the persons entitled to the benefits of this insurance make a recovery from others, they must reimburse us for the benefits we paid them.

F. Employers Liability Insurance

Part Two (Employers Liability Insurance) applies to bodily injury covered by this endorsement as though the State of Employment shown in the Schedule were shown in Item 3.A. of the Information Page.

SCHEDULE

Employees	State of Employment	Designated Workers Compensation Law
ALL EMPLOYEES, INCLUDING DOMESTIC & FARM LABORERS, WHO ARE NOT SUBJECT TO WORKMEN'S COMPENSATION LAW OR OCCUPATIONAL DISEASE LAW OF ANY STATE OR TO THE UNITED STATES LONGSHOREMEN'S HARBOR WORKER'S ACT, BUT EXCLUDING THE MASTERS & MEMBERS OF THE CREW OF ANY VESSEL.	ALL STATES EXCEPT NEW JERSEY, TEXAS & WISCONSIN.	WORKMEN'S COMPENSATION LAW OR LAWS OF THE STATE OF OPERATIONS.

Countersigned by _____

Authorized Representative



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

CATASTROPHE (OTHER THAN CERTIFIED ACTS OF TERRORISM) PREMIUM ENDORSEMENT

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

This endorsement is notification that your insurance carrier is charging premium to cover the losses that may occur in the event of a Catastrophe (other than Certified Acts of Terrorism) as that term is defined below. Your policy provides coverage for workers compensation losses caused by a Catastrophe (other than Certified Acts of Terrorism). This premium charge does not provide funding for Certified Acts of Terrorism contemplated under the Terrorism Risk Insurance Program Reauthorization Act Disclosure Endorsement (WC 00 04 22 B), attached to this policy.

For purposes of this endorsement, the following definitions apply:

- Catastrophe (other than Certified Acts of Terrorism): Any single event, resulting from an Earthquake, Noncertified Act of Terrorism, or Catastrophic Industrial Accident, which results in aggregate workers compensation losses in excess of $50 million.
- Earthquake: The shaking and vibration at the surface of the earth resulting from underground movement along a fault plane or from volcanic activity.
- Noncertified Act of Terrorism: An event that is not certified as an Act of Terrorism by the Secretary of Treasury pursuant to the Terrorism Risk Insurance Act of 2002 (as amended) but that meets all of the following criteria:
  a. It is an act that is violent or dangerous to human life, property, or infrastructure;
  b. The act results in damage within the United States, or outside of the United States in the case of the premises of United States missions or air carriers or vessels as those terms are defined in the Terrorism Risk Insurance Act of 2002 (as amended); and
  c. It is an act that has been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.
- Catastrophic Industrial Accident: A chemical release, large explosion, or small blast that is localized in nature and affects workers in a small perimeter the size of a building.

The premium charge for the coverage your policy provides for workers compensation losses caused by a Catastrophe (other than Certified Acts of Terrorism) is shown in Item 4 of the Information Page or in the Schedule below.

Schedule

State	Rate	Premium



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

TERRORISM RISK INSURANCE PROGRAM REAUTHORIZATION ACT DISCLOSURE ENDORSEMENT

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

This endorsement addresses the requirements of the Terrorism Risk Insurance Act of 2002 as amended and extended by the Terrorism Risk Insurance Program Reauthorization Act of 2015. It serves to notify you of certain limitations under the Act, and that your insurance carrier is charging premium for losses that may occur in the event of an Act of Terrorism.

Your policy provides coverage for workers compensation losses caused by Acts of Terrorism, including workers compensation benefit obligations dictated by state law. Coverage for such losses is still subject to all terms, definitions, exclusions, and conditions in your policy, and any applicable federal and/or state laws, rules, or regulations.

Definitions

The definitions provided in this endorsement are based on and have the same meaning as the definitions in the Act. If words or phrases not defined in this endorsement are defined in the Act, the definitions in the Act will apply.

"Act" means the Terrorism Risk Insurance Act of 2002, which took effect on November 26, 2002, and any amendments thereto, including any amendments resulting from the Terrorism Risk Insurance Program Reauthorization Act of 2015.

"Act of Terrorism" means any act that is certified by the Secretary of the Treasury, in consultation with the Secretary of Homeland Security, and the Attorney General of the United States as meeting all of the following requirements:

a. The act is an act of terrorism.

b. The act is violent or dangerous to human life, property or infrastructure.

c. The act resulted in damage within the United States, or outside of the United States in the case of the premises of United States missions or certain air carriers or vessels.

d. The act has been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

"Insured Loss" means any loss resulting from an act of terrorism (and, except for Pennsylvania, including an act of war, in the case of workers compensation) that is covered by primary or excess property and casualty insurance issued by an insurer if the loss occurs in the United States or at the premises of United States missions or to certain air carriers or vessels.

"Insurer Deductible" means, for the period beginning on January 1, 2015, and ending on December 31, 2020, an amount equal to 20% of our direct earned premiums, during the immediately preceding calendar year.

Limitation of Liability

The Act limits our liability to you under this policy. If aggregate Insured Losses exceed $100,000,000,000 in a calendar year and if we have met our Insurer Deductible, we are not liable for the payment of any portion of the amount of Insured Losses that exceeds $100,000,000,000; and for aggregate Insured Losses up to $100,000,000,000, we will pay only a pro rata share of such Insured Losses as determined by the Secretary of the Treasury.

Policyholder Disclosure Notice

1. Insured Losses would be partially reimbursed by the United States Government. If the aggregate industry Insured Losses exceed:
   a. $100,000,000, with respect to such Insured Losses occurring in calendar year 2015, the United States Government would pay 85% of our Insured Losses that exceed our Insurer Deductible.
   b. $120,000,000, with respect to such Insured Losses occurring in calendar year 2016, the United States Government would pay 84% of our Insured Losses that exceed our Insurer Deductible.
   c. $140,000,000, with respect to such Insured Losses occurring in calendar year 2017, the United States Government would pay 83% of our Insured Losses that exceed our Insurer Deductible.
   d. $160,000,000, with respect to such Insured Losses occurring in calendar year 2018, the United States Government would pay 82% of our Insured Losses that exceed our Insurer Deductible.
   e. $180,000,000, with respect to such Insured Losses occurring in calendar year 2019, the United States Government would pay 81% of our Insured Losses that exceed our Insurer Deductible.
   f. $200,000,000, with respect to such Insured Losses occurring in calendar year 2020, the United States Government would pay 80% of our Insured Losses that exceed our Insurer Deductible.
2. Notwithstanding item 1 above, the United States Government will not make any payment under the Act for any portion of Insured Losses that exceed $100,000,000,000.
3. The premium charge for the coverage your policy provides for Insured Losses is included in the amount shown in Item 4 of the Information Page or in the Schedule below.

Schedule

State	Rate	Premium



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

PREMIUM DUE DATE ENDORSEMENT

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

Section D of Part Five of the policy is replaced by this provision:

PART FIVE
PREMIUM

D. Premium is amended to read:

You will pay all premium when due. You will pay the premium even if part or all of a workers compensation law is not valid. **The due date for audit and retrospective premiums is the date of the billing.**

Countersigned by _____

Authorized Representative



POLICYHOLDER DISCLOSURE
NOTICE OF TERRORISM INSURANCE COVERAGE

Coverage for acts of terrorism is included in your policy. You are hereby notified that under the Terrorism Risk Insurance Act, as amended in 2015, the definition of act of terrorism has changed. As defined in Section 102(1) of the Act: The term "act of terrorism" means any act or acts that are certified by the Secretary of the Treasury-in consultation with the Secretary of Homeland Security, and the Attorney General of the United States-to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion. Under your coverage, any losses resulting from certified acts of terrorism may be partially reimbursed by the United States Government under a formula established by the Terrorism Risk Insurance Act, as amended. However, your policy may contain other exclusions which might affect your coverage, such as an exclusion for nuclear events. Under the formula, the United States Government generally reimburses 85% through 2015; 84% beginning on January 1, 2016; 83% beginning on January 1, 2017; 82% beginning on January 1, 2018; 81% beginning on January 1, 2019 and 80% beginning on January 1, 2020, of covered terrorism losses exceeding the statutorily established deductible paid by the insurance company providing the coverage. The Terrorism Risk Insurance Act, as amended, contains a $100 billion cap that limits U.S. Government reimbursement as well as insurers' liability for losses resulting from certified acts of terrorism when the amount of such losses excceds $100 billion in any one calendar year. If the aggregate insured losses for all insurers exceed $100 billion, your coverage may be reduced.

The portion of your annual premium that is attributable to coverage for acts of terrorism is $ 4,181 , and does not include any charges for the portion of losses covered by the United States government under the Act.

Name of Insurer: HARTFORD INSURANCE COMPANY OF THE MIDWEST

Policy Number: 01 WB IX2865



EXTENSION OF THE INFORMATION PAGE - ITEM 1 - OTHER WORKPLACES

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

Item 1 of the Information Page is completed to include other workplaces of the named insured:

1991 2ND AVE	NEW YORK	NY	10029	NY
433 E 100TH ST	NEW YORK	NY	10029	NY
443 E 115TH ST	NEW YORK	NY	10029	NY

EXTENSION OF THE INFORMATION PAGE - ITEM 3.D. - ENDORSEMENTS

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

Item 3.D. of the Information Page is completed to include the following endorsements:

WC 00 04 22B	WC 99 03 66	WC 99 03 68
WC 00 04 14	WC 00 04 19	WC 31 03 08
WC 31 03 19H	WC 31 06 18	WC 99 03 61



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

COMPLETE MAILING ADDRESS

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

DREAM CHARTER SCHOOL
C/O HARLEM RBI
ATTN: ADAM SCHUSTER
333 E 100TH ST
NEW YORK, NY 10029

Nothing herein contained shall be held to vary, waive, alter, or extend any of the terms, conditions, agreements or declarations of the policy, other than as herein stated.

This endorsement shall not be binding unless countersigned by a duly authorized agent of the company, provided that if this endorsement takes effect as of the effective date of the policy and, at issue of said policy, forms a part thereof, countersignature on the declarations page of said policy by a duly authorized agent of the company shall constitute valid countersignature of this endorsement.

Countersigned by _____
Authorized Representative



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NOTIFICATION OF CHANGE IN OWNERSHIP ENDORSEMENT

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

Experience rating is mandatory for all eligible insureds. The experience rating modification factor, if any, applicable to this policy, may change if there is a change in your ownership or in that of one or more of the entities eligible to be combined with you for experience rating purposes. Change in ownership includes sales, purchases, other transfers, mergers, consolidations, dissolutions, formations of a new entity and other changes provided for in the applicable experience rating plan manual.

You must report any change in ownership to us in writing within 90 days of such change. Failure to report such changes within this period may result in revision of the experience rating modification factor used to determine your premium.

Countersigned by _____
Authorized Representative



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NEW YORK WORKERS COMPENSATION
POLICYHOLDER NOTICE OF RIGHT TO APPEAL

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

Policyholder Disputes

Policyholders are entitled to inquire, challenge and dispute issues relating to classification, ownership, premium auditing, and/or other New York Compensation Insurance Rating Board (NYCIRB) rulings or decisions pertaining to this policy. Please refer to the Employer's Appeal Process noted below.

Inquiries may also be directed to the New York State Department of Financial Services (DFS) at:

http://www.dfs.ny.gov/about/contactus.htm#consumer

or by calling the Consumer Hotline at 800-342-3736 (Monday thru Friday, 8:30 AM to 4:30 PM).

Policyholder Right To Appeal

An insured, or its representative (hereafter referred to as "insured"), may appeal the application of a rule or procedure contained in the NY Workers Compensation and Employers Liability Manual. Rules or procedures are defined as those determinations either by a carrier or the Rating Board, which define the variables which makeup the policy conditions. Examples include: classification codes, ownership information, premium audits, and any other determination which may affect the policy.

To be considered for a review, a written request explaining the reason(s) for the appeal must be submitted to the Rating Board. Upon receipt of the request for review, the following actions will be taken:

1. A staff member will review the request and respond to the insured within sixty (60) days, in writing, acknowledging receipt of the request, granting the insured its request or sustaining its original ruling.
2. The insured, if not satisfied with the outcome in 1. above, may then request, in writing, a conference with members of the Rating Board staff. The request must state the nature of the complaint and contain any supporting documents. The appropriate Department Vice President or his or her designated representative, if appropriate, will preside at the conference.
3. If the dispute is not resolved at the conference, the insured may then appeal to the Underwriting Committee of the Rating Board for a hearing to consider the staff ruling. This appeal must be in writing and must specify the reason(s) for the appeal and the nature of the complaint.

   Following, receipt of the appeal, the insured will be notified regarding the time and place for the hearing. The appeal will be heard at the next Underwriting Committee meeting for which appropriate time can be given for this matter. Subsequent to the hearing, the insured will be advised, in writing, of the Underwriting Committee decision regarding its compliant.
4. If the Underwriting Committee ruling is not satisfactory to the insured, the insured may then request a hearing at the New York State Department of Financial Services to consider the decision of the Rating Board's Underwriting Committee.
5. The New York State Department of Financial Services decision may be appealed to a higher court, by either the insured or the Rating Board.



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

NEW YORK LIMIT OF LIABILITY ENDORSEMENT

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

This endorsement applies only to the insurance provided by Part Two (Employers Liability Insurance) because New York is shown in Item 3.A. of the Information Page.

We may not limit our liability to pay damages for which we become legally liable to pay because of bodily injury to your employees if the bodily injury arises out of and in the course of employment that is subject to and is compensable under the Workers' Compensation Law of New York.

Countersigned by _____
Authorized Representative



NEW YORK CONSTRUCTION CLASSIFICATION PREMIUM ADJUSTMENT PROGRAM EXPLANATORY ENDORSEMENT

The New York Construction Classification Premium Adjustment Program (NYCCPAP) allows premium credits for some employers in the construction industry. These credits exist to recognize the difference in wage rates between employers within the same construction industries in New York.

The declarations section of this policy will show a credit of 0.00% if you are not eligible for this credit, of if you are eligible for this credit and have not yet applied for a credit. Credits are earned for average wages in excess of $23.24 per hour for each eligible class. If your policy shows one of the following classification codes, and you are experience rated, you are eligible to apply for an NYCCPAP credit:

0042	5057	5193	5429	5491	5606	6003	6229	6325	9526
3365	5059	5213	5443	5506	5610	6005	6233	6400	9527
3724	5069	5221	5445	5507	5645	6017	6235	6701	9534
3726	5102	5222	5462	5508	5648	6018	6251	7536	9539
3737	5160	5223	5473	5536	5651	6045	6252	7538	9545
5000	5183	5348	5474	5538	5701	6204	6260	7601	9549
5022	5184	5402	5479	5545	5703	6216	6306	7855	9553
5037	5188	5403	5480	5547	5709	6217	6319	8227	
5040	5190	5428							

The basis for determining the credit is the limited payroll of each employee for the number of hours worked (excluding overtime premium pay) for each construction classification (other than employees engaged in the construction of one or two-family residential housing) for the third quarter, as reported to taxing authorities, for the year preceding the policy date. Total payroll is to continue to be reported for employees engaged in the construction of one or two-family residential housing. For example:

POLICY EFFECTIVE DATE	THIRD QUARTER PAYROLL
4/1/14 thru 3/31/15	2013
4/1/15 thru 3/31/16	2014
4/1/16 thru 3/31/17	2015
4/1/17 thru 3/31/18	2016
4/1/18 thru 3/31/19	2017
4/1/19 thru 3/31/20	2018

If you have any eligible classes on your policy, you should have been notified by your insurance carrier or the New York Compensation Rating Board approximately four months prior to the inception date of this policy. If you believe you may be eligible for a credit and have not received an application, you should immediately contact your agent, insurance carrier, or the New York Compensation Insurance Rating Board.

Credits are calculated by the New York Compensation Insurance Rating Board. You must submit a completed application to: Attention: Field Services Department, New York Compensation Insurance Rating Board, 733 Third Avenue, New York, New York 10017.

Applications must be received by the Rating Board three (3) months prior to the policy renewal effective date. The Rating Board will accept and process an application if it is received between the policy effective and expiration date, however, it must be accompanied by a letter stating the reason for the delay. Under no circumstances will an application be accepted for any policy if it is received after the expiration date of the policy. For short-term policies the application must be received prior to the expiration date of the short-term policy. If it is received after the policy expiration, no credit will be calculated.

The New York Workers' Compensation and Employers' Liability Insurance Manual, and not this endorsement, govern the implementation and use of the NYCCPAP.

For online entry of the information requested on this form refer to: http://www.nycirb.org/cpap.



THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

WORKERS' COMPENSATION AND EMPLOYERS' LIABILITY PARTICIPATING DIVIDEND PROVISIONS - NEW YORK

Policy Number: 01 WB IX2865 **Endorsement Number:**

Effective Date: 07/01/17 Effective hour is the same as stated on the Information Page of the policy.

Named Insured and Address: DREAM CHARTER SCHOOL

333 E 100TH ST
NEW YORK, NY 10029

The insurer shown on the Information Page is a stock insurer. The Policy Provisions are amended to include the following:

DIVIDEND PROVISIONS. The insured shall participate in the earnings of the company, to such extent and upon such conditions as shall be determined by the Board of Directors of the company in accordance with the law and as made applicable to this policy, provided the insured shall have complied with all of the terms of this policy with respect to the payment of premium.

Dividends may not, by law, be guaranteed in advance and can be paid only upon resolution declared by the Board of Directors.

Countersigned by _____
Authorized Representative

IMPORTANT NOTICE

NEW YORK WORKERS' COMPENSATION INSURANCE BENEFITS DEDUCTIBLE ELECTION FORM

New York Workers' Compensation law permits an employer to purchase workers' compensation insurance with a deductible. The deductible is for benefits and applies separately to each claim.

Please check the option which you have elected and return this form to the company prior to the effective date of your coverage.

[ ] 1. I reject any deductible option and elect that the company pay all benefits due under my policy.

[ ] 2. I elect one of the following deductibles to be applied to benefits under my workers' compensation insurance policy and each subsequent renewal. The premium reduction to be applied is shown below.

PREMIUM REDUCTION HAZARD GROUP

		A	B	C	D	E	F	G
[ ]	$ 100	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
[ ]	$ 200	0.3%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%
[ ]	$ 300	0.4%	0.3%	0.3%	0.3%	0.2%	0.2%	0.1%
[ ]	$ 400	0.5%	0.5%	0.3%	0.3%	0.3%	0.2%	0.2%
[ ]	$ 500	0.6%	0.5%	0.4%	0.4%	0.3%	0.3%	0.3%
[ ]	$1,000	1.1%	1.0%	0.8%	0.7%	0.6%	0.5%	0.5%
[ ]	$1,500	1.6%	1.4%	1.1%	1.0%	0.9%	0.7%	0.6%
[ ]	$2,000	2.1%	1.8%	1.4%	1.3%	1.2%	0.9%	0.8%
[ ]	$2,500	2.4%	2.2%	1.7%	1.5%	1.4%	1.1%	1.0%
[ ]	$5,000	4.4%	3.9%	3.2%	2.8%	2.6%	2.0%	1.8%

All claims shall be paid by the company. In such case, the law requires that you reimburse the company for any deductible amounts so paid.

If you do not return this form promptly to the company, it will be construed to mean that we should pay in full all benefits due under your policy with no contribution on your part.

If you have any questions, please call your Agent.

Policy Number		
01 WB IX2865		
Employer Name	**Date**	**Signature and Title**
DREAM CHARTER SCHOOL		
Agent Name	**Date**	**Signature**
AUSTIN & CO INC		

Return this form to:
Issuing Office: THE HARTFORD
Address: 301 WOODS PARK DRIVE
CLINTON NY 13323

Form WC 66 01 95 K Printed in U.S.A
Process Date: 06/28/17

Policy Expiration Date: 07/01/18



Privacy Policy and Practices of The Hartford Financial Services Group, Inc. and its Affiliates
(herein called "we, our, and us")

This Privacy Policy applies to our United States Operations

We value your trust. We are committed to the responsible:

a) management;
b) use; and
c) protection;

of **Personal Information**.

This notice describes how we collect, disclose, and protect **Personal Information**.

We collect **Personal Information** to:

a) service your **Transactions** with us; and
b) support our business functions.

We may obtain **Personal Information** from:

a) **You**;
b) your **Transactions** with us; and
c) third parties such as a consumer-reporting agency.

Based on the type of product or service **You** apply for or get from us, **Personal Information** such as:

a) your name;
b) your address;
c) your income;
d) your payment; or
e) your credit history;

may be gathered from sources such as applications, **Transactions**, and consumer reports.

To serve **You** and service our business, we may share certain **Personal Information**. We will share **Personal Information**, only as allowed by law, with affiliates such as:

a) our insurance companies;
b) our employee agents;
c) our brokerage firms; and
d) our administrators.

As allowed by law, we may share **Personal Financial Information** with our affiliates to:

a) market our products; or
b) market our services;

to **You** without providing **You** with an option to prevent these disclosures.

We may also share **Personal Information**, only as allowed by law, with unaffiliated third parties including:

a) independent agents;
b) brokerage firms;
c) insurance companies;
d) administrators; and
e) service providers;

who help us serve **You** and service our business.

When allowed by law, we may share certain **Personal Financial Information** with other unaffiliated third parties who assist us by performing services or functions such as:

a) taking surveys;
b) marketing our products or services; or
c) offering financial products or services under a joint agreement between us and one or more financial institutions.

We, and third parties we partner with, may track some of the pages **You** visit through the use of:

a) cookies;
b) pixel tagging; or
c) other technologies;

and currently do not process or comply with any web browser's "do not track" signal or other similar mechanism that indicates a request to disable online tracking of individual users who visit our websites or use our services.

We will not sell or share your **Personal Financial Information** with anyone for purposes unrelated to our business functions without offering **You** the opportunity to:

a) "opt-out;" or
b) "opt-in;"

as required by law.

We only disclose **Personal Health Information** with:

a) your proper written authorization; or
b) as otherwise allowed or required by law.

Our employees have access to **Personal Information** in the course of doing their jobs, such as:

a) underwriting policies;
b) paying claims;
c) developing new products; or
d) advising customers of our products and services.

We use manual and electronic security procedures to maintain:

a) the confidentiality; and
b) the integrity of;

Personal Information that we have. We use these procedures to guard against unauthorized access.

Some techniques we use to protect **Personal Information** include:

a) secured files;
b) user authentication;
c) encryption;
d) firewall technology; and
e) the use of detection software.

We are responsible for and must:

a) identify information to be protected;
b) provide an adequate level of protection for that data;
c) grant access to protected data only to those people who must use it in the performance of their job-related duties.

Employees who violate our Privacy Policy will be subject to discipline, which may include ending their employment with us.

At the start of our business relationship, we will give **You** a copy of our current Privacy Policy.

We will also give **You** a copy of our current Privacy Policy once a year if **You** maintain a continuing business relationship with us.

We will continue to follow our Privacy Policy regarding **Personal Information** even when a business relationship no longer exists between us.

As used in this Privacy Notice:

Application means your request for our product or service.

Personal Financial Information means financial information such as:

a) credit history;
b) income;
c) financial benefits; or
d) policy or claim information.

Personal Health Information means health information such as:

a) your medical records; or
b) information about your illness, disability or injury.

Personal Information means information that identifies **You** personally and is not otherwise available to the public. It includes:

a) **Personal Financial Information**; and
b) **Personal Health Information**.

Transaction means your business dealings with us, such as:

a) your **Application**;
b) your request for us to pay a claim; and
c) your request for us to take an action on your account.

You means an individual who has given us **Personal Information** in conjunction with:

a) asking about;
b) applying for; or
c) obtaining;

a financial product or service from us if the product or service is used mainly for personal, family, or household purposes.

This Privacy Policy is being provided on behalf of the following affiliates of The Hartford Financial Services Group, Inc.:

1stAGChoice, Inc.; Access CoverageCorp, Inc.; Access CoverageCorp Technologies, Inc.; American Maturity Life Insurance Company; Archway 60 R, LLC; Business Management Group, Inc.; DMS R, LLC; First State Insurance Company; Fountain Investors I LLC; Fountain Investors II LLC; Fountain Investors III LLC; Fountain Investors IV LLC; FTC Resolution Company LLC; Hart Re Group L.L.C.; Hartford Accident and Indemnity Company; Hartford Administrative Services Company; Hartford Casualty General Agency, Inc.; Hartford Casualty Insurance Company; Hartford Financial Services, LLC; Hartford Fire General Agency, Inc.; Hartford Fire Insurance Company; Hartford Funds Distributors, LLC; Hartford Funds Management Company, LLC; Hartford Funds Management Group, Inc.; Hartford Holdings, Inc.; Hartford HLS Series Fund II, Inc.; Hartford Insurance Company of Illinois; Hartford Insurance Company of the Midwest; Hartford Insurance Company of the Southeast; Hartford Integrated Technologies, Inc.; Hartford International Life Reassurance Corporation; Hartford Investment Management Company; Hartford Life and Accident Insurance Company; Hartford Life and Annuity Insurance Company; Hartford Life Insurance Company; Hartford Life, Inc.; Hartford Life International Holding Company; Hartford Life Private Placement, LLC; Hartford Lloyd's Corporation; Hartford Lloyd's Insurance Company; Hartford of Texas General Agency, Inc.; Hartford Residual Market, L.C.C.; Hartford Securities Distribution Company, Inc.; Hartford Series Fund, Inc.; Hartford Specialty Insurance Services of Texas, LLC; Hartford Strategic Investments, LLC; Hartford Underwriters General Agency, Inc.; Hartford Underwriters Insurance Company; Hartford-Comprehensive Employee Benefit Service Company; HDC R, LLC; Heritage Holdings, Inc.; HIMCO Distribution Services Company; HIMCO Variable Insurance Trust; HLA LLC; HL Investment Advisors, LLC; Horizon Management Group, LLC; HRA Brokerage Services, Inc.; Lanidex Class B, LLC; New England Insurance Company; New England Reinsurance Corporation; Nutmeg Insurance Agency, Inc.; Nutmeg Insurance Company; Pacific Insurance Company, Limited; Planco, LLC; Property and Casualty Insurance Company of Hartford; Revere R, LLC; RVR R, LLC; Sentinel Insurance Company, Ltd.; Sunstone R, LLC; Symphony R, LLC; The Evergreen Group Incorporated; The Hartford Alternative Strategies Fund; The Hartford Mutual Funds, Inc.; The Hartford Mutual Funds II, Inc.; Trumbull Flood Management, L.L.C.; Trumbull Insurance Company; Twin City Fire Insurance Company.

Reporting a Work-Related Injury is Time Sensitive!

Call The Hartford's LossConnect immediately to report a claim.
1-800-327-3636
Available 24 hours a day, 365 days a year.

The Benefits of Timely Loss Reporting:

Research has shown that faster loss reporting significantly affects loss costs. The sooner we are notified, the sooner we can investigate the accident and coordinate with you, the injured employee, and the medical team to ensure the fastest possible return to health and work.

The Effect of Timely Reporting on Controlling the Cost of Your Loss:

Average Loss for Closed Claims (Accident Years 2002-2005)	
Report Lag in Days	**Percent Change in Loss Costs Compared to First Week Report**
Incident Day	-6%
Week 1	0%
Week 2	13%
Week 3 or 4	16%
1 Month or Later	24%

Statutory requirements also necessitate the prompt initial reporting of the accident causing injury or death. Failure to comply may result in a fineable offense by the State.

Information You'll Need

Company Information
- Account Number
- Location Code (if applicable)
- Parent Company (or program name)
- Policy Number

Worker Information
- Name, DOB, Address, Phone
- Social Security Number
- Age, Gender
- Marital Status, Number of Dependants
- Hire Date, Years in Current Position
- Wage Information

Incident Information
- Type of injury (burn, cut, etc.)?
- Exact body part injured?
- What caused the accident?
- Any reason to question the injury?
- Any witnesses?
- Address where injury occurred?
- Where was the injured employee treated? (Provide name, address, phone of medical provider.)
- When was the accident reported to you and by whom (date, time)?

Network Providers
A listing of more than 400,000 network providers qualified to treat work-related injuries is available online at www.talispoint.com/hartext or by calling our Network Referral Unit at 1-800-327-3636 (select 4 at the prompt). Since network referrals are often impacted by state specific rules, please call to learn how to maximize our network capabilities on behalf of your employees.

Form WC 66 03 84 Printed in U.S.A.



IMPORTANT NOTICE

Chapter 525, Section 110 of the New York Workers' Compensation Law requires that a written Employer's Report of Work-Related Accident/Occupational Disease (Form C-2) be made in ten days after the occurrence of an accident.

An employer who fails to comply with this requirement is subject to a fine of up to $2,500 and up to one year imprisonment.

NEW YORK WORKERS COMPENSATION

OCTOBER 1, 2016 RATE REVISION

EXPLANATORY MEMORANDUM

An overall loss cost increase of 9.3%, which includes an increase of 9.6% in the average manual loss cost level and no change in the loss cost provision for terrorism, natural disasters and catastrophic industrial accidents, has been approved by the New York State Department of Financial Services to become effective on October 1, 2016.

Loss Experience - The latest two policy years of experience produced a 6.8% increase in the overall loss cost level.

Legislative and Regulatory Changes - This revision includes an estimate of the cost impact of the latest increases in the maximum weekly benefits that were set forth in the 2007 workers compensation reform legislation. This component contributed 0.5% to the overall change.

Loss Adjustment Expenses - A review of the latest data available resulted in a 0.5% increase in the Loss Adjustment Expense provision.

Future Trends - The latest analysis of New York claim severity and claim frequency indicates a continuing small decrease in claim frequency and an upward trend in both indemnity and medical claim costs. Combined with a projected wage trend, the final selected net trend factor is 1.6%.

Catastrophe Provision - This revision contains no changes in the loss cost provisions for terrorism and for natural disasters and catastrophic industrial accidents.

Classification Loss Costs - Although the average manual loss cost level is increasing by 9.6%, individual classification loss cost changes are based on the most recently available loss experience for each classification. Both increases and decreases from the current loss costs have been actuarially calculated for each class. This process ensures that each classification loss cost reflects the appropriate level relative to the experience of the other classifications.

Notice of Final Rate Changes - The following pages show the percentage (%) change in loss costs for each class. These percentage changes also reflect the percentage changes to the base rates charged for each class. The loss costs shown represent one component of the final rate charged. The final rate charged for each class on your policy is shown in the enclosed "Change in Information Page," which also calculates the premium change as a result of the final rate change(s).

NEW YORK WORKERS COMPENSATION
LOSS COST COMPARISON
OCTOBER 1, 2015 TO OCTOBER 1, 2016

Class Code	Oct. 2016	Oct. 2015	% Change
0005	3.26	2.92	11.6%
0006	4.56	5.09	-10.4%
0007	3.84	4.48	-14.3%
0031	3.77	4.17	-9.6%
0034	4.55	4.86	-6.4%
0035	3.51	3.22	9.0%
0042	7.76	7.00	10.9%
0050	7.01	5.27	33.0%
0106	11.97	11.08	8.0%
0251	12.75	9.40	35.6%
0767	5.09	3.34	52.4%
0771	6.11	4.90	24.7%
0908	147.80	109.89	34.5%
0909	292.95	223.01	31.4%
0912	1285.23	993.52	29.4%
0913	428.63	397.37	7.9%
0917	6.21	6.03	3.0%
1170	6.84	6.26	9.3%
1320	8.27	9.26	-10.7%
1430	6.77	7.30	-7.3%
1438	6.85	5.20	31.7%
1439	7.63	7.58	0.7%
1452	8.07	6.40	26.1%
1463	9.27	8.24	12.5%
1470	15.40	15.11	1.9%
1624	5.42	4.88	11.1%
1701	7.39	6.15	20.2%
1710	7.17	7.09	1.1%
1741	8.55	8.60	-0.6%
1747	28.72	21.86	31.4%
1748	11.41	8.74	30.5%
1809	14.71	11.82	24.5%
1810	13.10	11.84	10.6%
1853	6.08	5.00	21.6%
1860	16.23	12.60	28.8%
1924	6.88	7.00	-1.7%
1925	8.87	6.73	31.8%
2001	9.47	9.45	0.2%
2002	8.59	8.06	6.6%
2003	7.24	6.56	10.4%
2014	8.34	7.82	6.6%
2021	6.27	5.99	4.7%
2039	7.32	6.60	10.9%
2041	6.79	5.13	32.4%
2065	7.63	7.20	6.0%
2070	8.03	7.76	3.5%
2081	15.85	18.01	-12.0%
2089	15.01	11.34	32.4%
2095	11.58	11.70	-1.0%
2101	5.88	6.30	-6.7%
2105	9.78	8.51	14.9%
2111	5.90	6.62	-10.9%
2112	12.13	9.16	32.4%
2114	8.36	7.42	12.7%
2121	7.56	7.15	5.7%
2143	6.34	6.16	2.9%
2150	15.66	12.19	28.5%
2157	16.43	14.77	11.2%
2172	3.15	2.39	31.8%
2211	5.84	7.35	-20.5%
2286	4.83	5.31	-9.0%
2288	11.87	12.59	-5.7%
2302	4.79	5.54	-13.5%
2303	5.40	6.46	-16.4%
2305	6.03	7.71	-21.8%
2362	2.75	2.53	8.7%
2380	15.36	12.03	27.7%
2383	4.43	4.16	6.5%
2387	5.04	4.09	23.2%
2388	4.44	4.28	3.7%
2402	3.41	2.87	18.8%
2413	5.91	5.71	3.5%
2416	2.95	2.24	31.7%
2417	5.67	5.76	-1.6%
2501	1.00	1.06	-5.7%
2503	1.35	1.16	16.4%
2534	6.50	4.93	31.8%
2553	3.55	2.84	25.0%
2570	6.82	6.47	5.4%
2571	5.32	4.56	16.7%

NEW YORK WORKERS COMPENSATION
LOSS COST COMPARISON
OCTOBER 1, 2015 TO OCTOBER 1, 2016

Class Code	Oct. 2016	Oct. 2015	% Change
2576	5.80	6.30	-7.9%
2578	4.27	4.13	3.4%
2590	3.00	3.22	-6.8%
2591	6.19	5.79	6.9%
2593	6.81	6.65	2.4%
2594	7.77	7.22	7.6%
2600	8.68	6.61	31.3%
2623	6.38	6.21	2.7%
2640	20.98	15.92	31.8%
2660	4.34	4.41	-1.6%
2670	4.97	4.80	3.5%
2683	6.70	5.19	29.1%
2688	2.22	2.05	8.3%
2689	1.29	0.98	31.6%
2702	34.57	40.39	-14.4%
2710	9.69	8.26	17.3%
2714	14.24	13.28	7.2%
2731	7.13	6.68	6.7%
2735	4.58	4.57	0.2%
2737	8.97	8.89	0.9%
2759	16.77	13.95	20.2%
2790	3.56	3.98	-10.6%
2802	7.89	7.39	6.8%
2816	5.83	5.89	-1.0%
2817	4.99	4.55	9.7%
2818	5.39	4.96	8.7%
2835	3.84	4.09	-6.1%
2841	6.20	5.95	4.2%
2881	4.68	4.83	-3.1%
2883	4.79	5.13	-6.6%
2913	3.87	3.02	28.1%
2916	6.73	5.57	20.8%
2923	2.83	2.15	31.6%
2942	3.16	2.79	13.3%
3004	7.42	7.43	-0.1%
3018	12.43	12.48	-0.4%
3022	15.53	12.31	1.8%
3027	2.41	1.83	31.7%
3028	13.73	10.42	31.8%
3030	11.33	9.81	15.5%
3040	13.86	10.74	29.1%
3041	7.90	6.44	22.7%
3042	7.47	7.96	-6.2%
3060	21.55	22.66	-4.9%
3064	10.33	9.70	6.5%
3066	4.56	4.55	0.2%
3067	5.34	6.28	-15.0%
3076	4.08	4.16	-1.9%
3081	13.01	14.16	-8.1%
3085	9.27	9.90	-6.4%
3110	17.44	13.23	31.8%
3111	7.83	7.57	3.4%
3113	2.97	3.05	-2.6%
3114	3.26	2.48	31.5%
3118	4.00	3.55	12.7%
3122	6.86	6.70	2.4%
3126	18.90	15.58	21.3%
3129	5.44	5.69	-4.4%
3132	3.89	3.74	4.0%
3145	3.07	3.13	-1.9%
3146	2.72	2.92	-6.8%
3169	3.99	3.26	22.4%
3179	3.22	2.98	8.1%
3188	4.65	5.31	-12.4%
3190	4.18	3.44	21.5%
3191	4.78	3.63	31.7%
3200	4.24	3.94	7.6%
3220	4.25	4.49	-5.3%
3227	44.50	45.21	-1.6%
3241	6.67	6.81	-2.1%
3255	5.24	4.54	15.4%
3257	5.39	4.47	20.6%
3270	2.96	2.76	7.2%
3300	5.20	4.45	16.9%
3303	6.02	6.09	-1.1%
3307	6.20	6.17	0.5%
3315	7.63	5.79	31.8%
3336	2.72	2.72	0.0%
3365	14.28	10.20	40.0%
3372	5.39	5.24	2.9%

NEW YORK WORKERS COMPENSATION
LOSS COST COMPARISON
OCTOBER 1, 2015 TO OCTOBER 1, 2016

Class Code	Oct. 2016	Oct. 2015	% Change
3381	3.67	3.66	0.3%
3383	1.02	1.08	-5.6%
3384	0.46	0.41	12.2%
3385	1.58	1.47	7.5%
3400	8.13	8.06	0.9%
3507	4.47	4.33	3.2%
3515	4.72	4.23	11.6%
3548	4.43	3.85	15.1%
3559	3.67	2.79	31.5%
3561	3.46	2.68	29.1%
3574	1.20	1.33	-9.8%
3581	2.34	2.36	-0.8%
3612	3.45	3.57	-3.4%
3620	7.12	7.09	0.4%
3629	2.22	2.31	-3.9%
3632	4.30	3.73	15.3%
3634	2.90	2.65	9.4%
3635	4.16	3.46	20.2%
3638	4.39	3.33	31.8%
3642	3.35	2.55	31.4%
3643	4.60	4.32	6.5%
3647	7.58	6.33	19.7%
3648	3.37	3.78	-10.8%
3681	2.12	1.95	8.7%
3685	1.67	1.45	15.2%
3686	2.67	2.03	31.5%
3724	6.20	5.73	8.2%
3726	18.16	16.39	10.8%
3737	5.44	5.06	7.5%
3807	7.21	5.47	31.8%
3808	5.28	4.60	14.8%
3821	13.75	12.47	10.3%
3823	11.03	12.00	-8.1%
3824	6.53	4.96	31.7%
3826	2.73	2.84	-3.9%
3827	9.26	8.52	8.7%
3830	4.20	3.88	8.2%
3832	3.91	3.86	1.3%
3865	3.35	2.97	12.8%
3881	(a)	(a)	0.0%
4000	7.05	6.02	17.1%
4024	7.13	6.67	6.9%
4034	13.25	13.68	-3.1%
4038	5.67	5.24	8.2%
4053	9.62	10.66	-9.8%
4061	7.98	8.85	-9.8%
4062	8.08	7.34	10.1%
4101	4.54	4.04	12.4%
4111	4.97	4.46	11.4%
4112	3.46	3.49	-0.9%
4114	3.47	3.90	-11.0%
4130	8.81	8.30	6.1%
4131	5.78	4.72	22.5%
4133	2.37	2.04	16.2%
4150	2.30	2.22	3.6%
4207	1.93	1.81	6.6%
4239	5.49	5.30	3.6%
4240	6.23	5.91	5.4%
4243	4.90	4.72	3.8%
4244	3.78	3.65	3.6%
4250	3.73	3.64	2.5%
4251	4.77	4.90	-2.7%
4263	5.68	4.31	31.8%
4273	3.30	3.50	-5.7%
4279	4.79	4.33	10.6%
4282	0.77	0.77	0.0%
4298	3.19	2.46	29.7%
4299	3.46	3.53	-2.0%
4301	7.97	6.05	31.7%
4304	9.66	7.46	29.5%
4307	4.37	3.65	19.7%
4310	4.54	4.11	10.5%
4312	3.08	2.85	8.1%
4351	2.67	2.31	15.6%
4352	0.94	0.93	1.1%
4360	0.43	0.37	16.2%
4361	1.00	1.11	-9.9%
4362	0.68	0.63	7.9%
4410	6.74	6.95	-3.0%
4420	14.94	12.65	18.1%

NEW YORK WORKERS COMPENSATION
LOSS COST COMPARISON
OCTOBER 1, 2015 TO OCTOBER 1, 2016

Class Code	Oct. 2016	Oct. 2015	% Change
4431	6.42	5.52	16.3%
4432	2.66	2.22	19.8%
4439	2.72	2.03	34.0%
4452	5.18	4.47	15.9%
4459	5.20	5.25	-1.0%
4470	4.47	4.09	9.3%
4475	3.87	3.84	0.8%
4476	2.97	3.08	-3.6%
4479	3.69	3.42	7.9%
4491	7.21	6.70	7.6%
4493	7.37	6.80	8.4%
4511	0.77	0.75	2.7%
4557	3.06	3.20	-4.4%
4558	4.93	3.87	27.4%
4561	5.14	4.72	8.9%
4568	4.49	3.82	17.5%
4583	12.25	13.26	-7.6%
4597	4.36	3.96	10.1%
4611	2.99	2.82	6.0%
4628	2.54	2.07	22.7%
4635	6.33	5.85	8.2%
4653	4.09	3.53	15.9%
4665	17.34	13.18	31.6%
4692	0.94	0.92	2.2%
4693	3.74	3.71	0.8%
4710	5.07	4.91	3.3%
4712	4.94	5.24	-5.7%
4720	6.43	4.91	31.0%
4751	4.17	4.11	1.5%
4767	6.94	6.88	0.9%
4771	7.12	7.32	-2.7%
4825	1.22	1.29	-5.4%
4828	1.71	1.70	0.6%
4829	3.51	3.22	9.0%
4902	5.03	4.36	15.4%
4923	2.23	2.39	-6.7%
5000	40.69	33.24	22.4%
5022	20.91	17.63	18.6%
5037	32.78	29.66	10.5%
5040	32.29	28.99	11.4%
5057	22.73	17.47	30.1%
5059	38.22	35.51	7.6%
5069	50.09	53.21	-5.9%
5102	17.37	14.63	18.7%
5160	6.35	5.49	15.7%
5183	8.63	7.60	13.6%
5184	10.40	9.29	11.9%
5188	7.84	6.39	22.7%
5190	6.63	5.74	15.5%
5191	1.96	1.74	12.6%
5192	5.74	6.06	-5.3%
5193	14.20	12.63	12.4%
5213	19.07	16.80	13.5%
5221	15.35	12.02	27.7%
5222	13.03	12.75	2.2%
5223	12.33	10.94	12.7%
5348	9.53	7.71	23.6%
5402	13.31	12.68	5.0%
5403	16.89	13.96	21.0%
5428	10.10	11.22	-10.0%
5429	9.43	8.27	14.0%
5443	11.21	10.87	3.1%
5445	10.51	9.35	12.4%
5462	12.76	11.36	12.3%
5473	30.07	25.17	19.5%
5474	12.15	10.75	13.0%
5479	8.01	7.19	11.4%
5480	9.73	7.07	37.6%
5491	4.86	4.27	13.8%
5506	19.51	17.34	12.5%
5507	9.71	10.26	-5.4%
5508	8.70	7.34	18.5%
5536	9.19	7.65	20.1%
5538	11.90	10.02	18.8%
5545	27.79	25.79	7.8%
5547	14.90	16.16	-7.8%
5606	4.47	3.63	23.1%
5610	11.56	8.92	29.6%
5645	13.39	11.89	12.6%
5648	23.27	18.69	24.5%

NEW YORK WORKERS COMPENSATION
LOSS COST COMPARISON
OCTOBER 1, 2015 TO OCTOBER 1, 2016

Class Code	Oct. 2016	Oct. 2015	% Change
5651	9.59	8.61	11.4%
5701	21.86	18.12	20.6%
5703	27.09	19.35	40.0%
5709	23.62	16.87	40.0%
5951	1.33	1.35	-1.5%
5954	5.84	4.50	29.8%
6003	16.36	16.16	1.2%
6005	8.41	6.59	27.6%
6017	3.90	3.03	28.7%
6018	22.51	18.34	22.7%
6045	6.14	4.68	31.2%
6204	10.64	10.69	-0.5%
6216	10.68	9.94	7.4%
6217	9.08	7.87	15.4%
6229	7.22	7.50	-3.7%
6233	6.71	6.71	0.0%
6235	10.29	9.63	6.9%
6251	17.87	13.44	33.0%
6252	5.53	4.14	33.6%
6260	(a)	(a)	0.0%
6306	13.55	12.95	4.6%
6319	9.65	8.98	7.5%
6325	9.09	8.70	4.5%
6400	10.71	10.26	4.4%
6504	6.07	6.01	1.0%
6701	21.04	15.03	40.0%
6801	35.34	31.12	13.6%
6811	8.60	8.56	0.5%
6824	16.53	13.85	19.4%
6826	4.49	3.39	32.4%
6834	5.64	4.54	24.2%
6836	4.66	4.56	2.2%
6843	6.46	4.87	32.6%
6854	3.50	3.11	12.5%
6872	27.39	28.63	-4.3%
6874	73.39	59.93	22.5%
6875	106.19	80.08	32.6%
6882	5.52	5.08	8.7%
6884	53.71	45.07	19.2%
6885	77.15	63.41	21.7%
7016	8.82	6.65	32.6%
7024	9.80	7.39	32.6%
7038	3.17	2.93	8.2%
7046	4.61	4.57	0.9%
7047	14.71	11.09	32.6%
7050	5.25	4.91	6.9%
7090	3.52	3.26	8.0%
7098	5.12	5.08	0.8%
7099	7.61	7.59	0.3%
7133	5.75	5.64	2.0%
7197	8.85	7.41	19.4%
7201	6.80	6.57	3.5%
7207	5.00	4.54	10.1%
7219	14.02	12.54	11.8%
7231	12.97	11.60	11.8%
7242	27.99	25.96	7.8%
7309	8.55	8.91	-4.0%
7313	2.85	2.15	32.6%
7317	29.37	23.52	24.9%
7327	31.44	24.13	30.3%
7333	9.16	8.68	5.5%
7335	10.17	9.64	5.5%
7337	15.14	14.48	4.6%
7364	4.73	5.60	-15.5%
7366	13.89	14.43	-3.7%
7367	10.81	10.56	2.4%
7368	11.17	9.17	21.8%
7370	(c)	(c)	-12.3%
7377	11.24	9.61	17.0%
7380	10.92	10.11	8.0%
7390	14.62	10.88	34.4%
7394	5.77	4.35	32.6%
7395	6.39	4.82	32.6%
7398	9.49	7.16	32.5%
7403	7.11	6.38	11.4%
7405	2.24	2.05	9.3%
7421	1.53	1.70	-10.0%
7422	3.80	2.84	33.8%
7431	1.16	1.35	-14.1%
7445	0.48	0.45	6.7%

NEW YORK WORKERS COMPENSATION
LOSS COST COMPARISON
OCTOBER 1, 2015 TO OCTOBER 1, 2016

Class Code	Oct. 2016	Oct. 2015	% Change
7453	0.46	0.43	7.0%
7502	2.56	1.89	35.4%
7515	2.12	1.57	35.0%
7520	8.09	6.48	24.8%
7536	10.55	10.10	4.5%
7538	8.66	9.62	-10.0%
7539	1.95	1.77	10.2%
7542	8.24	6.08	35.5%
7570	1.90	1.74	9.2%
7580	5.67	5.32	6.6%
7590	6.55	4.83	35.6%
7600	7.83	6.82	14.8%
7601	8.42	8.96	-6.0%
7610	0.32	0.36	-11.1%
7710	5.74	5.25	9.3%
7711	(e)	(e)	5.9%
7716	(e)	(e)	5.9%
7720	2.30	1.70	35.3%
7723	2.29	2.20	4.1%
7855	7.56	6.29	20.2%
7998	4.81	3.58	34.4%
7999	2.49	2.26	10.2%
8001	3.56	2.93	21.5%
8006	2.29	2.03	12.8%
8008	1.24	1.11	11.7%
8012	1.88	1.78	5.6%
8013	0.55	0.49	12.2%
8016	0.55	0.41	34.1%
8017	1.73	1.54	12.3%
8018	4.68	4.40	6.4%
8021	6.53	5.97	9.4%
8025	2.86	3.28	-12.8%
8031	3.67	3.64	0.8%
8032	1.14	1.23	-7.3%
8033	4.40	4.13	6.5%
8034	7.13	7.93	-10.1%
8039	3.10	3.17	-2.2%
8043	1.53	1.44	6.3%
8044	4.33	3.93	10.2%
8046	4.68	4.43	5.6%
8047	2.57	2.44	5.3%
8048	7.09	7.03	0.9%
8068	0.73	0.77	-5.2%
8069	1.31	1.26	4.0%
8072	1.34	1.30	3.1%
8090	1.49	1.56	-4.5%
8102	10.57	7.94	33.1%
8103	5.74	5.44	5.5%
8105	4.01	4.11	-2.4%
8106	8.62	8.39	2.7%
8107	5.07	4.74	7.0%
8111	5.65	5.81	-2.8%
8116	3.73	3.76	-0.8%
8199	4.88	4.88	0.0%
8209	10.03	9.98	0.5%
8215	12.91	13.26	-2.6%
8227	15.04	11.80	27.5%
8232	8.71	7.76	12.2%
8235	6.37	7.39	-13.8%
8263	11.31	9.81	15.3%
8264	8.58	9.09	-5.6%
8265	12.18	11.82	3.0%
8280	19.04	16.47	15.6%
8288	6.27	4.67	34.3%
8291	9.59	10.00	-4.1%
8292	6.90	7.63	-9.6%
8293	14.32	14.46	-1.0%
8350	11.35	10.34	9.8%
8353	8.62	7.30	18.1%
8381	4.12	3.69	11.7%
8382	2.68	2.73	-1.8%
8385	10.33	9.37	10.2%
8391	4.53	4.39	3.2%
8392	3.26	2.81	16.0%
8394	7.09	6.21	14.2%
8500	8.94	9.09	-1.7%
8601	0.63	0.60	5.0%
8709	27.54	20.77	32.6%
8719	3.35	2.67	25.5%
8720	2.99	2.86	4.5%
8726	4.59	3.67	25.1%
8731	3.33	2.97	12.1%
8742	0.36	0.35	2.9%
8745	8.75	8.94	-2.1%

NEW YORK WORKERS COMPENSATION
LOSS COST COMPARISON
OCTOBER 1, 2015 TO OCTOBER 1, 2016

Class Code	Oct. 2016	Oct. 2015	% Change
8747	0.31	0.31	0.0%
8748	1.52	1.46	4.1%
8751	4.72	4.56	3.5%
8755	0.90	0.75	20.0%
8800	2.48	2.35	5.5%
8802	1.56	1.39	12.2%
8803	0.07	0.08	-12.5%
8809	0.23	0.19	21.1%
8810	0.18	0.17	5.9%
8820	0.18	0.17	5.9%
8829	4.62	4.30	7.4%
8831	1.73	1.68	3.0%
8832	0.61	0.57	7.0%
8833	1.90	1.90	0.0%
8838	0.58	0.56	3.6%
8840	0.63	0.55	14.5%
8854	5.04	4.69	7.5%
8857	3.03	2.34	29.5%
8864	4.01	3.90	2.8%
8865	4.24	4.02	5.5%
8866	4.23	4.38	-3.4%
8868	0.62	0.59	5.1%
8869	0.96	0.88	9.1%
8871	0.49	0.56	-12.5%
8901	0.23	0.28	-17.9%
9014	6.00	6.30	-4.8%
9015	2.61	2.96	-11.8%
9016	9.62	9.24	4.1%
9019	3.56	2.64	34.8%
9025	26.28	26.63	-1.3%
9026	5.36	4.56	17.5%
9027	23.89	21.67	10.2%
9028	4.07	3.53	15.3%
9029	5.86	5.68	3.2%
9030	6.15	5.49	12.0%
9040	6.23	5.76	8.2%
9044	7.42	5.73	29.5%
9048	3.61	3.70	-2.4%
9051	5.69	5.18	9.8%
9052	4.40	4.11	7.1%
9055	1.49	1.29	15.5%
9058	3.30	2.65	24.5%
9059	10.36	7.99	29.7%
9060	2.03	1.93	5.2%
9061	2.06	1.85	11.4%
9063	1.49	1.20	24.2%
9065	1.28	1.02	25.5%
9071	2.29	2.10	9.0%
9072	2.54	2.33	9.0%
9074	1.56	1.57	-0.6%
9088	14.51	11.54	25.7%
9089	0.61	0.62	-1.6%
9093	2.46	2.37	3.8%
9101	4.31	4.29	0.5%
9102	3.75	3.37	11.3%
9149	2.47	2.34	5.6%
9157	5.52	5.38	2.6%
9158	2.11	2.09	1.0%
9159	1.62	1.38	17.4%
9160	2.19	1.80	21.7%
9178	3.21	2.95	8.8%
9179	8.36	6.81	22.8%
9180	2.97	2.93	1.4%
9182	2.37	2.30	3.0%
9186	13.98	13.82	1.2%
9220	10.79	8.34	29.4%
9402	7.89	7.24	9.0%
9403	16.05	13.97	14.9%
9410	7.70	5.73	34.4%
9501	2.50	2.77	-9.7%
9505	4.87	3.70	31.6%
9519	5.86	4.97	17.9%
9521	5.95	4.84	22.9%
9522	2.81	3.02	-7.0%
9526	18.86	20.96	-10.0%
9527	33.92	31.67	7.1%
9534	18.15	18.07	0.4%
9539	15.30	13.10	16.8%
9545	13.07	11.71	11.6%
9549	4.12	3.66	12.6%

NEW YORK WORKERS COMPENSATION
LOSS COST COMPARISON
OCTOBER 1, 2015 TO OCTOBER 1, 2016

Class Code	Oct. 2016	Oct. 2015	% Change	Class Code	Oct. 2016	Oct. 2015	% Change
9552	15.07	14.73	2.3%	9610	1.03	0.91	13.2%
9553	10.90	10.41	4.7%	9620	2.01	1.67	20.4%
9585	1.30	1.29	0.8%	9740	0.045	0.045	0.0%
9586	0.76	0.75	1.3%	9741	0.008	0.008	0.0%
9600	2.07	1.72	20.3%				

Legend:

a - Loss cost, etc., for each individual risk shall be obtained from the Rating Board.

c - Refer to Miscellaneous Values in the manual for loss costs.

e - Refer to Volunteer Firefighters schedule for loss costs. Loss cost change is the same for all population groups in this class.



POLICY ADJUSTMENT NOTICE

The premium we charged for your enclosed Hartford policy was based, in part, on estimates and assumptions related to items such as payroll, sales revenue, and the nature of business operations for the policy period shown. When your coverage period expires, a premium audit will be conducted to ensure the premium you paid for your insurance was accurate. In order to complete the premium audit, when your policy coverage period expires you may receive, via e-mail or US Postal mail, a request to complete an "Insured's Report of Exposure" Form. Alternatively, you may receive notice that a Premium Audit representative will be contacting you to review your records and discuss your business operations over the phone or in person. The purpose of the statement, phone call or visit is for the Premium Audit Department to collect the information required to ensure that the premium you paid for your coverage was accurate.

Once the audit is complete, you will receive a Statement of Premium Adjustment which will reflect the amount of your policy auditable premium, and will indicate whether you are owed a refund or if additional premium is due for the policy period shown.

If we owe you a return premium, The Hartford will apply the refund amount to any current account balance. If your account is paid in full, or if your refund amount is greater than the current account balance, we will issue you a refund check. You can expect to receive this check within the next **30** days.

If you owe us an additional premium, the **entire amount** will appear as due and payable on your next bill. This amount will appear as "Premium Audit" on your bill.

If you have any questions regarding the Premium Audit process, please call your insurance agent.

Thank you for doing business with The Hartford.

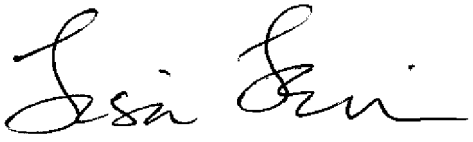


PRODUCER COMPENSATION NOTICE

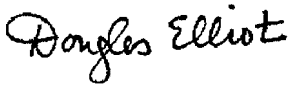
You can review and obtain information on The Hartford's producer compensation practices at www.TheHartford.com or at 1-800-592-5717.

POLICY NUMBER: 01 WB IX2865

Our President and Secretary have signed this policy. Where required by law, the Information Page has been countersigned by our duly authorized representative.



Lisa Levin, Secretary



Douglas Elliot, President

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ACORD

INSURANCE BINDER

OP ID: JB

DATE (MM/DD/YYYY) 5/29/2018

THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON THE REVERSE SIDE OF THIS FORM.

AGENCY
Austin & Co., Inc.
[redacted]
Albany, NY 12211-2366
Tina M. Payne, CPCU

COMPANY
Great American Insurance Group

BINDER # 23567

EFFECTIVE DATE	EFFECTIVE TIME		EXPIRATION DATE	EXPIRATION TIME	
07/01/18	12:01	X AM / PM	07/01/19	X 12:01 AM / NOON	

PHONE (A/C, No, Ext) [redacted] FAX (A/C, No): 518-465-3968

CODE: 403276 SUB CODE:

AGENCY CUSTOMER ID: DREAC1C

X THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #

INSURED
DREAM Charter School
c/o DREAM
[redacted]
New York NY 10029

DESCRIPTION OF OPERATIONS/VEHICLES/PROPERTY (Including Location)
Binder Expires Upon receipt of policy

COVERAGES

TYPE OF INSURANCE	COVERAGE/FORMS	LIMITS		
		DEDUCTIBLE	COINS %	AMOUNT
PROPERTY — CAUSES OF LOSS: BASIC / BROAD / SPEC				
GENERAL LIABILITY		EACH OCCURRENCE		$
COMMERCIAL GENERAL LIABILITY		DAMAGE TO RENTED PREMISES		$
CLAIMS MADE / OCCUR		MED EXP (Any one person)		$
		PERSONAL & ADV INJURY		$
		GENERAL AGGREGATE		$
	RETRO DATE FOR CLAIMS MADE:	PRODUCTS - COMP/OP AGG		$
AUTOMOBILE LIABILITY		COMBINED SINGLE LIMIT		$
ANY AUTO		BODILY INJURY (Per person)		$
ALL OWNED AUTOS		BODILY INJURY (Per accident)		$
SCHEDULED AUTOS		PROPERTY DAMAGE		$
HIRED AUTOS		MEDICAL PAYMENTS		$
NON-OWNED AUTOS		PERSONAL INJURY PROT		$
		UNINSURED MOTORIST		$
				$
AUTO PHYSICAL DAMAGE — DEDUCTIBLE: ALL VEHICLES / SCHEDULED VEHICLES		ACTUAL CASH VALUE		
COLLISION:		STATED AMOUNT		$
OTHER THAN COL:		OTHER		
GARAGE LIABILITY		AUTO ONLY - EA ACCIDENT		$
ANY AUTO		OTHER THAN AUTO ONLY		
		EACH ACCIDENT		$
		AGGREGATE		$
EXCESS LIABILITY		EACH OCCURRENCE		$
UMBRELLA FORM		AGGREGATE		$
OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE:	SELF-INSURED RETENTION		$
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY		WC STATUTORY LIMITS		
		E.L. EACH ACCIDENT		$
		E.L. DISEASE - EA EMPLOYEE		$
		E.L. DISEASE - POLICY LIMIT		$
SPECIAL CONDITIONS/ OTHER COVERAGES: Directors and Officers Liability $1,000,000; Employment Practices Liability $1,000,000, Retention $15,000. Fiduciary Liability $1,000,000, retention $1,000.		FEES		$
		TAXES		$
		ESTIMATED TOTAL PREMIUM		$

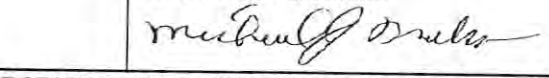
NAME & ADDRESS

MORTGAGEE / ADDITIONAL INSURED

LOSS PAYEE

LOAN #

AUTHORIZED REPRESENTATIVE



NOTE: IMPORTANT STATE INFORMATION ON REVERSE SIDE

© ACORD CORPORATION 1993-2004

CONDITIONS

This Company binds the kind(s) of insurance stipulated on the reverse side. The Insurance is subject to the terms, conditions and limitations of the policy(ies) in current use by the Company.

This binder may be cancelled by the Insured by surrender of this binder or by written notice to the Company stating when cancellation will be effective. This binder may be cancelled by the Company by notice to the Insured in accordance with the policy conditions. This binder is cancelled when replaced by a policy. If this binder is not replaced by a policy, the Company is entitled to charge a premium for the binder according to the Rules and Rates in use by the Company.

Applicable in California

When this form is used to provide insurance in the amount of one million dollars ($1,000,000) or more, the title of the form is changed from "Insurance Binder" to "Cover Note".

Applicable in Colorado

With respect to binders issued to renters of residential premises, home owners, condo unit owners and mobile home owners, the insurer has thirty (30) business days, commencing from the effective date of coverage, to evaluate the issuance of the insurance policy.

Applicable in Delaware

The mortgagee or Obligee of any mortgage or other instrument given for the purpose of creating a lien on real property shall accept as evidence of insurance a written binder issued by an authorized insurer or its agent if the binder includes or is accompanied by: the name and address of the borrower; the name and address of the lender as loss payee; a description of the insured real property; a provision that the binder may not be canceled within the term of the binder unless the lender and the insured borrower receive written notice of the cancellation at least ten (10) days prior to the cancellation; except in the case of a renewal of a policy subsequent to the closing of the loan, a paid receipt of the full amount of the applicable premium, and the amount of insurance coverage.

Chapter 21 Title 25 Paragraph 2119

Applicable in Florida

Except for Auto Insurance coverage, no notice of cancellation or nonrenewal of a binder is required unless the duration of the binder exceeds 60 days. For auto insurance, the insurer must give 5 days prior notice, unless the binder is replaced by a policy or another binder in the same company.

Applicable in Nevada

Any person who refuses to accept a binder which provides coverage of less than $1,000,000.00 when proof is required: (A) Shall be fined not more than $500.00, and (B) is liable to the party presenting the binder as proof of insurance for actual damages sustained therefrom.

ACORD

INSURANCE BINDER

OP ID: JB

DATE (MM/DD/YYYY): 5/29/2018

THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON THE REVERSE SIDE OF THIS FORM.

AGENCY
Austin & Co., Inc.
[redacted]
Albany, NY 12211-2366
Tina M. Payne, CPCU

PHONE (A/C, No, Ext): [redacted] FAX (A/C, No): [redacted]

CODE: SUB CODE:

AGENCY CUSTOMER ID: DREAC1C

INSURED
DREAM Charter School
c/o DREAM
1991 Second Ave
New York NY 10029

COMPANY
United Educators Insurance

BINDER # 23568

EFFECTIVE DATE	EFFECTIVE TIME		EXPIRATION DATE	EXPIRATION TIME	
07/01/18	12:01	X AM / PM	07/01/19	X 12:01 AM / NOON	

THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #

DESCRIPTION OF OPERATIONS/VEHICLES/PROPERTY (Including Location)
BINDER EXPIRES UPON RECEIPT OF POLICY

COVERAGES

TYPE OF INSURANCE	COVERAGE/FORMS	LIMITS		
		DEDUCTIBLE	COINS %	AMOUNT
PROPERTY — CAUSES OF LOSS: BASIC / BROAD / SPEC				
GENERAL LIABILITY				
X COMMERCIAL GENERAL LIABILITY		EACH OCCURRENCE		$ 1,000,000
CLAIMS MADE / X OCCUR		DAMAGE TO RENTED PREMISES		$ 1,000,000
X EBL		MED EXP (Any one person)		$ 5,000
		PERSONAL & ADV INJURY		$ 1,000,000
		GENERAL AGGREGATE		$ 3,000,000
	RETRO DATE FOR CLAIMS MADE:	PRODUCTS - COMP/OP AGG		$ 3,000,000
AUTOMOBILE LIABILITY		COMBINED SINGLE LIMIT		$
ANY AUTO		BODILY INJURY (Per person)		$
ALL OWNED AUTOS		BODILY INJURY (Per accident)		$
SCHEDULED AUTOS		PROPERTY DAMAGE		$
HIRED AUTOS		MEDICAL PAYMENTS		$
NON-OWNED AUTOS		PERSONAL INJURY PROT		$
		UNINSURED MOTORIST		$
				$
AUTO PHYSICAL DAMAGE — DEDUCTIBLE: ALL VEHICLES / SCHEDULED VEHICLES		ACTUAL CASH VALUE		
COLLISION		STATED AMOUNT		$
OTHER THAN COL		OTHER		
GARAGE LIABILITY		AUTO ONLY - EA ACCIDENT		$
ANY AUTO		OTHER THAN AUTO ONLY: EACH ACCIDENT		$
		AGGREGATE		$
EXCESS LIABILITY		EACH OCCURRENCE		$ 15,000,000
X UMBRELLA FORM		AGGREGATE		$ 15,000,000
OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE:	SELF-INSURED RETENTION		$ 10,000
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY		WC STATUTORY LIMITS		
		E.L. EACH ACCIDENT		$
		E.L. DISEASE - EA EMPLOYEE		$
		E.L. DISEASE - POLICY LIMIT		$
SPECIAL CONDITIONS/ OTHER COVERAGES: Excess Directors & Officers: $15,000,000 Excess Fiduciary Liability: $3,000,000		FEES		$
		TAXES		$
		ESTIMATED TOTAL PREMIUM		$

NAME & ADDRESS

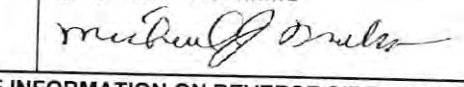
[redacted]

MORTGAGEE / X ADDITIONAL INSURED

LOSS PAYEE

LOAN #

AUTHORIZED REPRESENTATIVE



NOTE: IMPORTANT STATE INFORMATION ON REVERSE SIDE

© ACORD CORPORATION 1993-2004

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Chapter 21 Title 25 Paragraph 2119

Applicable in Florida

Except for Auto Insurance coverage, no notice of cancellation or nonrenewal of a binder is required unless the duration of the binder exceeds 60 days. For auto insurance, the insurer must give 5 days prior notice, unless the binder is replaced by a policy or another binder in the same company.

Applicable in Nevada

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ACORD

INSURANCE BINDER

OP ID: JB

DATE (MM/DD/YYYY)
5/29/2018

THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON THE REVERSE SIDE OF THIS FORM.

AGENCY
Austin & Co., Inc.
[redacted]
Albany, NY 12211-2366
Tina M. Payne, CPCU

PHONE (A/C, No, Ext): [redacted]
FAX (A/C, No): [redacted]

CODE: 29424 SUB CODE:

AGENCY CUSTOMER ID: DREAC1C

INSURED
DREAM Charter School
c/o DREAM
1991 Second Ave
New York NY 10029

COMPANY
Hartford Insurance Group

BINDER # 23569

DATE EFFECTIVE	TIME		DATE EXPIRATION	TIME	
07/01/18	12:01	X AM / PM	07/01/19	X 12 01 AM / NOON	

THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #:

DESCRIPTION OF OPERATIONS/VEHICLES/PROPERTY (Including Location)
BINDER EXPIRES UPON RECEIPT OF POLICY

COVERAGES

TYPE OF INSURANCE	COVERAGE/FORMS	DEDUCTIBLE	COINS %	LIMITS AMOUNT
PROPERTY — CAUSES OF LOSS: [ ] BASIC [ ] BROAD [X] SPECIAL; [X] REPLACEMENT COST	Blkt Business Pers Property Blkt Business Income/EE	2,500		289,300 1,500,000
GENERAL LIABILITY: [ ] COMMERCIAL GENERAL LIABILITY; [ ] CLAIMS MADE [ ] OCCUR	RETRO DATE FOR CLAIMS MADE	EACH OCCURRENCE DAMAGE TO RENTED PREMISES MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG		$ $ $ $ $ $
AUTOMOBILE LIABILITY: [ ] ANY AUTO; [ ] ALL OWNED AUTOS; [ ] SCHEDULED AUTOS; [X] HIRED AUTOS; [X] NON-OWNED AUTOS		COMBINED SINGLE LIMIT BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE MEDICAL PAYMENTS PERSONAL INJURY PROT UNINSURED MOTORIST		$ 1,000,000 $ $ $ $ $ $
AUTO PHYSICAL DAMAGE — DEDUCTIBLE: [ ] ALL VEHICLES [ ] SCHEDULED VEHICLES; [ ] COLLISION; [ ] OTHER THAN COL		[ ] ACTUAL CASH VALUE [ ] STATED AMOUNT [ ] OTHER		$
GARAGE LIABILITY: [ ] ANY AUTO		AUTO ONLY - EA ACCIDENT OTHER THAN AUTO ONLY: EACH ACCIDENT AGGREGATE		$ $ $
EXCESS LIABILITY: [ ] UMBRELLA FORM; [ ] OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE	EACH OCCURRENCE AGGREGATE SELF-INSURED RETENTION		$ $ $
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY		[ ] WC STATUTORY LIMITS E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT		 $ 1,000,000 $ 1,000,000 $ 1,000,000
SPECIAL CONDITIONS/ OTHER COVERAGES: Premiums to be billed directly by Hartford Insurance		FEES TAXES ESTIMATED TOTAL PREMIUM		$ $ $

NAME & ADDRESS

[ ] MORTGAGEE [ ] ADDITIONAL INSURED
[ ] LOSS PAYEE

LOAN #

AUTHORIZED REPRESENTATIVE

 © ACORD CORPORATION 1993-2004

CONDITIONS

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This binder may be cancelled by the Insured by surrender of this binder or by written notice to the Company stating when cancellation will be effective. This binder may be cancelled by the Company by notice to the Insured in accordance with the policy conditions. This binder is cancelled when replaced by a policy. If this binder is not replaced by a policy, the Company is entitled to charge a premium for the binder according to the Rules and Rates in use by the Company.

Applicable in California

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Applicable in Colorado

With respect to binders issued to renters of residential premises, home owners, condo unit owners and mobile home owners, the insurer has thirty (30) business days, commencing from the effective date of coverage, to evaluate the issuance of the insurance policy.

Applicable in Delaware

The mortgagee or Obligee of any mortgage or other instrument given for the purpose of creating a lien on real property shall accept as evidence of insurance a written binder issued by an authorized insurer or its agent if the binder includes or is accompanied by: the name and address of the borrower; the name and address of the lender as loss payee; a description of the insured real property; a provision that the binder may not be canceled within the term of the binder unless the lender and the insured borrower receive written notice of the cancellation at least ten (10) days prior to the cancellation; except in the case of a renewal of a policy subsequent to the closing of the loan, a paid receipt of the full amount of the applicable premium, and the amount of insurance coverage.

Chapter 21 Title 25 Paragraph 2119

Applicable in Florida

Except for Auto Insurance coverage, no notice of cancellation or nonrenewal of a binder is required unless the duration of the binder exceeds 60 days. For auto insurance, the insurer must give 5 days prior notice, unless the binder is replaced by a policy or another binder in the same company.

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OP ID: JB

INSURANCE BINDER

DATE (MM/DD/YYYY): 5/29/2018

THIS BINDER IS A TEMPORARY INSURANCE CONTRACT, SUBJECT TO THE CONDITIONS SHOWN ON THE REVERSE SIDE OF THIS FORM.

AGENCY
Austin & Co., Inc.
[redacted]
Albany, NY 12211-2366
Tina M. Payne, CPCU

COMPANY
Philadelphia Indemnity Ins Co

BINDER # 23570

EFFECTIVE DATE	TIME		EXPIRATION DATE	TIME	
07/01/18	12:01	X AM / PM	07/01/19	X 12:01 AM / NOON	

PHONE (A/C, No, Ext): [redacted]
FAX (A/C, No): [redacted]

CODE: SUB CODE:

AGENCY CUSTOMER ID: DREAC1C

INSURED
DREAM Charter School
c/o DREAM
1991 Second Ave
New York NY 10029

THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #

DESCRIPTION OF OPERATIONS/VEHICLES/PROPERTY (Including Location)
Binder Expires Upon Receipt of Policies

COVERAGES

TYPE OF INSURANCE	COVERAGE/FORMS	LIMITS: DEDUCTIBLE	COINS %	AMOUNT
PROPERTY — CAUSES OF LOSS: BASIC / BROAD / SPEC				
GENERAL LIABILITY		EACH OCCURRENCE		$
COMMERCIAL GENERAL LIABILITY		DAMAGE TO RENTED PREMISES		$
CLAIMS MADE / OCCUR		MED EXP (Any one person)		$
		PERSONAL & ADV INJURY		$
		GENERAL AGGREGATE		$
	RETRO DATE FOR CLAIMS MADE	PRODUCTS - COMP/OP AGG		$
AUTOMOBILE LIABILITY		COMBINED SINGLE LIMIT		$
ANY AUTO		BODILY INJURY (Per person)		$
ALL OWNED AUTOS		BODILY INJURY (Per accident)		$
SCHEDULED AUTOS		PROPERTY DAMAGE		$
HIRED AUTOS		MEDICAL PAYMENTS		$
NON-OWNED AUTOS		PERSONAL INJURY PROT		$
		UNINSURED MOTORIST		$
				$
AUTO PHYSICAL DAMAGE — DEDUCTIBLE: ALL VEHICLES / SCHEDULED VEHICLES		ACTUAL CASH VALUE		
COLLISION:		STATED AMOUNT		$
OTHER THAN COL:		OTHER		
GARAGE LIABILITY		AUTO ONLY - EA ACCIDENT		$
ANY AUTO		OTHER THAN AUTO ONLY: EACH ACCIDENT		$
		AGGREGATE		$
EXCESS LIABILITY		EACH OCCURRENCE		$
UMBRELLA FORM		AGGREGATE		$
OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE:	SELF-INSURED RETENTION		$
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY		WC STATUTORY LIMITS		
		E.L. EACH ACCIDENT		$
		E.L. DISEASE - EA EMPLOYEE		$
		E.L. DISEASE - POLICY LIMIT		$
SPECIAL CONDITIONS/ OTHER COVERAGES: Student Accident: Acc Medical Expense limit $50,000, ded $0, Full Excess Catastrophic Accident: Limit $1,000,000, deductible $50,000; Full Excess		FEES		$
		TAXES		$
		ESTIMATED TOTAL PREMIUM		$

NAME & ADDRESS

MORTGAGEE / ADDITIONAL INSURED
LOSS PAYEE
LOAN #

AUTHORIZED REPRESENTATIVE

NOTE: IMPORTANT STATE INFORMATION ON REVERSE SIDE

© ACORD CORPORATION 1993-2004

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The mortgagee or Obligee of any mortgage or other instrument given for the purpose of creating a lien on real property shall accept as evidence of insurance a written binder issued by an authorized insurer or its agent if the binder includes or is accompanied by: the name and address of the borrower; the name and address of the lender as loss payee; a description of the insured real property; a provision that the binder may not be canceled within the term of the binder unless the lender and the insured borrower receive written notice of the cancellation at least ten (10) days prior to the cancellation; except in the case of a renewal of a policy subsequent to the closing of the loan, a paid receipt of the full amount of the applicable premium, and the amount of insurance coverage.

Chapter 21 Title 25 Paragraph 2119

Applicable in Florida

Except for Auto Insurance coverage, no notice of cancellation or nonrenewal of a binder is required unless the duration of the binder exceeds 60 days. For auto insurance, the insurer must give 5 days prior notice, unless the binder is replaced by a policy or another binder in the same company.

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OP ID: JB

INSURANCE BINDER

DATE (MM/DD/YYYY): 5/29/2018

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AGENCY
Austin & Co., Inc.
[redacted]
Albany, NY 12211-2366
Tina M. Payne, CPCU

PHONE (A/C, No, Ext): [redacted] FAX (A/C): [redacted]

CODE: 0HF107 SUB CODE:

AGENCY CUSTOMER ID: DREAC1C

INSURED
DREAM Charter School
c/o DREAM
1991 Second Ave
New York NY 10029

COMPANY
Travelers Indemnity Company

BINDER # 23571

DATE EFFECTIVE	TIME		EXPIRATION DATE	TIME	
07/01/18	12:01	X AM / PM	07/01/19	X 12:01 AM / NOON	

THIS BINDER IS ISSUED TO EXTEND COVERAGE IN THE ABOVE NAMED COMPANY PER EXPIRING POLICY #:

DESCRIPTION OF OPERATIONS/VEHICLES/PROPERTY (Including Location)
Binder Expires Upon Receipt of Policy

COVERAGES

TYPE OF INSURANCE	COVERAGE/FORMS	LIMITS: DEDUCTIBLE	COINS %	AMOUNT
PROPERTY — CAUSES OF LOSS: BASIC / BROAD / SPEC				
GENERAL LIABILITY — COMMERCIAL GENERAL LIABILITY; CLAIMS MADE / OCCUR	RETRO DATE FOR CLAIMS MADE	EACH OCCURRENCE		$
		DAMAGE TO RENTED PREMISES		$
		MED EXP (Any one person)		$
		PERSONAL & ADV INJURY		$
		GENERAL AGGREGATE		$
		PRODUCTS - COMP/OP AGG		$
AUTOMOBILE LIABILITY — ANY AUTO; ALL OWNED AUTOS; SCHEDULED AUTOS; HIRED AUTOS; NON-OWNED AUTOS		COMBINED SINGLE LIMIT		$
		BODILY INJURY (Per person)		$
		BODILY INJURY (Per accident)		$
		PROPERTY DAMAGE		$
		MEDICAL PAYMENTS		$
		PERSONAL INJURY PROT		$
		UNINSURED MOTORIST		$
				$
AUTO PHYSICAL DAMAGE — DEDUCTIBLE; ALL VEHICLES / SCHEDULED VEHICLES		ACTUAL CASH VALUE		
COLLISION		STATED AMOUNT		$
OTHER THAN COL.		OTHER		
GARAGE LIABILITY — ANY AUTO		AUTO ONLY - EA ACCIDENT		$
		OTHER THAN AUTO ONLY: EACH ACCIDENT		$
		AGGREGATE		$
EXCESS LIABILITY — UMBRELLA FORM; OTHER THAN UMBRELLA FORM	RETRO DATE FOR CLAIMS MADE	EACH OCCURRENCE		$
		AGGREGATE		$
		SELF-INSURED RETENTION		$
WORKER'S COMPENSATION AND EMPLOYER'S LIABILITY		WC STATUTORY LIMITS		
		E.L. EACH ACCIDENT		$
		E.L. DISEASE - EA EMPLOYEE		$
		E.L. DISEASE - POLICY LIMIT		$
SPECIAL CONDITIONS/ OTHER COVERAGES: Excess Crime: Employee Theft: $1,000,000 Retention:$350,000; Computer Fraud: $1,000,000 Retention: $2,500; Funds Transfer: $1,000,000 Retention: $2,500; Social Engineering: $100,000		FEES		$
		TAXES		$
		ESTIMATED TOTAL PREMIUM		$

NAME & ADDRESS

MORTGAGEE / ADDITIONAL INSURED
LOSS PAYEE

LOAN #

AUTHORIZED REPRESENTATIVE



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United Educators

Policy No. Q85-02X

NOTICE

THIS POLICY IS ISSUED BY YOUR RISK RETENTION GROUP. YOUR RISK RETENTION GROUP MAY NOT BE SUBJECT TO ALL OF THE INSURANCE LAWS AND REGULATIONS OF YOUR STATE. STATE INSURANCE INSOLVENCY GUARANTY FUNDS ARE NOT AVAILABLE FOR YOUR RISK RETENTION GROUP.

PRIMARY GENERAL LIABILITY INSURANCE POLICY DECLARATIONS

Item 1. Educational Organization: Dream Charter School
Address: 1991 Second Ave
New York, NY 10029

Item 2. **Limit of Liability:**

(a)	$1,000,000	Each **Occurrence**
(b)	$3,000,000	Aggregate Limit
(c)	$5,000	**Medical Payment Expense** Per Person
(d)	$1,000,000	Fire Legal Liability Each **Occurrence**

Item 3.
(a) **Policy Period:** 07/01/2017 to 07/01/2018
(b) **Inception Date:** 07/01/2008
at 12:01 A.M. at the address stated in Item 1 above

Item 4. **Premium**: $29,150
Risk Management Premium Credit (RMPC): ($0)
Premium Due: $29,150
Premium Tax: $0
Total: $29,150

Item 5. **Deductible**:

(a)	$0	Each **Occurrence**
(b) Nil		Annual Aggregate

Item 6. **EBL Date of First Coverage:** 07/01/2001

Item 7. Representative of **Educational Organization**: David Houlihan

Item 8. Applicable Initial Endorsements:

Primary General Liability attached Endorsements

Endorsement	Total	Description
CGL509F	1	CGL - Amended Definition of Officer (Independent Schools)
CGL532C	1	CGL - Deleted Policy Provision
CGL587X	1	CGL - Amended Definition of Personal Injury (Police and Law Enforcement Activities)
CGL636X	1	CGL - Other Insurance (Blanket Contractual Exception)
CGL640G	1	CGL - Policy Correction Endorsement (Corrected Definition)
CGL661L	1	CGL - Amended Employee Benefits Liability (Full Limit)
CGL674R	1	CGL - Amended Deductible and Reporting Provisions (Definition and Reporting Requirements)
CGL679C	1	CGL - Limited Property Damage Exception
CGL680C	1	CGL - Amended Hostilities Exclusion (Foreign Terrorism Exception - Program)
CGL740F	1	CGL - Amended Definition of Occurrence
CGL741G	1	CGL - Amended Renewal Provisions
CGL744N	1	CGL - UE Change of Address
CGL766L	1	CGL - Per Location Aggregate
CGL821C	1	Limited UAV Coverage - Austin and Company - Independent and Charter Schools
CGL822C	1	Mold Liability Reimbursement Endorsement (Austin Program)

Item 9. Applicable Forms and Initial Schedules:

Form: CGL 06-2008

Schedule(s): CGL - Schedule A

United Educators Insurance, a Reciprocal Risk Retention Group
Primary General Liability Insurance Policy
Occurrence Form

(The words "**we**," "**us**," and "**our**," when used in this Policy, refer to United Educators Insurance, a Reciprocal Risk Retention Group, the "Company" issuing this Policy of insurance.)

In consideration of the payment of the premium, in reliance on the information furnished to **us** in the application and attachments thereto, and subject to the **Limit of Liability**, exclusions, definitions, conditions and other provisions of this Policy, **we** agree with the **Educational Organization** that:

INSURING AGREEMENT

1. **We** will pay on behalf of the **Insureds** all **Damages** up to the **Limit of Liability** resulting from an **Occurrence** anywhere to which this insurance applies. In addition, **we** will pay certain supplemental amounts as **Medical Payments Expense**. This Policy is subject to a **Deductible,** if applicable.

DEFINITIONS

2. This Policy is subject to the following definitions:

Advertising Injury means injury resulting from
a. oral or written publication of material that slanders or libels a person or organization or disparages a person's or organization's goods, products or services;
b. oral or written publication of material that violates a person's right of privacy;
c. misappropriation of advertising ideas or style of doing business; or
d. infringement of trademark, title, copyright or slogan

in any advertisement, publicity article, broadcast, telecast, or electronic or video publication that arises out of an **Included Entity's** advertising of its goods, products or services.

Automobile means a land motor vehicle designed and registered for use on public roads including any attached trailer or equipment. **Automobile** does not mean or include
a. solar or battery-powered experimental motor vehicles developed in conjunction with an educational program of the **Educational Organization** wherever operated including preparing or practicing for, or participating in, any competition or time trial with other educational organizations; or
b. motorized land vehicles or equipment principally used off public roads or on an **Included Entity's** property that are neither registered as a motor vehicle nor insured under an automobile liability insurance policy, including tractors, mowers, snow-blowers, grading equipment, farm equipment, forklifts, backhoes, all-terrain vehicles, bulldozers and similar equipment.

Bodily Injury means physical injury, sickness, disease, death, or emotional distress sustained by a person and includes mental injury and shock.

Claim means a demand for **Damages**.

Clerical or Administrative Error means an unintended error or omission in the administration of a **Covered Benefit Plan,** including enrolling or failing to enroll employees; keeping records; interpreting rules, regulations, policies and procedures; and giving advice to employees.

Covered Benefit Plan means any employee benefit plan that is operated by the **Educational Organization** for the benefit of employees of an **Included Entity** and that

(i) provides health, medical, accident, death or disability benefits provided by, and funded by regular premium payments to, a licensed commercial insurance company, health maintenance organization or preferred provider organization that is not related to, managed by, affiliated with or under the control of any **Insured**; or
(ii) provides retirement benefits in a qualified 403(b) plan provided by, and funded by periodic payments to, a licensed commercial insurance company (such as TIAA) or a regulated investment company or mutual fund, which company or fund is not related to, managed by, affiliated with or under the control of any **Insured.**

Damages means the amounts that an **Insured** becomes legally obligated to pay as compensation to an injured party. **Damages** includes punitive or exemplary damages where lawfully insurable, but **Damages** does not include:
a. taxes, fines, or criminal penalties;
b. the cost of compliance with injunctive or equitable relief; or
c. any matters uninsurable under the law pursuant to which this Policy shall be construed.

Deductible means the amount of **Damages**, **Defense Costs** and **Medical Payments Expense** that the **Insureds** must pay with respect to each **Occurrence** before **we** pay and is in the amount shown in Item 5.(a) of the Declarations. The **Insureds' Deductible** obligation is deemed to be immediately satisfied with respect to the **Deductible** for **Occurrences** covered by this Policy during the **Policy Period** after the **Insureds** shall have paid the total Annual Aggregate amount shown in Item 5.(b) of the Declarations.

Defense Costs means the fees and expenses of investigation and defense, and the costs of appeal or similar bonds for amounts up to the **Limit of Liability,** and includes reasonable attorneys' fees and disbursements; but **Defense Costs** does not include the wages or salary of any employee of any **Insured** or the Company.

EBL Date of First Coverage means the date specified at 12:01 a.m. at the address of the **Educational Organization** stated in Item 6. of the Declarations.

Educational Organization means the entity named as such in Item 1 of the Declarations.

Extended Discovery Period means the extended period of time, if granted, for reporting **Claims**, during the 36-month period after the end of the **Policy Period** but only for an **Occurrence** taking place within the **Policy Period**.

First Aid means any uncompensated emergency care or treatment given to an ill or injured person at the scene of an accident before a licensed medical professional can provide regular medical aid. However, **First Aid** shall not mean services provided by an individual (i) in the course of his/her employment as, or training for, a physician, nurse, or other licensed medical professional; or (ii) in the course of volunteer work as a physician, nurse, or other licensed medical professional.

Inception Date means the date and time stated in Item 3.(b) of the Declarations.

Included Entity means:
a. the **Educational Organization;**
b. any not-for-profit organization or entity over which the governing body of the **Educational Organization** exerts effective control and that is named in, and whose accounts are included with or consolidated into, the financial statements submitted to **us** most recently by the **Educational Organization** prior to the rating of the premium for the **Policy Period**; however, no entity or affiliate or subsidiary of any entity that has not qualified as a not-for-profit entity

under applicable provisions of the Internal Revenue Code is an **Included Entity**, and no person or entity is an **Insured** with respect to such entity, unless that entity is listed on Schedule A;

c. any entity listed on Schedule A of this Policy; and
d. any not-for-profit entity acquired or formed by or merged with an **Included Entity** during the **Policy Period** provided that
   (1) the value of the sum of all assets (including, but not limited to, real estate, securities, assumed indebtedness and other consideration) expended, assumed or exchanged for any such acquisition, formation or merger does not exceed 5% of the total assets of the **Educational Organization** and its consolidated subsidiaries and affiliates as most recently reported to **us** for rating purposes prior to such **Policy Period**;
   (2) the combined or consolidated operations and the acquired, formed or merged entity are not materially different from those of the **Included Entity** prior to the acquisition, formation or merger;
   (3) coverage with respect to that newly formed, acquired or merged entity will begin on the date of acquisition, formation or merger, and there is no coverage for any entity acquired by or merged into the **Included Entity** or for any person with respect to that entity for **Occurrences** happening prior to the date of acquisition or merger; and
e. In addition to coverage provided in Item d. listed above, any newly formed, acquired or merged affiliates of the **Educational Organization,** shall be added as **Included Entities** to this Policy as of the effective date of their formation, incorporation or acquisition by the **Educational Organization**, provided
   (1) they are reported to **us** within sixty (60) days of the date of their formation, incorporation or acquisition by the **Educational Organization** and
   (2) are subsequently accepted for coverage by **us** and named on the Policy.

Included Entity's Products means goods or products manufactured, sold, tested, handled, published or distributed by an **Included Entity** or others trading under its name or materials that were the subject of completed or abandoned operations of the **Included Entity**.

Insured means:

a. the **Included Entities**;
b. any past, present or future trustees, governing board directors or **Officers** of an **Included Entity** while acting within the scope of their duties on behalf of that **Included Entity**; the estates, heirs, legal representatives or assigns of deceased, incompetent, insolvent or bankrupt trustees, governing board directors, or **Officers**; and spouses or domestic partners of governing board directors or trustees to the extent they are involved in **Claims** solely because of their status as spouses or domestic partners;
c. at the option of the **Educational Organization**, any
   (1) past, present and future employee, member of the faculty, student teacher, or teaching assistant of an **Included Entity**;
   (2) member of a committee, including an Institutional Review Board (as recognized by the U.S. Food and Drug Administration and U.S. Department of Health and Human Services) of an **Included Entity**, or a representative to an education association of which the **Educational Organization** is a member;
   (3) uncompensated volunteer worker performing services on behalf and with the express direction and authority of an **Included Entity**;
   (4) student of an **Educational Organization** while serving in a supervised internship program in satisfaction of course requirements; or
   (5) student of an **Educational Organization** while acting at the direction of, complying with the policies and procedures governing conduct at, or performing services primarily for or on behalf of, the **Educational Organization**;

but only while acting within the scope of their duties or obligations in their respective capacities to an **Included Entity** as described in clause a. or b. above, and coverage for these individuals is subject always to all other terms and conditions of this Policy; and

d. any person or organization to whom any **Included Entity** is obligated by virtue of a contract or agreement to provide liability insurance such as is afforded by this Policy, but only
   (1) to the extent of such obligation;
   (2) for operations (other than insurance operations) by or on behalf of that **Included Entity** or operation of facilities of that **Included Entity** or use of facilities by that **Included Entity**; and
   (3) if the contract or agreement is made prior to a covered **Occurrence**.

Limit of Liability means the maximum amounts that are provided by this Policy to pay **Damages**, respectively, for each **Occurrence** and in the aggregate for all **Occurrences** during the **Policy Period**, as stated in Items 2(a) and (b) of the Declarations respectively.

Medical Payments Expense means amounts not covered by other insurance that **we** will pay per **Occurrence** in addition to the **Limit of Liability**, up to the amount specified in Item 2(c) of the Declarations, at the request of the **Educational Organization**, as reimbursement of reasonable and necessary first aid, medical, surgical, x-ray, dental, ambulance, hospital, nursing, funeral and prosthetic device expenses incurred by or on behalf of persons other than students and employees of the **Educational Organization** for **Bodily Injury** as a result of an **Occurrence** on premises owned by, leased to, or under the control of an **Included Entity**.

Model aircraft means a non-human carrying device capable of sustained flight in the atmosphere which has a flight weight of 100 pounds or less (flight weight includes the weight of the aircraft itself, fuel and other fluids, and all payload) used for research and/or educational purposes; but, model aircraft does not include any rocket or missile.

Non-Flight Curriculum-Related Instruction includes the assembly, maintenance, service, ownership, use or operation of owned aircraft not used in flight, but instead solely for maintenance or service as part of **Non-Flight Curriculum-Related Instruction**; however **Non-Flight Curriculum-Related Instruction** does not include:

(i) the flying of any aircraft,
(ii) the time commencing with the take-off run or landing run of any aircraft or
(iii) the assembly, maintenance, service, ownership, use or operation of any aircraft actually used in flight

Occurrence means:

a. an accident during the **Policy Period** or the continuous, intermittent or repeated exposure to conditions that commence during the **Policy Period** that causes **Bodily Injury** or **Property Damage** neither expected nor intended by the **Insured**; or
b. an event that first occurs during the **Policy Period** that causes **Personal Injury** or **Advertising Injury**.

All **Bodily Injury, Property Damage, Personal Injury**, or **Advertising Injury** attributable directly or indirectly to the same accident, event, conditions, cause, defect or hazard, or failure to warn of such, shall be considered as one **Occurrence** irrespective of the time period or area over which injury or damage arises or the number of injuries, damages or **Claims** made against any **Insureds**.

However, any incidents related to or arising out of **Sexual Molestation**, sexual or physical assault, or abuse, irrespective of the number of incidents or injuries or the time period or area over which incidents or injuries occur, shall be treated as a one **Occurrence** for each perpetrator.

Any injuries or damages that are directly or indirectly attributable to the design, formulation, manufacture, distribution, use, operation, maintenance or repair of an **Included Entity's Products** or the failure to warn as to its use, operation or maintenance shall be treated as one **Occurrence** irrespective of the time period or area over which the injuries or damages occur or the number of such injuries or damages.

The use of reasonable force to protect persons or property shall be deemed "neither expected nor intended" within the meaning of a. above.

Breach of contract is not an **Occurrence**.

Officer means any corporate officer of an **Included Entity** whether or not an employee; and any president, chancellor, provost, treasurer, vice president, dean or other comparable senior administrator of any **Included Entity**.

Personal Injury means injury resulting from

a. false arrest, detention or imprisonment;
b. malicious prosecution;
c. wrongful entry into, or eviction of a person from, a room, dwelling or premises a person occupies;
d. oral, written, video, or electronic publication of material that slanders or libels a person or organization or disparages a person's or organization's goods, products or services, or violates a person's right of privacy (other than in any advertisement, publicity article, broadcast, telecast, or electronic or video publication that arises out of an **Included Entity's** advertising of its goods, products or services);
e. sexual harassment; or
f. **Clerical or Administrative Error**.

Policy Period means the period from the first date and hour until the earlier of the last date and hour stated in Item 3 of the Declarations or the date and hour of cancellation of this Policy.

Pollutant means any solid, liquid, gaseous or thermal irritant, contaminant, toxic or hazardous substance or any substance which may, does, or is alleged to affect adversely the environment, property, persons or animals, including any Select Agents (as defined by the United States Department of Health and Human Services and the United States Department of Agriculture), fungi, spores, smoke, vapor, soot, fumes, acids, alkalis, chemicals and waste. Fungi includes, but is not limited to, any form or type of mold, mushroom, or mildew. Spores includes any reproductive body produced by or arising out of fungi. Waste includes materials to be recycled, reconditioned or reclaimed. However, no virus or bacteria is a **Pollutant** unless such virus or bacteria qualifies as a Select Agent and is used, stored, or maintained by an **Included Entity** for research purposes.

Professional Services means acts that may be legally performed only by a person holding a professional license, regardless of whether the person is licensed or not; or any services for which an **Insured** natural person is compensated by any party other than an **Included Entity**. However, the application of **First Aid** shall not be considered **Professional Services**.

Property Damage means physical injury to or destruction of tangible property of others including loss of use if the loss of use results from the physical injury or destruction of the property, loss of use of tangible property of others that has not been physically injured or destroyed, and consequential damage or evacuation loss resulting from any actual or threatened physical injury or destruction of tangible property.

Reporting Officer means a position equivalent to any of the below of the **Educational Organization:**

a. President, Chancellor or Head of School;
b. Provost or Chief Academic Officer;
c. VP of Finance, Chief Financial Officer, VP of Administration, or Chief Business Officer;
d. VP of Legal Affairs or General Counsel; or
e. VP of Student Affairs.

Sexual Molestation means any actual or alleged illegal or otherwise wrongful sexual conduct with a minor.

Watercraft means any ship or vessel intended to be operated on or beneath the water whether or not self-propelled.

Wrongful Employment Practices means wrongful acts against or wrongful treatment of an employee, former employee or applicant for employment by an **Included Entity** in its capacity as employer or by any person for whose conduct or misconduct the **Included Entity** is liable, including wrongful failure to hire, retain or promote; wrongful discrimination in the terms or conditions of employment, including sexual harassment; wrongful demotion, termination of employment, or discipline; failure to grant due process; the granting or removal of tenure; defamation or retaliation.

LIMIT OF LIABILITY

3. Regardless of the number of **Insureds** under this Policy, parties who sustain injury or damage, **Claims** made or suits brought on account of one or more **Occurrences**, the number of such injuries or damages, or the period of time over which such injuries or damages occur, the amounts stated in Item 2 of the Declarations for "each **Occurrence**" and for "Aggregate Limit-All **Occurrences**" are the total amounts **we** will pay for all **Damages**, respectively, for any single **Occurrence** and in the aggregate for all **Occurrences** during the **Policy Period**.

4. The sublimit stated in item 2(d) of the Declarations, which is part of and not in addition to the **Limit of Liability**, applies with respect to Fire Legal Liability.

5. **We** shall have no further obligation after the **Limit of Liability** has been exhausted by payment of **Damages**.

DEFENSE AND SETTLEMENT

6. **We** have the right and duty to appoint counsel and to defend lawsuits covered by this Policy even if groundless, false or fraudulent and at **our** option to investigate and settle any **Claim**. For any **Occurrence** or **Claim** reported to **us** according to Paragraph 11 of this Policy, the **Insureds** must cooperate with **us** and any claims administrator we designate in the investigation, defense or settlement of **Claims**.

7. **We** will pay in addition to the **Limit of Liability**, but always subject to the **Deductible**, if applicable, all reasonable **Defense Costs** incurred by **us** or by the **Insureds** with **our** prior consent (which **we** will not unreasonably withhold or delay).

8. The **Insureds** shall immediately notify **us** of any settlement demand, and no settlement offer shall be made or settlement agreed to by an **Insured** without **our** prior consent (which **we** will not unreasonably

withhold or delay), other than a settlement for which no payment for **Damages** or **Defense Costs** is sought by the **Insureds** under this Policy.

9. If the **Insured** elects not to appeal a judgment in which **Damages** and **Defense Costs** are in excess of the **Deductible**, if applicable, **we** may appeal at **our** own cost (including disbursements and interest on judgments incidental to the appeal), but in no event shall **our** liability for **Damages** exceed the **Limit of Liability** of this Policy applicable to each **Occurrence** and in the aggregate for all **Occurrences**.

EXCLUSIONS

10. This Policy does not apply to:
    a. any liability of an **Insured** as an employer or any obligation for which any **Insured** or any company as its insurer may be held liable under any workers' compensation, unemployment compensation or disability benefits law or the Longshoremen's and Harbor Workers' Compensation Act, or any similar law;
    b. **Wrongful Employment Practices**;
    c. **Personal Injury** or **Advertising Injury**
        (1) resulting from an act by or at the direction of any **Insured** if performed with the knowledge that such act would cause injury; or
        (2) arising out of the oral or written publication of material
            (i) first published prior to the beginning of the **Policy Period**; or
            (ii) by or at the direction of the **Insured** with knowledge of its falsity;
        Exception: Item (2)(i) of this Exclusion does not apply to any **Clerical or Administrative Error**;
    d. **Advertising Injury** arising out of
        (1) breach of contract;
        (2) the failure of goods, products or services to conform to advertised quality or performance; or
        (3) incorrect description or mistake in advertised price;
        Exception: Item (1) of this exclusion does not apply to misappropriation of advertising ideas under an implied contract;
    e. any liability arising out of the ownership, repair, maintenance, use or entrustment to others of any **Automobile**;
        Exception: This exclusion does not apply to
        (1) liability of the **Educational Organization** arising out of the use of an **Automobile** rented by an employee of the **Educational Organization** for a period of 120 days or less for use by an employee of the **Educational Organization** while temporarily outside the United States, its possessions or territories, or Canada, on **Educational Organization** business;
        (2) the limited coverage with respect to pollution provided by Paragraph 10.m.(1)(b) of this Policy;
        (3) the parking of any **Automobile** not owned by or rented or loaned to any **Insured** on or adjacent to premises owned or rented by an **Included Entity**; or
        (4) liability arising out of the repair or maintenance of **Automobiles** by students or employees of the **Educational Organization** as part of any curriculum-related instruction;
    f. any liability arising out of rendering or failure to render any **Professional Services**;
        Exception: This exclusion shall not apply to
        (1) the liability of an **Insured** caused by a student intern while participating in any paid and supervised practicum, field work experience, or internship program; however, this Exception shall not apply to internships that may be legally performed only by a person holding a professional license, regardless of whether the student is licensed or not; or
        (2) the liability of the **Educational Organization** and its employed **Insureds** from **Claims** first made against any **Insured** during the **Policy Period** for an **Occurrence** on or after the **Inception Date** arising out of the rendering or failure to render health care services by a

person who is employed or contracted by the **Educational Organization** as a registered nurse, licensed practical nurse, licensed or certified athletic trainer, counselor, psychologist, physician's assistant, nurse practitioner or other allied health personnel other than a physician or dentist, but only if the services are provided at

(i) a dispensary, clinic, infirmary, student health center, athletic facility, or other similar facility maintained by the **Included Entity** principally for use by the **Included Entity's** employees or students, or

(ii) other incidental locations that are not medical facilities in the event of a medical emergency; and

(iii) the coverage afforded by this Exception to this Exclusion 10.f. does not extend to liability assumed by any **Insured** in any contract or agreement except for liability that the **Insured** would have in the absence of the contract or agreement;

g. any **Property Damage** to property owned, occupied or rented by, or within the care, custody or control of, any **Insured**;

Exception: This exclusion does not apply to damage by fire or by water only as a result of such fire to premises rented by, loaned to or temporarily occupied by the **Included Entity** with the permission of the owner, subject to the Fire Legal Liability Sublimit amount specified in Item 2(d) of the Declarations, which amount is part of and not in addition to the **Limit of Liability**;

h. (i) any liability related to or arising out of **Sexual Molestation** when known to a **Reporting Officer** who did not engage in **Sexual Molestation** but failed to report it to proper authorities when under a legal duty to do so; or, (ii) any person who engaged in **Sexual Molestation**, sexual or physical assault, abuse or corporal punishment or who knew about any of these acts, and to have failed to report it to proper authorities when under a legal duty to do so, however, if a final civil adjudication determines that the person did not engage in or fail to report **Sexual Molestation**, sexual or physical assault, abuse or corporal punishment, **we** will reimburse **Defense Costs** associated with defense of that person;

i. any liability arising out of the design, manufacture, assembly, maintenance, sale, service, ownership or operation of any **Watercraft**;

Exception: This exclusion shall not apply to

(1) non-submersible **Watercraft** up to 50 feet in length;

(2) rowing or sculling shells regardless of length;

(3) **Watercraft** listed on Schedule B attached to this Policy;

(4) **Watercraft** chartered with crew for a period up to twelve hours on a U.S. Coast Guard-approved and commercially-licensed vessel operated in U.S. waters, but this limited extension of coverage does not apply to any **Claim** relating to liability of others assumed by an **Insured** or any **Claim** by or on behalf of, or against, an owner, operator or crew member of any **Watercraft** or to any relative or estate of such owner, operator or crew member; or

(5) loading or unloading of any **Watercraft** or **Watercraft** ashore, if at premises owned, leased or controlled by an **Included Entity**;

j. any liability arising out of the design, manufacture, assembly, maintenance, sale, service, ownership, lease, use or operation of any aircraft, including the use of parachutes or parasailing equipment from any aircraft, hang gliding, or any "lighter than air" craft or manned balloon;

Exception: This exclusion does not apply to:

(i) the use of non-owned regularly-scheduled commercial airlines by an **Insured** operating within, originating from, or returning to the United States;

(ii) **Model Aircraft**;

(iii) a lighter-than-air craft that is an unmanned balloon; or

(iv) **Non-Flight Curriculum-Related Instruction**;

k. any liability directly or indirectly resulting from war, invasion, hostile action of foreign enemies, civil war, rebellion, revolution, insurrection, military or usurped power; or confiscation, nationalization,

requisition, destruction of or damage to property by or under the order of any government or public or local authority;

Exception: This exclusion does not apply to any events or conditions occurring in the United States of America, its territories or possessions or Canada;

l. any liability arising out of, related to, or in any way involving asbestos or lead in any form;

m. any liability arising out of the actual, alleged or threatened discharge, dispersal, release, seepage, migration, growth or escape of **Pollutants** into or upon land, the interior of buildings, any enclosed space or any other real estate; into the atmosphere, or into any watercourse or body of water, whether above or below ground or otherwise into the environment; or any direction, demand or request, whether governmental or other, that any **Insured** test for, monitor, clean up, remove, contain, treat, detoxify or neutralize **Pollutants**;

Exception: Subject always to the conditions in Paragraph (2) below, **we** will not apply this exclusion to

(1) **Bodily Injury** or **Property Damage** to the property of others that is solely the result of:
   (a) fire that breaks out from where it was intended to be including any consequential smoke damage;
   (b) collision or overturning of an **Automobile**;
   (c) explosion or lightning;
   (d) the accidental upset, dropping, falling, breaking, spilling, splashing or rupture of any above-ground container of **Pollutants**;
   (e) faulty heating or cooling equipment;
   (f) application of pesticides, herbicides or swimming pool chemicals on or at a premises of an **Included Entity** by its employees who are properly licensed or certified by a federal or state agency to apply those pesticides, herbicides or chemicals; or
   (g) a single or intermittent above-ground discharge, dispersal, release, or escape of **Pollutants** that commences during the **Policy Period** and ceases within seven (7) days of its commencement;

(2) The limited coverage provided by the exceptions to this exclusion in Paragraph (1) above is at all times subject to and limited by these conditions:
   (a) the exceptions only apply if the injury or damage is discovered or becomes known to the **Insured** within fourteen (14) days and reported to **us** in writing within sixty (60) days of the accident, fire, collision or overturning, explosion or lightning, or commencement of any discharge, dispersal, release, seepage, migration, growth or escape of **Pollutants**; and
   (b) **we** will not pay any loss, cost or expense of
      (i) evaluating, testing for, monitoring, cleaning up, removing, controlling, containing, treating, detoxifying and/or neutralizing the discharge, dispersal, release, seepage, migration, growth or escape of any **Pollutant** on property at any time owned, leased or rented by an **Insured** and/or under the control of any **Insured**; or
      (ii) **Property Damage** to any aquifer or underground watercourse or well, or any **Property Damage** directly or indirectly arising out of underground or underwater operations of any **Insured**; and
   (c) **our** liability is limited to that portion of **Damages** directly attributable to or caused by an **Insured's** own negligence and **we** will not pay or share in any liability of others resulting from **Pollutants** for which an **Insured** is held jointly and/or severally liable (whether under the Comprehensive Environmental Response Compensation & Liability Act or any other statute or any judgment of any court) for **Bodily Injuries** and/or **Property Damages** caused in fact by parties other than an **Insured**; and
   (d) any discharge, dispersal, release, seepage, migration, growth or escape of **Pollutants** shall be deemed to have "commenced" at the time of the first event in any series, chain or combination of related events resulting in any discharge, dispersal, release, seepage, migration, growth or escape of **Pollutants**, and all subsequent, sequential,

contributing or combined discharges, dispersals, releases, seepages, migrations, growths or escapes, no matter when occurring, shall be deemed to have "commenced" at the time of that first event; and

(e) the burden of proof that any **Occurrence** meets the conditions of coverage in this Paragraph (2) lies with the **Insureds**;

n. any liability resulting from the hazardous properties of radioactive or nuclear material (including *source material*, *special nuclear material* and *by-product material* as those terms are defined in the Atomic Energy Act of 1954 and amendments thereto);

Exception: While in all instances applying to nuclear material (including *source material*, *special nuclear material* and *by-product material* as those terms are defined in the Atomic Energy Act of 1954 any amendments thereto), this exclusion shall not apply to any other radioactive material used by an **Included Entity** for medical or research purposes;

o. any liability arising out of any diminished value or economic utility of the **Included Entity's Products** or work completed by or on behalf of the **Included Entity** if such diminished value or economic utility resulted from the failure of an **Included Entity's Products** or work completed by or on behalf of the **Included Entity** to meet any warranty or representation as to the level of performance, quality, fitness, or durability, or to perform the function or serve the purpose intended;

p. any liability arising out of the administration of any employee benefit plan or any violation of the responsibilities, obligations or duties imposed by the Employee Retirement Income Security Act (ERISA) or any similar statute, regulation, ordinance, order or edict of any jurisdiction or political subdivision (whether or not in the United States);

Exception: This exclusion shall not apply to **Clerical or Administrative Error** with respect to a **Covered Benefit Plan** that occurs entirely after the **EBL Date of First Coverage** and for which a **Claim** is first made against an **Insured** during the **Policy Period**, and **our** liability for all **Damages** to which this exception applies arising out of all **Claims** first made during the **Policy Period** is limited to $1,000,000, which amount is part of and not in addition to the **Limit of Liability** of this Policy; however, this exception shall not apply to any liability arising out of

(i) unlawful discrimination;
(ii) any **Occurrence** that is otherwise covered by this Policy apart from this exception;
(iii) the failure of any insurer, health maintenance organization, preferred provider organization or third party claims administrator to pay or provide benefits; or
(iv) the failure of any compensation, investment, stock or savings plan or program to perform as anticipated, projected or represented;

or

q. any emotional distress, mental injury or shock arising from the theft of a natural person's identity information for which an **Included Entity** has a legal obligation to maintain confidentiality.

NOTICE OF OCCURRENCE OR CLAIM

11. As a condition precedent to the rights of any **Insured** under this Policy, if a **Claim** reasonably likely to involve this Policy is made against an **Insured** or, except as otherwise provided in Exclusion 10.m.(2)(a), if any employee of the risk management department, or any **Reporting Officer** or legal counsel of any **Included Entity** becomes aware of an:
    (a) **Occurrence** reasonably likely to involve this Policy, or
    (b) regardless of the **Insured's** opinion of whether this Policy is likely to be involved, an **Occurrence** or **Claim** involving any of the following:
        (1) fatality;
        (2) major paralytic conditions such as paraplegia and quadriplegia;
        (3) second or third degree burns to 25% or more of the body;
        (4) amputation, permanent loss of use or permanent loss of sensation of a major extremity;

(5) head or brain injuries resulting in coma, behavioral disorders, personality changes, seizures, aphasia or permanent disorientation;
(6) loss of sight in one or both eyes or loss of hearing;
(7) injury resulting in incontinence of bowel or bladder;
(8) **Sexual Molestation**, sexual assault or rape;
(9) **Bodily Injury** resulting from health care services provided in a clinic, infirmary, student health center, treatment room or other similar facility that provides medical or health services to students or at other locations in the event of a medical emergency;

The **Insured** must:

(a) notify **us** as soon as practicable in writing;
(b) provide particulars sufficient to identify the **Insured**, person, persons or organizations involved in the **Occurrence**, and also such reasonably detail information as **we** may request;
(c) promptly forward to **us** any written demand, notice, summons, complaint, or other process of service received by the **Insured** or its representatives; and
(d) cooperate with **us** and with any claims administrator **we** designate in the investigation, defense or settlement of **Claims**.

12. Notice to the Company shall be in writing delivered to **us** at Two Wisconsin Circle, Fourth Floor, Chevy Chase, MD 20815-7003, Fax 301-907-0303, or at newclaims@ue.org or through www.ue.org. If a **Claim** is submitted electronically, **we** will send an electronic confirmation.

CANCELLATION AND NONRENEWAL

13. The **Educational Organization** may cancel this Policy for all **Insureds** by surrendering it to **us** or by written notice to **us** by certified mail at the address in Paragraph 12 stating when not less than 10 days thereafter the cancellation shall be effective. **We** may cancel this Policy only in the event any payment of premium is not made when due and payable by mailing written notice by certified mail to the **Educational Organization** at the last mailing address known by **us** stating when, not less than 10 days thereafter, such cancellation shall be effective.

14. The time of surrender or the effective date and hour of cancellation stated in the notice shall become the end of the **Policy Period**. If the **Educational Organization** cancels this Policy, earned premium shall be calculated in accordance with the customary short rate table and procedure. Premium adjustment may be made either at the time cancellation is effected or as soon as practicable after cancellation becomes effective, but payment or tender of unearned premium is not a condition of cancellation.

15. If **we** elect not to renew coverage provided by this Policy at then current standard terms and conditions (a change or increase in premium is not a change of terms and conditions) at the end of the **Policy Period**, **we** shall give the **Educational Organization** written notice at least 90 days before the end of the **Policy Period**.

GOVERNING LAW AND INTERPRETATION

16. This Policy shall be governed by and construed in accordance with the internal laws of the State of New York, except insofar as such laws may prohibit payment in respect of punitive damages; however, the provisions, stipulations, exclusions and conditions of the Policy are to be construed in an evenhanded fashion between the **Insureds** and **us**. Where the language of this Policy is deemed to be ambiguous or otherwise unclear, the issue shall be resolved in the manner most consistent with the relevant provisions, stipulations, exclusions and conditions without regard to authorship of the language and without any presumption or arbitrary interpretation or construction in favor of either the **Insureds** or **us**.

DISPUTE RESOLUTION

17. Any and all disputes arising out of or related to this agreement or the parties' performance hereunder shall be submitted to mediation before a mutually-acceptable mediator prior to initiation of arbitration, litigation or any other binding or adjudicative dispute resolution process. The parties shall: (i) mediate in good faith; (ii) exchange all documents which each believes to be relevant and material to the issue(s) in dispute; (iii) exchange written position papers stating their position on the dispute(s) and outlining the subject matter and substance of the anticipated testimony of persons having personal knowledge of the facts underlying the dispute(s), and; (iv) engage and cooperate in such further discovery as the parties agree or mediator suggests may be necessary to facilitate effective mediation. Mediator, venue, and related costs shall be shared equally by the parties.

COMPLIANCE WITH APPLICABLE UNITED STATES SANCTIONS

18. This insurance does not apply when **we** are prohibited from providing insurance by virtue of any United States laws or regulations.

CURRENCY

19. All premiums, **Limit of Liability**, **Deductible**, **Loss**, and all other monetary amounts used in this Policy are expressed and payable in United States currency.

REPRESENTATION

20. Except as respects the giving of notice of **Occurrence** or **Claim** pursuant to Paragraphs 10.m.(2)(a) and 11 by acceptance of this Policy the **Educational Organization** agrees to act on behalf of all **Insureds** with respect to all matters under this Policy including, without limitation, payment of premium, negotiation of the terms of renewal, resolution of disputes, the giving and receiving of notice of cancellation, the giving of notice to persons whom the **Educational Organization** choose to not make an **Insured**, and the receiving of any return premiums that may become due.

21. In the event there is a dispute among **Insureds** as to allocation of the proceeds of this Policy among any of them or on their behalf, **we** may pay such proceeds to the **Educational Organization**, which agrees to accept such proceeds and to assume responsibility for its allocation among the **Insureds** or on their behalf, and **we** shall be discharged from any further responsibility or liability hereunder or otherwise with respect to such proceeds. The **Insureds** agree that the **Educational Organization** shall so act on their behalf. Notice by certified mail to the **Educational Organization** at the last mailing address known by **us** shall constitute notice to all **Insureds**.

SUBROGATION

22. In the event of any payment under this Policy, **we** shall be subrogated to all the **Insureds'** rights of recovery against any person or organization and the **Insureds** shall execute and deliver such instruments and papers and do whatever else is necessary to secure such rights and shall do nothing after an **Occurrence** to prejudice such rights. **We** agree to waive any right of recovery **we** may have against any person or organization when the **Educational Organization** has agreed to such waiver prior to an **Occurrence**.

ALTERATION AND ASSIGNMENT

23. No change in, modification of, or assignment of interest under this Policy shall be effective except when made by a written endorsement to this Policy that is signed by **our** authorized representative.

INSPECTION

24. **We** shall be permitted but **we** are not obligated to inspect an **Included Entity's** property and operations at any time. Neither **our** right to make inspections nor the making thereof nor a report thereon shall constitute an undertaking on behalf of or for the benefit of any **Insured** or others to determine or warrant that such property or operations are safe or are in compliance with any law, rule or regulation.

OTHER INSURANCE

25. This Policy is a primary Policy of insurance. However, this Policy shall be excess over any other valid and collectable primary insurance that applies to an **Occurrence** covered by this Policy, including such insurance naming the **Insured** as an "additional insured" and, with respect to the limited coverage provided by paragraphs 10.e.(1) and 10.m.(1)(b), any domestic or foreign **Automobile** liability insurance policy, and nothing in this Policy shall be construed to require this Policy to contribute with, or subject this Policy to the terms, conditions or limits of, such other insurance.

    In addition, this Policy shall always be excess over any other insurance that names any **Insured** as an "additional insured:"

    a. if such insurance is also written on an excess basis, **we** agree with the **Insured** that this Policy is excess over such insurance; and,
    b. **we** shall not share in paying **Loss** with that other insurance on any basis including but not limited to the ratio of the **Limit of Liability** of this Policy and the limit of liability of the policy providing "additional insured" coverage.

BANKRUPTCY

26. Bankruptcy, insolvency, or receivership of the **Insured** or any insurer, or the **Insured's** inability to pay any **Deductible** amount if applicable, will not relieve **us** of **our** obligations under this Policy.

OPTIONAL EXTENDED DISCOVERY PERIOD

27. If this Policy is not renewed, the **Educational Organizations** shall have the right to an **Extended Discovery Period** for the coverage granted by the exception to Exclusion 10.f. of this Policy.

    The right to an endorsement providing an **Extended Discovery Period** must be exercised by notice to **us** in writing and by payment of such additional premium as **we** may require (not to exceed 25% of the annual premium for this Policy) and be received by **us** within 30 days following the end of the **Policy Period**. The additional premium will be considered fully earned on the first day of the **Extended Discovery Period.**

UNINTENDED ERRORS OR OMISSIONS

28. The failure of the **Insureds** to properly disclose all application information at the time of application for coverage for this Policy shall not prejudice the **Insureds** with respect to this insurance provided such failure or omission is not intentional.

HEADINGS

29. The descriptions in the headings and subheadings of this Policy are inserted solely for convenience and do not constitute any part of the terms or conditions of this Policy.

IN WITNESS WHEREOF, United Educators Insurance, a Reciprocal Risk Retention Group has caused this Policy to be signed by its President.

Authorized Representative

SCHEDULE A

INCLUDED ENTITIES

Subsidiary and Affiliated Entities of the **Educational Organization**

None Scheduled

AMENDED DEFINITION OF OFFICER
(Independent Schools)

In consideration of the premium charged, and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that the Definition of **Officer** in Paragraph 2 of this Policy is amended to read:

> **Officer** means any head of school, division head, principal, director of studies, director of curriculum, business manager, chief financial officer, director of finance, vice president, or other comparable senior administrator of any **Included Entity**.

All other Policy provisions remain the same.

Authorized Representative

DELETED POLICY PROVISION

In consideration of the premium charged, and subject always to all other provisions of this Policy, **we** agree with the **Educational Organization** that Exclusion 10.q. of this Policy is deleted effective as of 07/01/2017.

All other Policy provisions remain the same.

Authorized Representative

AMENDED DEFINITION OF PERSONAL INJURY
(Police and Law Enforcement Activities)

In consideration of the respective premiums charged, and subject to all other provisions of this Policy , **we** agree with the **Educational Organization** that, with respect only to lawful authorized law enforcement and security activities of the **Educational Organization**, the Definition of **Personal Injury** in this Policy is extended to include injury other than **Bodily Injury** or **Property Damage** that arises out of one or more of the following offenses:

g. violation of property rights;
h. false, improper or erroneous service of legal process;
i. violation of, or wrongful interference with, civil rights; or
j. discrimination.

All other Policy provisions remain the same.

Authorized Representative

OTHER INSURANCE
(Blanket Contractual Exception)

In consideration of the premium charged and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that Paragraph 25. of this Policy is amended to read:

25. This Policy is a primary Policy of insurance. However, this Policy shall be excess over any other valid and collectable primary insurance that applies to an **Occurrence** covered by this Policy, including such insurance naming the **Insured** as an "additional insured" and, with respect to the limited coverage provided by paragraphs 10.e.(1) and 10.m.(1)(b), any domestic or foreign **Automobile** liability insurance policy, and nothing in this Policy shall be construed to require this Policy to contribute with, or subject this Policy to the terms, conditions or limits of, such other insurance.

    In addition, this Policy shall always be excess over any other insurance that names any **Insured** as an "additional insured:"

    a. if such insurance is also written on an excess basis, **we** agree with the **Insured** that this Policy is excess over such insurance; and,
    b. **we** shall not share in paying **Loss** with that other insurance on any basis including but not limited to the ratio of the **Limit of Liability** of this Policy and the limit of liability of the policy providing "additional insured" coverage.

    Exception: If, pursuant to Paragraph d. of the Definition of **Insured**, the **Educational Organization** has agreed by contract, and only to the extent of such contractual obligation, **we** agree that this Policy shall be a primary policy, and any insurance maintained by such **Insured** will be excess of this Policy and shall not be called upon to contribute with it.

All other Policy provisions remain the same.

Authorized Representative

POLICY CORRECTION ENDORSEMENT
(Corrected Definition)

In consideration of the premium charged and subject to all other provisions of this Policy, the following correction is amended to this policy:

> In Paragraph 2, subsection c. of the definition of **Insured**, the clause "as described in clause a. or b. above…" is corrected to read "as described in clause b. or c. above…"

No change in coverage is intended

All other Policy provisions remain the same.

Authorized Representative

AMENDED EMPLOYEE BENEFITS LIABILITY
(Full Limit)

In consideration of the premium charged, and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that Exclusion 10.p. of this Policy is amended to read:

p. any liability arising out of the administration of any employee benefit plan or any violation of the responsibilities, obligations or duties imposed by the Employee Retirement Income Security Act (ERISA) or any similar statute, regulation, ordinance, order or edict of any jurisdiction or political subdivision (whether or not in the United States);

Exception: This exclusion shall not apply to **Clerical or Administrative Error** with respect to a **Covered Benefit Plan** that occurs entirely after the **EBL Date of First Coverage** and for which a **Claim** is first made against an **Insured** during the **Policy Period**; however, this exception shall not apply to any liability arising out of

(i) unlawful discrimination;
(ii) any **Occurrence** that is otherwise covered by this Policy apart from this exception;
(iii) the failure of any insurer, health maintenance organization, preferred provider organization or third party claims administrator to pay or provide benefits; or
(iv) the failure of any compensation, investment, stock or savings plan or program to perform as anticipated, projected or represented;

or

All other Policy provisions remain the same.

Authorized Representative

AMENDED DEDUCTIBLE AND REPORTING PROVISIONS
(Definition and Reporting Requirements)

In consideration of the premium charged, and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that:

1. The Definition of **Deductible** in Paragraph 2. of this Policy is amended to read:

   Deductible means the amount of **Damages**, **Defense Costs** and **Medical Payments Expense** for which the **Insureds** are liable and must reimburse us promptly with respect to each **Occurrence** and is in the amount shown in Item 5(a). of the Declarations. The **Insureds' Deductible** obligation is deemed to be immediately satisfied with respect to the **Deductible** for **Occurrences** covered by this Policy during the **Policy Period** after the **Insureds** shall have paid the total Annual Aggregate amount shown in Item 5.(b) of the Declarations. The **Insured** shall make no payment for any **Deductible** without **our** consent, and under Section 111 of the Medicare, Medicaid and State Children's Health Insurance Program Extension Act of 2007, **We** are not the Recognized Reporting Entity (RRE) for any payments for medical services made by the **Insured**.

2. Paragraph 11. of this Policy is amended to read:

NOTICE OF OCCURRENCE OR CLAIM

11. As a condition precedent to the rights of any **Insured** under this Policy, if a **Claim** reasonably likely to involve this Policy is made against an **Insured** or, except as otherwise provided in Exclusion 10.m.(2)(a), if any employee of the risk management department, or any **Reporting Officer** or legal counsel of any **Included Entity** becomes aware of an:

    (a) **Occurrence** reasonably likely to involve this Policy, or
    (b) regardless of the **Insured's** opinion of whether this Policy is likely to be involved, an **Occurrence** or **Claim** involving any of the following:

        (1) fatality;
        (2) major paralytic conditions such as paraplegia and quadriplegia;
        (3) second or third degree burns to 25% or more of the body;
        (4) amputation, permanent loss of use or permanent loss of sensation of a major extremity;
        (5) head or brain injuries resulting in coma, behavioral disorders, personality changes, seizures, aphasia or permanent disorientation;
        (6) loss of sight in one or both eyes or loss of hearing;
        (7) injury resulting in incontinence of bowel or bladder;
        (8) **Sexual Molestation**, sexual assault or rape;
        (9) **Bodily Injury** resulting from health care services provided in a clinic, infirmary, student health center, treatment room or other similar facility that provides medical or health services to students or at other locations in the event of a medical emergency;

    The **Insured** must:

    (a) notify **us** as soon as practicable in writing;
    (b) provide to **us**:
        (1) particulars sufficient to identify the **Insured**, person, persons or organizations involved in the **Occurrence**,
        (2) information required for reporting under Section 111 of the Medicare, Medicaid and State Children's Health Insurance Program Extension Act of 2007, and
        (3) such reasonably detailed information as **we** may request;
    (c) promptly forward to **us** any written demand, notice, summons, complaint, or other process of service received by the **Insured** or its representatives; and

(d) cooperate with **us** and with any claims administrator **we** designate in the investigation, defense or settlement of **Claims**.

All other Policy provisions remain the same.

Authorized Representative

LIMITED PROPERTY DAMAGE EXCEPTION

In consideration of the premium charged and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that Paragraph 10.g. of this Policy is amended to read:

10.g. any **Property Damage** to property owned, occupied or rented by, or within the care, custody or control of, any **Insured**;
Exception: This exclusion does not apply to either:
(i) damage by fire or by water only as a result of such fire to premises rented by, loaned to or temporarily occupied by the **Included Entity** with the permission of the owner, subject to the Fire Legal Liability Sublimit amount specified in Item 2(d) of the Declarations, which amount is part of and not in addition to the **Limit of Liability**, or
(ii) other than damage by fire, to premises and contents of such premises, rented to an **Included Entity** for a period of 7 or fewer consecutive days;

All other Policy provisions remain the same.

Authorized Representative

AMENDED HOSTILITIES EXCLUSION
(Foreign Terrorism Exception – Program)

In consideration of the premium charged and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that Paragraph 10.k of this Policy is deleted and replaced by:

10.k. any liability directly or indirectly resulting from war, invasion, hostile action of foreign enemies, civil war, rebellion, revolution, insurrection, military or usurped power; or confiscation, nationalization, requisition, destruction of, or damage to property by or under the order of any government or public or local authority;

Exception: This exclusion shall not apply to 1) any events or conditions occurring in the United States of America, its territories or possessions or Canada, or 2) any events or conditions arising out of terrorism (the use or threat of force, violence, or other acts by any person or group committed for political, religious, ideological or similar purposes) that occurs outside of the United States of America, its territories or possessions or Canada.

All other Policy provisions remain the same.

Authorized Representative

AMENDED DEFINITION OF OCCURRENCE

In consideration of the premium charged, and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that:

1. The Definition of **Occurrence** in Paragraph 2. of this Policy is amended to read:

Occurrence means:

a. an accident during the **Policy Period** or the continuous, intermittent or repeated exposure to conditions that commence during the **Policy Period** that causes **Bodily Injury** or **Property Damage** neither expected nor intended by the **Insured**; or
b. an event that first occurs during the **Policy Period** that causes **Personal Injury** or **Advertising Injury**.

The use of reasonable force to protect persons or property shall be deemed "neither expected nor intended" within the meaning of a. above.

Breach of contract is not an **Occurrence**.

All **Bodily Injury**, **Property Damage**, **Personal Injury** or **Advertising Injury** attributable directly or indirectly to the same accident, event, cause, defect or hazard, or failure to warn of such, or to the same or similar conditions, shall be deemed to constitute one single **Occurrence**, irrespective of the time period or area over which alleged or actual injuries or damages arise; the number of alleged or actual injuries or damages sustained; the number of persons who sustain alleged or actual injuries or damages; or the number of **Claims** made against one or more **Insureds**.

In addition to the above, for all **Occurrences** related to or arising out of:

i. **Sexual Molestation**

Any incidents related or connected to or arising out of **Sexual Molestation**, sexual or physical assault, or abuse shall be deemed to constitute one **Occurrence** for each perpetrator, irrespective of the time period or area over which alleged or actual incidents or injuries arise, the number of alleged or actual incidents, injuries or damages, the number of persons who sustain alleged or actual injuries or damages, or the number of **Claims** made against one or more **Insureds**.

ii. **Included Entity's Products**

Any alleged or actual injuries or damages that are directly or indirectly attributable to the design, formulation, manufacture, distribution, use, operation, maintenance or repair of an **Included Entity's Products** or the failure to warn as to its use, operation or maintenance shall be deemed to constitute one single **Occurrence**, irrespective of the time period or area over which alleged or actual injuries or damages arise; the number of such alleged or actual injuries or damages sustained; the number of persons who sustain alleged or actual injuries or damages; or the number of **Claims** made against one or more **Insureds**.

iii. **Athletic Traumatic Brain Injury**

The following circumstances listed below which in any way cause, result in, and/or are related or connected to **Athletic Traumatic Brain Injury**, including any related **Medical Services**, shall collectively be grouped together and deemed to constitute one single **Occurrence**, irrespective of the time period or area over which alleged or actual injuries or damages arise, the number of such alleged or actual injuries or damages sustained, the number of persons who sustain alleged or actual injuries or damage, or the number of **Claims** made against one or more **Insureds**:

(1) any and all related accidents during the **Policy Period**;

(2) the continuous, intermittent or repeated exposures to the same or similar conditions that commence during the **Policy Period**; or

(3) formal or informal policies, practices, procedures or courses of conduct that commence during the **Policy Period**.

2. The following definitions are added to this Policy:

Bodily Injury is amended explicitly to include **Traumatic Brain Injury**.

Traumatic Brain Injury means any of the following:
a. a concussion or sub-concussive brain injury or brain trauma;
b. a reaction by the brain to a bump, blow or jolt to the head or body that is transmitted to the head; or
c. any brain injury or brain trauma which results, either immediately or later in time, in changes in behavior, thinking, and/or physical or cognitive functioning.

Athletic Traumatic Brain Injury means any **Traumatic Brain Injury** to an **Athletic Participant** in connection with, arising out of, relating to or attributable to any tryout, conditioning, practice, preparation, scrimmage, exhibition or game which is related to the **Included Entity's** organized athletic programs.

Athletic Participant means an individual who takes part or who took part with the expressed or implied consent of an **Included Entity** in any tryout, conditioning, practice, preparation, scrimmage, exhibition or game which is related to the **Included Entity's** organized athletic programs.

Medical Services means any acts that may be legally performed only by a physician, nurse or other licensed medical professional performed within the scope of his/her medical license, regardless of whether the person is licensed or not. However, the application of **First Aid** shall not be considered **Medical Services**.

3. In the event that, prior to the beginning of the **Policy Period**, an **Athletic Participant** suffered an **Athletic Traumatic Brain Injury**, **our** liability under this **Policy** with respect to **Athletic Traumatic Brain Injury** suffered by that **Athletic Participant** shall be reduced by the amount **we** are obligated to pay or have already paid under any other primary or buffer excess ("BLX") general liability policy issued by **us**.

All other Policy provisions remain the same.

Authorized Representative

AMENDED RENEWAL PROVISIONS

In consideration of the premium charged and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that:

1. Paragraph 15. of this Policy is amended to read:

   15. If **we** elect not to renew coverage provided by this Policy at then current standard terms and conditions (a change or increase in premium is not a change of terms and conditions) at the end of the **Policy Period**, **we** shall give the **Educational Organization** written notice at least **60** days before the end of the **Policy Period**.

       a. In the event that **we** learn of a change in the insurability of the risk that **we** deem material within 60 days or less before the end of this Policy and **we** are not then willing to renew at the current standard terms and conditions, **we** will notify the **Educational Organization** of this determination as soon as practicable, and **we** will also advise the **Educational Organization** whether **we** are willing to renew on different terms and conditions before the end of this **Policy Period**.
       b. Under such circumstances, **we** may but are not required to offer the **Educational Organization** the opportunity to purchase a 60-day extension to the expiring Policy. Although this accommodation by **us** would be meant to give the **Educational Organization** that purchases a 60-day extension additional time to make decisions, this extension of the **Policy Period** shall under no circumstances create any additional Policy limits or increase the **Limits of Liability** available to the **Insureds**.

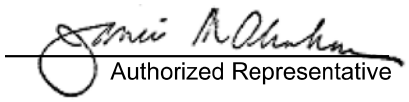
          If offered by **us**, the **Educational Organization** may exercise this option by electing in writing before the end of the current **Policy Period** to pay to **us** an additional prorated portion of the current Policy's premium. Payment of the additional premium must be made no later than 10 days following the end of the original **Policy Period**.

2. Paragraph 28. of this Policy is amended to read:

   UNINTENDED ERRORS OR OMISSIONS

   28. Unless information is subject to a specific supplementary warranty application required by **us**, the failure of the **Insureds** to properly disclose all application information at the time of application for coverage for this Policy shall not prejudice the **Insureds** with respect to this insurance, provided such failure or omission is not intentional.

All other Policy provisions remain the same.



Authorized Representative

UE CHANGE OF ADDRESS

In consideration of the premium charged and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that:

Paragraph 12. of this Policy is amended to read:

12. Notice to the Company shall be in writing delivered to **us** at 7700 Wisconsin Avenue, Suite 500, Bethesda, MD 20814-3556, Fax (301) 907-0303 or at newclaims@ue.org or through www.ue.org. If a **Claim** is submitted electronically, **we** will send an electronic confirmation.

All other Policy provisions remain the same.

Authorized Representative

PER LOCATION AGGREGATE

In consideration of the premium charged and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that:

1. Item 2. of the Declarations is amended to read:

   Item 2. **Limit of Liability:**

(a)	$1,000,000	Each **Occurrence**
(b)	$3,000,000	Aggregate Limit – all **Occurrences**
(c)	$5,000	**Medical Payment Expense** Per Person
(d)	$1,000,000	Fire Legal Liability Each **Occurrence**
(e)	$3,000,000	Aggregate per **Insured Location**

2. Paragraph 3. of this Policy is amended to read:

   3. Regardless of the number of **Insureds** under this Policy, parties who sustain injury or damage, **Claims** made or suits brought on account of one or more **Occurrences**, the number of such injuries or damages, or the period of time over which such injuries or damages occur, the amounts stated in Item 2 of the Declarations for "each **Occurrence,**" Aggregate per **Insured Location** and for "Aggregate Limit-All **Occurrences**" are the total amounts **we** will pay for all **Damages**, respectively, for any single **Occurrence** and in the aggregate for all **Occurrences** during the **Policy Period**. The aggregate per **Insured Location** applies to all **Occurrences** only as a result of **Bodily Injury** or **Property Damage** solely attribute to that **Insured Location**. Such payments shall not reduce the aggregate limit – all **Occurrences** or the aggregate per **Insured Location** of any other **Insured Location**.

3. **Limit of Liability** means the maximum amounts that are provided by this Policy to pay **Damages**, respectively, for each **Occurrence**, per **Insured Location** and in the aggregate for all **Occurrences** during the **Policy Period**, and the aggregate for all Occurrences per **Insured Location** as stated in Items 2(a), (b) and (e) of the Declarations respectively.

4. The following Definition is added to this Policy:

Insured Location means:

(i) the real property of the **Educational Organization**, included any connecting lots or premises, as noted in the address of Item 1. of the Declarations, or
(ii) any other real property owned, occupied or regularly used by the **Educational Organization** and its **Insureds** that is separated from the address in Item 1. of the Declarations by a public road.

However, this Endorsement shall not apply to any:

a. **Bodily Injury**, **Property Damage**, **Personal Injury** or **Advertising Injury** attributable directly or indirectly to the same accident, event, conditions, cause, defect or hazard, or failure to warn of such, irrespective of the **Insured Locations** over which injury or damage arises;
b. incidents related to or arising out of **Sexual Molestation,** sexual or physical assault, or abuse;
c. injuries or damages that are directly or indirectly attributable to the design, formulation, manufacture, distribution, use, operation, maintenance or repair of an **Included Entity's** Products or the failure to warn as to its use, operation or maintenance irrespective of the **Insured Locations** over which the injuries or damages occur;
d. **Bodily Injury** or **Property Damage** that arises from any activity away from any **Insured Location**; or
e. coverage provided by Endorsement CGL763C (Mold Liability Reimbursement).

All other Policy provisions remain the same.

Authorized Representative

LIMITED UAV COVERAGE
(Austin and Company – Independent and Charter Schools)

In consideration of the premium charged, and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that:

1. The following Definition is added to this Policy:

   Unmanned Aerial Vehicle means a powered unmanned (and not capable of carrying a human operator) aerial vehicle that uses aerodynamic forces to provide vehicle lift, can fly autonomously or be piloted remotely, and which contains or carries no explosive or weapon.

   Unmanned Aerial Vehicle does not include any rocket or missile.

2. Exclusion 10.j. of this Policy does not apply to:
   a. the liability of an **Included Entity** arising from an **Unmanned Aerial Vehicle** that is not owned by, leased to, or operated by any **Insured**; or
   b. the liability of the **Educational Organization** and its employed, volunteer and student **Insureds** arising out of an **Unmanned Aerial Vehicle** which has a flight weight of 55 pounds or less (flight weight includes the weight of the aircraft itself, fuel and other fluids, and all payload) used by or on behalf of an **Insured** for purposes other than research or education, however, this **Exception** does not apply to:
      (i) use for which an **Insured** is compensated by any party other than an **Included Entity**; or
      (ii) any liability of others assumed by an **Insured** in any contract or agreement, except for liability that the **Insured** would have in the absence of the contract or agreement.

3. Paragraph d. of the Definition of **Insured** of this Policy notwithstanding, this Policy does not apply to the liability of any additional **Insured** related to or arising out of the use of an **Unmanned Aerial Vehicle**:
   a. owned, operated or used by that additional **Insured**;
   b. operated or used in any indoor setting; or
   c. operated or used in any restricted airspace or in any way that violates Federal Aviation Administration (FAA) regulations,

   for purposes other than research or education.

4. Unless required to be primary by contract with an **Included Entity**, the coverage provided by this Endorsement is at all times excess over other available coverage, including specifically any liability coverage provided by any owner or lessor of any **Unmanned Aerial Vehicle**.

All other Policy provisions remain the same.

Authorized Representative

MOLD LIABILITY REIMBURSEMENT ENDORSEMENT
(Austin Program)

In consideration of the premium charged and subject to all other provisions of this Policy, **we** agree with the **Educational Organization** that Exclusion 10.m. notwithstanding:

1. **We** will reimburse **Damages** and **Defense Costs** for **Claims**:

   a) that would be otherwise excluded by Exclusion 10.m.
   b) first made within the **Policy Period**;
   c) arising out **Bodily Injury** first taking place on or after 4/1/2015 as a result of mold on or in property at any time owned, leased or rented by an **Insured** and/or under the control of any **Insured**.

2. This reimbursement is limited to liability for **Bodily Injury** and does not include:

   a) cost or expense of evaluating, testing for, monitoring, cleaning up, removing, controlling, containing, treating, detoxifying and/or neutralizing the discharge, dispersal, release, seepage, leakage, migration, growth or escape of any **Pollutant** on property at any time owned, leased or rented by an **Insured** and/or under the control of any **Insured**; or
   b) any liability for **Property Damage**, **Personal Injury** or **Advertising Injury**.

3. **Our** liability is limited to that portion of **Damages** and **Defense Costs** directly attributable to or caused by an **Insured's** own negligence and **we** will not pay or share in any liability of others resulting from **Pollutants** for which an **Insured** is held jointly and/or severally liable.

4. The reimbursement afforded by this Endorsement is subject to a sublimit for all **Claims** in the aggregate of $500,000 which is part of and not in addition to the **Limit of Liability**. Per Location Aggregate endorsements CGL703L and CGL766L do not apply to the coverage provided by this Endorsement.

All other Policy provisions remain the same.

Authorized Representative

Eagles	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
7:35					
7:40	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast
7:45					
7:50					
7:55	Transition	Transition	Transition	Transition	Transition
8:00					
8:05	Unpack & Morning Meeting	Unpack & Morning Meeting	Unpack & Morning Meeting	Unpack & Morning Meeting	Unpack & Morning Meeting
8:10					
8:15					
8:20					
8:25	Shared Text 8:15 - 8:50	Shared Text 8:15 - 8:50	Shared Text 8:15 - 8:50	Shared Text 8:15 - 8:50	Shared Text 8:15 - 8:50
8:30					
8:35					
8:40					
8:45					
8:50					
8:55	Math Routines 8:50 - 9:10	Math Routines 8:50 - 9:10	IRA 8:50 - 9:10	IRA 8:50 - 9:10	IRA 8:50 - 9:10
9:00					
9:05					
9:10					Math Routines 9:10-9:30
9:15					
9:20					
9:25	P.E. 9:10 - 9:55	Art 9:10 - 9:55	P.E. 9:10 - 9:55	Art 9:10 - 9:55	
9:30					
9:35					
9:40					FUNdations 9:30-10:05
9:45					
9:50					
9:55					
10:00					
10:05					
10:10	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
10:15					
10:20					
10:25					
10:30	9:58-10:55	9:58-10:55	9:58-10:55	9:58-10:55	10:05-10:55
10:35					
10:40					
10:45					
10:50					
10:55					
11:00	Recess 10:55-11:15	Recess 10:55-11:15	Recess 10:55-11:15	Recess 10:55-11:15	Counting Jar 10:55-11:20
11:05					
11:10					
11:15					
11:20	Lunch 11:15-11:35	Lunch 11:15-11:35	Lunch 11:15-11:35	Lunch 11:15-11:35	Lunch 11:20-11:45
11:25					
11:30					
11:35	Transition	Transition	Transition	Transition	
11:40					
11:45					
11:50	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Story Problem
11:55					
12:00					
12:05	11:40-12:20	11:40-12:20	11:40-12:20	11:40-12:20	11:45-12:20
12:10					
12:15					
12:20					
12:25					
12:30	FUNdations	FUNdations	FUNdations	FUNdations	Friday Activity
12:35					
12:40	12:20-12:55	12:20-12:55	12:20-12:55	12:20-12:55	12:20-12:50
12:45					
12:50					
12:55	Shared Reading	Shared Reading	Shared Reading	Math Routines	Pack-Up
1:00	12:55-1:10	12:55-1:10	12:55-1:10	12:55-1:10	Dismissal
1:05					
1:10					
1:15					
1:20	Music	Music	Music	Music	
1:25					
1:30	1:10 - 1:55	1:10 - 1:55	1:10 - 1:55	1:10 - 1:55	
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10	CGI	CGI	CGI	CGI	
2:15					
2:20	1:55 - 2:40	1:55 - 2:40	1:55 - 2:40	1:55 - 2:40	
2:25					
2:30					
2:35					
2:40					
2:45	Math	Math	Math	Math	
2:50					
2:55	Workshop	Workshop	Workshop	Workshop	
3:00	2:40 - 3:15	2:40 - 3:15	2:40 - 3:15	2:40 - 3:15	
3:05					
3:10					
3:15					
3:20	W.I.N.	W.I.N.	W.I.N.	W.I.N.	
3:25					
3:30	3:15-3:45	3:15-3:45	3:15-3:45	3:15-3:45	
3:35					
3:40					
3:45					
3:50	Transition	Transition	Transition	Transition	
3:55	Pack-Up	Pack-Up	Pack-Up	Pack-Up	
4:00	Dismissal	Dismissal	Dismissal	Dismissal	

Ravens	Monday	Tuesday	Wednesday	Thursday	Friday
7:30					
7:35					
7:40	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast	Arrival & Breakfast
7:45					
7:50					
7:55	Transition	Transition	Transition	Transition	Transition
8:00					
8:05	Unpack & Morning Meeting	Unpack & Morning Meeting	Unpack & Morning Meeting	Unpack & Morning Meeting	Unpack & Morning Meeting
8:10					
8:15					
8:20					
8:25	Shared Text 8:15 - 8:50	Shared Text 8:15 - 8:50	Shared Text 8:15 - 8:50	Shared Text 8:15 - 8:50	Shared Text 8:15 - 8:50
8:30					
8:35					
8:40					
8:45					
8:50					
8:55	Math Routines 8:50 - 9:10	Math Routines 8:50 - 9:10	IRA 8:50 - 9:10	IRA 8:50 - 9:10	IRA 8:50 - 9:10
9:00					
9:05					
9:10					Math Routines 9:10-9:30
9:15					
9:20					
9:25	Music 9:10-9:55	Music 9:10-9:55	Music 9:10-9:55	Music 9:10-9:55	
9:30					
9:35					
9:40					FUNdations 9:30-10:05
9:45					
9:50					
9:55					
10:00					
10:05					
10:10	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
10:15					
10:20					
10:25					
10:30	9:58-10:55	9:58-10:55	9:58-10:55	9:58-10:55	10:05-10:55
10:35					
10:40					
10:45					
10:50					
10:55					
11:00	Recess 10:55-11:15	Recess 10:55-11:15	Recess 10:55-11:15	Recess 10:55-11:15	Counting Jar 10:55-11:20
11:05					
11:10					
11:15					
11:20	Lunch 11:15-11:35	Lunch 11:15-11:35	Lunch 11:15-11:35	Lunch 11:15-11:35	Lunch 11:20-11:45
11:25					
11:30					
11:35	Transition	Transition	Transition	Transition	
11:40					
11:45					
11:50	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Story Problem
11:55					
12:00					
12:05	11:40-12:20	11:40-12:20	11:40-12:20	11:40-12:20	11:45-12:20
12:10					
12:15					
12:20					
12:25					
12:30	FUNdations	FUNdations	FUNdations	FUNdations	Friday Activity
12:35					
12:40	12:20-12:55	12:20-12:55	12:20-12:55	12:20-12:55	12:20-12:50
12:45					
12:50					
12:55	Shared Reading	Shared Reading	Shared Reading	Math Routines	Pack-Up
1:00	12:55-1:10	12:55-1:10	12:55-1:10	12:55-1:10	Dismissal
1:05					
1:10					
1:15					
1:20	Art	P.E.	Art	P.E.	
1:25					
1:30	1:10 - 1:55	1:10 - 1:55	1:10 - 1:55	1:10 - 1:55	
1:35					
1:40					
1:45					
1:50					
1:55					
2:00					
2:05					
2:10	CGI	CGI	CGI	CGI	
2:15					
2:20	1:55 - 2:40	1:55 - 2:40	1:55 - 2:40	1:55 - 2:40	
2:25					
2:30					
2:35					
2:40					
2:45	Math	Math	Math	Math	
2:50					
2:55	Workshop	Workshop	Workshop	Workshop	
3:00	2:40 - 3:15	2:40 - 3:15	2:40 - 3:15	2:40 - 3:15	
3:05					
3:10					
3:15					
3:20	W.I.N.	W.I.N.	W.I.N.	W.I.N.	
3:25					
3:30	3:15-3:45	3:15-3:45	3:15-3:45	3:15-3:45	
3:35					
3:40					
3:45					
3:50	Transition	Transition	Transition	Transition	
3:55	Pack-Up	Pack-Up	Pack-Up	Pack-Up	
4:00	Dismissal	Dismissal	Dismissal	Dismissal	

		A	B	A	B
901	8:00 - 8:30	Advisory	Advisory	Advisory	Advisory
	8:30 - 8:35				
1	8:35 - 9:25	Algebra	PS-T1	Algebra	PS-T1
2	9:25 - 10:10	Algebra	W&T-T3 & T9	Algebra	W&T-T3 & T9
	10:10 - 10:15				
3	10:15 - 11:05	PS-T1	ELA	PS-T1	ELA
4	11:05 - 11:50	W&T-T3	ELA	W&T-T3 & T9	ELA
Lunch	11:50 - 12:25	**Lunch**	**Lunch**	**Lunch**	**Lunch**
5	12:25 - 1:15	Global	PE	Global	PE
6	1:15 - 2:00	Global	Study Hall- T8	Global	Study Hall- T8
	2:00 - 2:05				
7	2:05 - 2:55	Art	LE	Art	LE
8	2:55 - 3:40	Art	LE	Art	LE
HB	3:40 - 3:55				
902	8:00 - 8:30	Advisory	Advisory	Advisory	Advisory
	8:30 - 8:35				
1	8:35 - 9:25	ELA	PS-T2	ELA	PS-T2
2	9:25 - 10:10	ELA	W&T-T4 & T9	ELA	W&T-T4 & T9
	10:10 - 10:15				
3	10:15 - 11:05	PS-T2	Algebra	PS-T2	Algebra
4	11:05 - 11:50	W&T-T4 & T9	Algebra	W&T-T4 & T9	Algebra
Lunch	11:50 - 12:25	**Lunch**	**Lunch**	**Lunch**	**Lunch**
5	12:25 - 1:15	Art	LE	Art	LE
6	1:15 - 2:00	Art	LE	Art	LE
	2:00 - 2:05				
7	2:05 - 2:55	Global	PE	Global	PE
8	2:55 - 3:40	Global	Study Hall- T8	Global	Study Hall- T8
HB	3:40 - 3:55				
903	8:00 - 8:30	Advisory	Advisory	Advisory	Advisory
	8:30 - 8:35				
1	8:35 - 9:25	Study Hall- T5	Global	Study Hall- T5	Global
2	9:25 - 10:10	PE	Global	PE	Global
	10:10 - 10:15				
3	10:15 - 11:05	LE	Art	LE	Art
4	11:05 - 11:50	LE	Art	LE	Art
Lunch	11:50 - 12:25	**Lunch**	**Lunch**	**Lunch**	**Lunch**
5	12:25 - 1:15	Algebra	PS-T2	Algebra	PS-T2
6	1:15 - 2:00	Algebra	W&T-T3 & T9	Algebra	W&T-T3 & T9
	2:00 - 2:05				
7	2:05 - 2:55	PS-T2	ELA	PS-T2	ELA
8	2:55 - 3:40	W&T-T3 & T9	ELA	W&T-T3 & T9	ELA
HB	3:40 - 3:55				
904	8:00 - 8:30	Advisory	Advisory	Advisory	Advisory
	8:30 - 8:35				
1	8:35 - 9:25	LE	Art	LE	Art
2	9:25 - 10:10	LE	Art	LE	Art
	10:10 - 10:15				
3	10:15 - 11:05	Study Hall- T5	Global	Study Hall- T5	Global
4	11:05 - 11:50	PE	Global	PE	Global
Lunch	11:50 - 12:25	**Lunch**	**Lunch**	**Lunch**	**Lunch**
5	12:25 - 1:15	ELA	PS-T1	ELA	PS-T1
6	1:15 - 2:00	ELA	W&T-T4 & T9	ELA	W&T-T4 & T9
	2:00 - 2:05				
7	2:05 - 2:55	PS-T1	Algebra	PS-T1	Algebra
8	2:55 - 3:40	W&T-T4 & T9	Algebra	W&T-T4 & T9	Algebra
HB	3:40 - 3:55				

FRIDAY

8:00 - 8:50	Gathering	Extended Advisory
8:50-9:00	Advisory	
9:05-9:50	Art	
9:55-10:40	Algebra	
10:45-11:30	ELA	
11:35-12:20	LE	
12:25 - 1:10	Global	
1:15	**Lunch**	

8:00 - 8:50	Community Gathering	Extended Advisory
8:50-9:00	Advisory	
9:05-9:50	Global	
9:55-10:40	Art	
10:45-11:30	Algebra	
11:35-12:20	ELA	
12:25 - 1:10	LE	
1:15	**Lunch**	

8:00 - 8:50	Community Gathering	Extended Advisory
8:50-9:00	Advisory	
9:05-9:50	LE	
9:55-10:40	Global	
10:45-11:30	Art	
11:35-12:20	Algebra	
12:25 - 1:10	ELA	
1:15	**Lunch**	

8:00 - 8:50	Community Gathering	Extended Advisory
8:50-9:00	Advisory	
9:05-9:50	ELA	
9:55-10:40	LE	
10:45-11:30	Global	
11:35-12:20	Art	
12:25 - 1:10	Algebra	
1:15	**Lunch**	

HALF DAY

8:00 - 8:30	Advisory
8:35-9:20	Art
9:25-10:10	Algebra
10:15-11:00	ELA
11:05-11:50	LE
11:55-12:40	Global
12:45-1:20	**Lunch**

	Monday		Monday		Monday	
	Terriers	Jeffs	Rams	Bison	Bears	Wolverines
8:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:05						
8:10						
8:15	Transition	Transition	Transition	Transition	Transition	Transition
8:20	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:25						
8:30	Transition	Transition	Transition	Transition	Transition	Transition
8:35	Focus	Focus	Focus	Focus	Focus	Focus
8:40						
8:45						
8:50						
8:55						
9:00						
9:05	Transition	Transition	Transition	Transition	Transition	Transition
9:10	Sci	SS	MiC	Lit	MiC	WW
9:15						
9:20						
9:25						
9:30						
9:35						
9:40						
9:45						
9:50						
9:55	Transition	Transition	Transition	Transition	Transition	Transition
10:00	Elective	Elective	SS	Sci	MiC	Lit
10:05						
10:10						
10:15						
10:20						
10:25						
10:30						
10:35						
10:40						
10:45	Transition	Transition	Transition	Transition	Transition	Transition
10:50	MiC	Lit	Elective	Elective	WW	MiC
10:55						
11:00						
11:05						
11:10						
11:15						
11:20						
11:25						
11:30						
11:35	Transition	Transition	Transition	Transition	Transition	Transition

11:40						
11:45						
11:50						
11:55						
12:00						
12:05						
12:10						
12:15						
12:20	MiC	WW	Sci	SS	Elective	Elective
12:25	Transition	Transition	Transition	Transition	Transition	Transition
12:30						
12:35						
12:40						
12:45	Recess	Recess	Recess	Recess	Recess	Recess
12:50						
12:55						
1:00						
1:05						
1:10						
1:15	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1:20	Transition	Transition	Transition	Transition	Transition	Transition
1:25						
1:30						
1:35						
1:40						
1:45						
1:50						
1:55						
2:00						
2:05	Lit	MiC	WW	MiC	SS	Sci
2:10	Transition	Transition	Transition	Transition	Transition	Transition
2:15						
2:20						
2:25						
2:30						
2:35						
2:40						
2:45						
2:50						
2:55	WW	MiC	MiC	WW	Sci	SS
3:00	Transition	Transition	Transition	Transition	Transition	Transition
3:05						
3:10						
3:15						
3:20						
3:25						
3:30						
3:35						
3:40						
3:45	SS	Sci	Lit	MiC	Lit	MiC
3:50	PM Homeroom	PM Homeroom	PM Homeroom	PM Homeroom	PM Homeroom	PM Homeroom
3:55						



FAMILY HANDBOOK
2017-2018

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I. MISSION AND VALUES

DREAM MISSION

DREAM Charter School's mission is to prepare scholars for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires every scholar to recognize their potential and realize their dreams.

DREAM HISTORY

DREAM Charter School was founded in 2008 by Harlem RBI, an academic and sports summer and after-school program with more than 20 years of experience in East Harlem. Harlem RBI provides inner-city youth with the opportunities to Play, Learn and Grow. Harlem RBI uses the power of teams to coach, teach and inspire youth to recognize their potential and realize their dreams.

DREAM VISION

DREAM Charter School develops a community of life-long learners who make positive change in their communities and the world. DREAM graduates understand that a healthy and resilient body enhances an active and critical mind. Our graduates have the skills and habits of mind to tackle complex challenges, engage in spirited debate, innovate and inspire.

DREAM CORE VALUES

Diversity: We believe in inclusion and we recognize the unique strengths of all people.

Respect: We show respect for ourselves and seek to understand and honor other's perspectives.

Effort and Enthusiasm: We work hard and persevere through challenges; we learn from our mistakes and are not afraid to take risks. We love to learn.

Achievement: We have a relentless drive to fulfill our potential and reach our goals.

Mindfulness: We are aware of our needs as learners, our impact on others, and our responsibility to the community.

All within a **Team:** We believe in the power of collaboration and community.

DREAM LIST

When youth leave DREAM Charter School and Harlem RBI, the organization expects them to be:

- High School graduates

- College graduates
- Physically and mentally healthy
- Career ready, with the knowledge and skills to find and maintain a job
- Good teammates, friends, and family members, cultivating positive relationships with peers and adults
- Confident, competent and caring members of their communities
- Active citizens, who participate in their community's social and political life

II. ACADEMICS

ACADEMIC VISION

Pre-Kindergarteners entering DREAM Charter school this year will graduate college and begin their professional careers in 2035. It is our responsibility to ensure that all DREAM scholars are prepared academically, socially, emotionally and technologically for any career they choose.

DREAM scholars will attend and succeed in high-performing high schools so they are prepared for any college or career of their choice. Students, staff and families are valued and respected as partners and learners in our school. Through our rigorous, individualized academic programs, every student is able to succeed physically, emotionally and academically. Students are critical thinkers and learning is active, challenging, meaningful, public and collaborative. As a result, we are a community of healthy, life-long learners, and engaged citizens who actively work to improve East Harlem and the world beyond.

CURRICULUM OVERVIEW

PRE-KINDERGARTEN:

DREAM's Pre-K uses Every Child Ready, a common core aligned curriculum, in our program. Our school year is broken down into ten Thematic Units. Each unit theme lasts 4 weeks and will be incorporated into all components of the school day. Each thematic unit will include a field trip within the community, as well as an exhibition day where families are invited into the classroom to learn about the unit through the lens of student work and interactive play experiences.

Unit	Unit Theme	Sample Essential Questions	Sample Accompanying Books
1	Getting Ready to Learn	• What can you do to stay healthy and safe at school?	David Goes to School by David Shannon
2	Family & Community: Living and Working Together	• How do responsibilities changes as people grow up?	Big Wolf & Little Wolf by Nadine Brun-Cosme
3	Construction: Blueprint to Building	• How do builders plan to make buildings and other structures?	B is for Bulldozer by June Sobel
4	Color & Art: All the World's a Palette	• What process can you use to create artwork?	Chameleon's Colors by Chisato Tashiro
5	Culture: Not the Same; Not All That Different	• What are the different cultures in our classroom?	Everyone Cooks Rice by Norah Dooley
6	Earth Science: Our Planet	• What are natural resources? • How can people protect the Earth?	Growing Vegetable Soup by Lois Ehlert
7	Space & Astronomy: Blast Off Into Outer Space	• What is gravity? Why is gravity important?	Papa, Please Get the Moon for Me by Eric Carle
8	Archeology & Paleontology: Pathways to the Past	• How did Earth change during the time of dinosaurs?	Bones, Bones, Dinosaur Bones by Byron Barton
9	Animal Kingdom: From Squeaks to Roars	• What are different habitats animals live in?	Click, Clack Moo by Doreen Cronin
10	Anatomy & Physiology	• What are the five senses? What nutrition do people need?	The Crocodile and the Dentist by Taro Gomi

The Every Child Ready curriculum shows scholars that school is a fun, safe, predictable place where they can succeed. The curriculum values instruction in early science and math, social-emotional development and approaches to learning, and a real-world focus. Rich, engaging content develops children's early language and literacy skills. The content and structure of Every Child Ready reflects children's desire to learn about their world and their role in it, with opportunities to question and explore ideas. Throughout the day, teachers deliver short periods of explicit, engaging instruction. Facilitated and independent play is interspersed with these instructional periods, allowing children to explore and practice skill and concepts, resulting in mastery.

Component	Time	Description
Morning Meeting / Centers Meeting	10 Minutes	• During morning meeting, teachers provide children with an advanced organizer for the day, as well as address phonological awareness instruction and the "Question of the Day." Teachers are encouraged to select a quick and engaging community-building activity daily.
Centers I with Small Group I	60 minutes	• One teacher facilitates a literacy or language small group, while the remaining team member facilitates free-choice center activities.
Sounds, Songs, and Symbols	25 minutes	• Children receive explicit and embedded instruction for phonological awareness, phonics, shared writing, math, word play, and poetry. These 25 minutes consist of several short, engaging activities.
Snack	(15 minutes)	
Outdoor Play	40 minutes	• Teachers continue high-quality conversations and interactions during outdoor play.
Story	25 minutes	• "Story" includes a fiction or non-fiction read aloud each day.
Journaling	15 minutes	• Children respond to a prompt or participate in free writing. One child's work is highlighted during this time as part of "Author's Chair."
Lunch & Nap		• With Book Browsing the last 20 minutes (2 hours)
Book Browsing & Journaling/ Writing	(10 minutes)	
Gross Motor & Centers Meeting	15 minutes	• Children have the opportunity to participate in guided gross motor activities that reinforce core, theme-related vocabulary and/or social-emotional skills.
Centers II with Small Group II	55 minutes	• Afternoon small groups are dedicated to explicit, hands-on instruction of math and science skills and concepts. One teacher leads small group instruction, while the remaining team member facilitates free-choice centers.
Let's Explore	15 minutes	• This time is allotted for whole group interactive instruction focused on science concepts, or social-emotional skill development exploration, experimentation, or read alouds.

STATEMENT OF PARTNERSHIP

Your child's school is in partnership with AppleTree Institute. As part of the regular program, your child's teachers will assess your child's academic and social skills. AppleTree Institute reviews the data internally and with your child's teacher to improve instruction. De-identified data are also shared with staff, consultants, educators, and in educational reports. Within this partnership, AppleTree Institute reserves the right to photograph/videotape students, faculty, staff and facilities in connection with the activities of the school and to reproduce such images to promote, publicize, or explain the school or its activities. These images may appear in any of a variety of formats and media now available or that may be available in the future, including but not limited to print, broadcast, videotape, and electronic/on-line media. Parents who do not wish to have their child included in the above coverage should inform the principal in writing.

ELEMENTARY SCHOOL:

Our academic program is developed around six thematic units in each grade. Students will read a cannon of the texts to create a foundational bank of shared literary experiences. Together, the six units will expose students to a wide variety of fiction and non-fiction texts, while learning the skills demanded by the common core standards. Texts read within the thematic units will provide an interdisciplinary connection between content.

	K	**1**	**2**	**3**	**4**	**5**
Unit 1 Aug. 31 – Oct. 16	A Colorful Time for Rhythm and Rhyme	Alphabet books and children who read them	A Season for Chapters	Stories Told Again and Again	Tales of the Heart	Playing with Words
Unit 2 Oct. 19 – Dec. 4	Exploring with Friends in the Neighborhood	The Amazing Animal World	Wild West	Inspired by the Sea	Literature Settings: Weather or Not	Renaissance Thinking
Unit 3 Dec. 7 – Jan. 29	Tell a Story 1-2-3	Life Lessons (fables)	Building Bridges Between Unlikely Friends	Creative, Inventive, and Notable People	Animals are Characters, Too: Characters who Gallop, Bark and Squeak	Clues to a Culture
Unit 4 Feb 1 – Mar. 18	American Symbols and Celebrations	Winds of Change (switch with unit 5)	Long Journey to Freedom	The people, the Preamble and the Presidents	Revolutionaries from the past	America in Conflict
Unit 5 Mar. 21 – May 13	Great Big World	American Contributors	Hand Me Down Tales From Around the World	A Feast of Words on a planet Called Earth -- and BEYOND	Stories of the Earth and Sky	Exploration, Real and Imagined
Unit 6 May 16 - EOY	Wonder's of Nature: Plants, Bugs, and Frogs	Around the World with a Glass Slipper	The Human Body	Fantastic Adventures with Dragons, Gods and Giants	Literary Hero's	Coming of Age

Math

In order for our scholars to develop an in-depth mathematical understanding, DREAM uses an inquiry-based math curriculum that is built on the belief that scholars need to make sense of a problem and develop their own strategies to solve the problem. Scholars

are challenged to reflect upon and defend their strategies, analyze the strategies of other and make generalizations about mathematical concepts and ideas. We do this through three mathematics blocks in our day, Story Problem, Math Workshop and Math Routines. Within each block, teachers facilitate meaningful discussion through careful questioning to help scholars develop and solidify their own understandings about math.

Science and Specials

Elementary School scholars receive two blocks a day in which they receive instruction in Science, Physical Education, Art and Music. We refer to these courses as our Science and Specials program. Our science block is inquiry based and is aligned to national science standards, allowing students to explore science concepts through real-world, hands on experiences. It is through our Science and Specials program that we accomplish our goal of providing scholars a well-rounded education that includes science, technology and the arts.

MIDDLE SCHOOL:

Our school year is broken down into ten Thematic Units. Each unit theme (Survival, Culture, Perspectives, Institutions, Balance, Identity, Greed, Ethics, Bridges, and Citizenship) will serve as a consistent thread that is integrated into all academic subjects, as well as Homeroom, Advisory, and Community Gatherings.

Unit	Dates
Survival	**August 29 – September 30**
Culture	**October 5 – November 3**
Perspectives	**November 7 – December 2**
Institutions	**December 5 – December 22**
Balance	**January 4 – January 27**
Identity	**January 30 – February 17**
Greed	**February 27 – March 31**
Ethics	**April 3 – April 28**
Bridges	**May 1 – June 2**
Citizenship	**June 5 – June 23**

The academic day consists of eight 45-minute periods—excluding lunch and recess. Students receive Literature, Math, Social Studies, and Science every day, Problem Solving and Writer's Workshop two days per week, and formal intervention/enrichment four days per week, called Focus.

English Language Arts

Our ELA program is broken down into two blocks—Literature and Writer's Workshop. Each block provides a separate, yet connected, way of approaching texts as readers and writers. The purpose of a two-block program is to provide a balanced and comprehensive understanding of literacy. Scholars will learn how to think critically and analyze a wide variety of challenging texts, will write in response to literature, and will learn how to identify themselves as readers and writers as they choose to read and write on topics and in genres of their choice.

Mathematics

Our Mathematics program is broken down into two periods—Math in Context (MiC) and Problem Solving. At DREAM, we believe in the idea that students understand mathematics in a deeper way if they are able to construct their knowledge through exposure and experiences. The (MiC) curriculum uses realistic, real-world contexts that engage and motivate students and uses various representations that will encourage retention and flexible thinking. During the Problem Solving period, students are presented with a purposefully planned word problem, are given time to solve, and then engage in discourse with their classmates about their strategies.

Social Studies & Debate

Our Social Studies curriculum is based on the Common Core State Standards and the National Curriculum Standards for Social Studies. The integrated unit themes will drive the topic of each unit, as the content for each grade will combine Global History, US History, and Geography. The goal for this block is not for our students to memorize facts and dates, but to explore, debate, and understand the concepts that underlie important time periods and events in history. The design of the curriculum allows for students to make connections between events that occurred in different places across different eras. They will be encouraged to develop their own theories on human behavior and motivation and learn to present and defend their ideas in an informed way.

Science

Our Science curriculum is based on the Common Core State Standards and NYS Science Scope and Sequence. Our units in science will include physical setting and living environment content,

with an emphasis on inquiry and problem solving skills. Each unit will focus on two of our integrated themes and will challenge students to apply science content to their personal lives. They will be encouraged to reflect on how their choices today impact both their health and environment tomorrow. Students will learn to support their viewpoints with evidence and use inquiry as a driving force for exploring the natural world.

Advisory

At DREAM, we believe that advisory is an invaluable part of the Middle School experience. As such, we have dedicated 30 minutes each week to allow teachers and non-instructional staff to build meaningful relationships with small groups of scholars. This time will be used to review and reflect on student performance, build social skills, and create trusting relationships.

Electives

Students will have one elective period per day. Middle School scholars will have the opportunity to choose between Art and Music as their elective. Because DREAM is a health and wellness school, all scholars must take PE. Each quarter students may choose to switch between Art and Music.

ASSESSMENTS

DREAM believes in employing multiple assessments to monitor scholar progress, inform instruction, and ensure that all scholars succeed. These assessments may be embedded in instruction, such as informal checks for understanding and exit tickets as well as more formal assessments. Teachers analyze the results of assessments to inform their instruction, identify scholars in need of extra help, and to assess the overall effectiveness of the school's curriculum. Results of assessments will be shared with families.

The assessments DREAM Charter School administers include:

PRE-K:

The Early Childhood Screening Inventory-Revised (ESI-R): administered within the first 45 days of the school year. The purpose of this screening is to identify potential developmental delays, possible giftedness, and English language acquisition support and needs.

ECR:Language and Literacy: *The ECR-LL is an AppleTree Institute created assessment designed to measure children's progress toward mastery of language and literacy. ECR:LL includes developmentally appropriate performance indicators of children's skills across: Rhyming, Syllables, Elision, Phoneme Blending, Phoneme Substitution, Expressive Language, Exposure to Print, and Narrative Comprehension.*

ECR:Math: *The ECR-M is an AppleTree Institute created assessment designed to measure children's mastery in mathematics. ECR:M includes developmentally appropriate performance indicators of children's skills across mathematical thinking in the areas of number concepts, Patterns, Functions & Algebra, Measurement, Geometry & Spatial Sense, and Data Analysis & Probability.*

Pearson Work Sampling System: A portfolio assessment that collects information on the child's work and compares it to grade-specific guidelines. This helps to identify what children are learning, what they are beginning to master, and what they still need to work on.

KINDERGARTEN – 8TH GRADE:

Unit tests: administered at the end of each unit in order to assess learning of skills and content in a particular unit

Interim Assessments: administered 4 times a year in order to assess mastery of reading/writing and math standards

Fountas & Pinnell Benchmark Assessments: a test of reading and understanding that gives teachers information about scholars' reading levels; administered 4 times a year.

Measures of Academic Progress (MAP): an assessment that gives us a sense of how our scholars' academic achievement and growth in literacy and math compares to that of other scholars across the country; administered three times a year in September, February, and May to

scholars in grades K-2.

New York State Assessments: the tests administered across NYS in both literacy and math in order to determine mastery of grade level standards; administered once a year during the Spring.

GRADING SYSTEM

Pre-K & Elementary School	Middle School	Percentage	Comments
4 (90-100%)	A+	97%	Above Grade Level
	A	93%	
	A-	90%	
3 (80-89%)	B+	87%	At Grade Level
	B	83%	
	B-	80%	
2 (70-79%)	C+	77%	Below Grade Level
	C	73%	
	C-	70%	
1 (69% and below)	D+	67%	Significantly Below Grade Level
	D	63%	
	D-	60%	
	F	59% and below	

REPORTING GRADES TO DREAM FAMILIES

DREAM Charter School families receive frequent updates regarding their child's academic and social-emotional performance in the following forms:

- Yearly report on performance as measured by New York State standardized tests.
- Quarterly report cards to communicate academic and character grades.
- Frequent updates on the results of unit tests, quizzes, graded writing pieces, graded projects, etc.

HOMEWORK

PURPOSE OF HOMEWORK

- To enrich and extend school experiences.
- To develop good study habits and organizational techniques.
- To give families an opportunity to see what their child is learning in school.
- To give families and students to opportunity to work together to further child's learning.
- To provide opportunities for scholars to complete objectives missed due to absences from the classroom.

- To practice and apply concepts and skills recently learned.
- To build responsibility, excellent character, and perseverance.

HOMEWORK FOLDERS AND READING LOGS

All scholars are provided with a DREAM homework folder. Homework folders are designed to teach scholars essential organizational skills. All homework will be sent home daily in the provided homework folder. **All assigned homework must be completed and returned in the folder with a parent/guardian signature.**

REQUIRED DAILY READING

Homework includes **required reading every night.** We believe that this nightly reading has a significant impact on scholars' overall success.

Reading time requirements:

(including weekends and holidays)

20 minutes for Pre-Kindergarten

20 minutes for grades K-2

30 minutes for grades 3-5

30 minutes for grades 6-8

HOMEWORK AND DAILY READING GUIDELINES

The average amount of time required for homework (including required daily reading) tends to vary according to the grade level, and of course, the speed of the scholar. Please contact your child's teacher, if your scholar's homework time varies greatly from the anticipated homework time.

Anticipated Homework Time

	Minutes	Components
PK	30	10 minutes for assignment and 20 minutes for reading These times include required daily reading and may vary based on individual needs.
K	30-40	20 Minutes of Independent Reading Math Worksheet
1-2	40-50	30 Minutes of Independent Reading Math Worksheet Reading Comprehension Passage
3-5	50-60	30 Minutes of Independent Reading Math Worksheet Reading Comprehension Passage
6-8	90	*These times include required daily reading and may vary based on individual needs.*

HOMEWORK RESPONSIBILITIES AND DEFICIENCY

Family support for homework is vital to ensure success in school. The success of the homework program depends upon the cooperative efforts of scholars, families, teachers, and administrators. All homework is expected to be completed promptly and with the highest degree of quality. **Family members are not to do their child's homework.**

PRE-K & ELEMENTARY

A scholar who consistently does not meet grade level homework expectations is not getting the practice and reinforcement needed. Families will be contacted if scholars are not meeting homework expectations and may also receive in-school consequences. An additional family conference may be held to develop strategies to build good study habits. Incomplete class work and/or homework will be reflected on report cards.

MIDDLE SCHOOL

A scholar who consistently does not meet grade level homework expectations is not getting the practice and reinforcement needed. Students who do not show best effort or have incomplete or missing homework will have the following DREAM Dollar amounts deducted from their weekly paychecks:

Infraction	**DREAM Dollar Deduction**
Not best effort/incomplete	-$1
One missing assignment	-$2
Two or more missing assignments	-$5

Families will be contacted if scholars are not meeting homework expectations. An additional family conference may be held to develop strategies to build good study habits. Incomplete class work/and or homework assignments will be reflected on report cards.

PRE-K AND ELEMENTARY SCHOLAR HOMEWORK ROLE:

- Develop a positive attitude toward learning.
- Your homework assignment is part of your learning experience. Treat homework as an opportunity to enrich and extend your skills, knowledge and interests.
- Try your best on homework assignments.
- Make up work missed due to absence.
- Bring your homework folder to school daily.

MIDDLE SCHOOL SCHOLAR HOMEWORK ROLE:

- Ask questions in class when you do not understand or are not sure of an assignment.
- Do your assignments on time or before they are due.
- Make up work missed due to absence.
- Bring your homework and books to school daily.

FAMILY HOMEWORK ROLE:

- Check all homework folders daily.
- Provide a consistently quiet place for your child to study and complete assignments.
- Make sure the needed materials are available.
- Show a genuine interest in your child's homework.
- Be a monitor: Watch for signs of frustration and provide guidance.
- Be a motivator: Encourage your child to develop increased independence.
- Encourage responsibility for making up assignments missed due to absence.
- Supervise, review, and sign your child's homework and reading log.

FAMILY CONFERENCES

Mandated Family Conferences take place three times a year and are a critical component of the home-school partnership that is essential for our scholars' academic, social, and emotional growth. Report cards will be issued during Family Conferences so that families can review the information with their children's teachers and get answers to their questions. Please do not feel that these mandated conferences are the only opportunity to talk with your child's teacher. DREAM teachers are available to schedule additional conferences by appointment throughout the year.

- ➢ Q1 Family Conferences - November 7
- ➢ Q2 Family Conferences - January 31
- ➢ Q3 Family Conferences - April 18
- ➢ Q4 Family Conferences - June 18

PROMOTION & RETENTION

In order for a scholar to be promoted to the next grade level, he/she must have mastered all of the standards covered in his/her current grade. These standards include mastery of concepts and skills in reading, writing, math, science and social studies. Scholars must also be reading within the proficiency range for his/her grade according to the Fountas and Pinnell Benchmark Assessment. In addition, scholars must maintain an average attendance of at least 90%. NYS Exam results may also considered when determining promotion.

Families will be notified by January if a scholar is in danger of being retained. Families will be asked to come in for a family conference to discuss the possibility of retention. The scholar's teacher will share with the family the goals and strategies they have developed in order to support the scholar before a final promotion decision will be made. Teachers and administrators will work with the family to develop a plan for support at home. In June, families whose scholar are will be asked to come in for an additional family conference to discuss the end of year promotion decision and will also be notified of the decision in writing. DREAM reserves the right to retain scholars who did not make sufficient progress between January and June, and may not have been previously considered promotion in doubt.

There is no promotional or retention criteria for Pre-K.

PROMOTION CRITERIA

	Interim Assessments	Fountas and Pinnell	NYS Tests	Attendance
Kindergarten	Meeting grade level benchmarks	Independent D or above	N/A	At least 90%
Grade 1	Meeting grade level benchmarks	Independent J or above	N/A	At least 90%
Grade 2	Meeting grade level benchmarks	Independent M or above	N/A	At least 90%
Grade 3	Meeting grade level benchmarks	Independent P or above	Level 3 or 4	At least 90%
Grade 4	Meeting grade level benchmarks	Independent S or above	Level 3 or 4	At least 90%
Grade 5	Meeting grade level benchmarks	Independent V or above	Level 3 or 4	At least 90%
Grade 6	Meeting grade level benchmarks	Independent Y or above	Level 3 or 4	At least 90%
Grade 7	Meeting grade level benchmarks	Independent Z or above	Level 3 or 4	At least 90%
Grade 8	Meeting grade level benchmarks	Independent Z or above	Level 3 or 4	At least 90%

The Light's Retention Scale will be used to consider social and emotional development but will not be a primary factor in promotion.

SPECIAL EDUCATION AND RELATED SERVICES

PRE-KINDERGARTEN

DREAM's Pre-K will offer special education services through the New York City Department of Education for children 3 to 5 who have disabilities or developmental delays that impact their ability to learn. These services are provided free of charge by the DOE. DREAM will support you in contacting and working with the Committee on Preschool Special Education (CPSE) who is responsible for coordinating special education evaluations and services for children age three to five in New York City.

ELEMENTARY

DREAM's K-5 special education program offers Integrated Co-Teaching (ICT) classrooms with one special education teacher and one general education teacher in the classroom to service all scholars. We foster independence and encourage scholars to build on the belief that every person has a unique potential and a larger purpose in life. DREAM Charter School is committed to improving academic skill levels of scholars with differing abilities by working alongside the New York City Department of Education Committee on Special Education (CSE) developing, implementing, and accounting for Individualized Education Plans (IEPs). DREAM offers an Integrated Co-Teaching Inclusion Program, Special Education Teacher Support Services

(SETSS), as well as a variety of Related Services, including Speech and Language Therapy, Occupational Therapy, Counseling, and Physical Therapy* according to individual needs.

*Related Service Agreements (RSA) from the CSE may be provided to secure providers for a specific support service that cannot be provided at DREAM Charter School during the school day.

Through our unique special education model, the cultural climate of DREAM's administrators, teachers, and support staff embrace the belief that children with differing abilities, to the maximum extent possible, belong in all classes including instruction in all of the arts and physical education, alongside scholars without disabilities.

MIDDLE SCHOOL

DREAM's Middle School special education program offers Integrated Co-Teaching (ICT) and Special Education Teacher Support Services (SETSS). In this model, there is a learning specialist assigned to most core content classes, which includes Reading, Writing and Math. The learning specialists in each class work closely with the classroom teacher to design and implement differentiated instruction so that all students are able to access the curriculum. The learning specialist may work with scholars within the classroom, or may pull scholars out for small group instruction, depending on the content and the needs of the students.

We foster independence and encourage scholars to build on the belief that every person has a unique potential and a bright future. DREAM Charter School is committed to improving academic skill levels of scholars with differing abilities by working alongside the New York City Department of Education Committee on Special Education (CSE), developing, implementing, and accounting for Individualized Education Plans (IEPs). In addition, DREAM offers a variety of Related Services, including Speech and Language Therapy, Occupational Therapy, Counseling, and Physical Therapy* according to individual needs.

*Related Service Agreements (RSA) may be provided for scholars by the CSE who need to secure providers for specific support service that cannot be provided at DREAM Charter School during the school day.

Through our unique special education models the cultural climate of DREAM's administrators, teachers, and support staff embrace the belief that children with differing abilities, to the maximum extent possible, belong in all classes including instruction in all of the arts and physical education, alongside scholars without disabilities.

RESPONSE TO INTERVENTION

Along with providing supports and resources for students with Individualized Education Plans (IEPs), DREAM Charter School also provides support and early identification for all students who may exhibit learning and behavior needs. The common goal of Response to Intervention (RtI) is to help all students achieve high standards. The Response to Intervention (RtI) process begins with high-quality instruction and universal screening of all children in the general education classroom. This screening is performed through direct observation and collection of data. Once identified, struggling learners are provided with innovative interventions at increasing

levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Some services include but are not limited to conferencing, small group work, individual check-ins, behavior plans, differentiated and targeted questions, differentiated homework, and annotated texts. Progress is closely monitored to assess both the learning rate and level of performance of individual students. If a student is still struggling they receive more rigorous and frequent intervention outside of the classroom in addition to interventions in the classroom. If there is no response to the interventions, the child is then referred to the Committee of Special Education (CSE) for further testing and evaluation.

504s

Each school year, DREAM Charter School identifies and evaluates qualified students under Section 504 who are in need of accommodations to participate in DREAM Charter School programs on an equal basis with their non-disabled peers. Students who may be in need of such accommodations are evaluated by a school-based 504 team and, when appropriately approved by the parent, are provided accommodations pursuant to a written 504 Accommodation Plan (504 Plan) that outlines the accommodations the student will receive. A student is qualified individual with a disability under 504 only if s/he has a physical or mental impairment that substantially impairs a major life activity. If the 504 Team determines that the student has a physical or mental impairment that substantially impairs a major life activity, it must next decide what, if any, accommodations are necessary for the student to participate on an equal basis with her/her non-disabled peers. 504 Plans must be reviewed on an annual basis.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

Upon registration, parents are asked to fill out a Home Language Identification Survey. Scholars who speak a language other than English take an exam called the New York State Identification Test for English Language Learners (NYSITELL.) The score on the NYSITELL determines whether or not a scholar is entitled to receive ESL services.

At DREAM our ESL services are offered through push-in and/or a pull out model.

DREAM's ESL Program includes the development of strategies through daily reading, writing, speaking and listening activities. These strategies include the development of oral language, teaching of grammar, syntax and structure in the English language and the development of academic language and vocabulary.

Each spring, our emergent bilingual scholars are required to take the New York State English as a Second Language Achievement Test (NYSESLAT). This exam evaluates English proficiency. The scholar continues to take the NYSESLAT until he/she is considered proficient. Once a scholar reaches proficiency determined by the NYSESLAT, he/she can still receive ESL supports for an additional two years.

FIELD TRIPS

Class trips are an important part of teaching and learning at DREAM. Teachers organize and arrange trips to coincide with the materials that they are teaching. All scholars are expected to attend all field trips. Field trips range from walks in the neighborhood to visits to the City's cultural institutions, such as museums and theatres. Classes will travel on foot, by school bus, city bus, subway or chartered bus.

Teachers will notify parents of upcoming trips and give specific information regarding lunch, transportation, admissions fees, etc. Please notify your child's classroom teachers if assistance is needed to cover any trip costs or fees.

Teachers will also request parent chaperones to accompany the class and to assist in supervision.

Family chaperones will be needed on many trips and play a vital role in maintaining the safety and educational value of the trip.

FIELD TRIP CHAPERONE GUIDELINES:

- Siblings of any age are not permitted. This is an insurance issue.
- Follow the instructions of the teacher who organized the trip.
- Turn off all cell phones.
- Limit adult socializing.
- Do not purchase souvenirs or food for your child or any scholars on the trip, unless requested to do so by the teacher.
- Remember that chaperones are there for all scholars – not just one's own.

HIGH SCHOOL PLACEMENT

As a part of DREAM's Mission to prepare students for high-performing high schools, colleges and beyond, the school provides support throughout the high school admissions process. The goal of High School Placement at DREAM is to ensure each student matriculates to the highest-performing, best-fit high school for them. DREAM hosts interactive workshops for parents and students, takes families on high school trips, provides individualized materials for learning about quality schools, consults families on all their options, assists with applications, essays, interviews, application fees, financial aid paperwork and provides free test prep for crucial admissions exams. For more information, reach out to Senior Manager of High School Placement, Hannah Gray Miller, by emailing hgmiller@ wearedream.org.

DREAM ALUMNI

No matter where students attend high school, DREAM supports Alumni on their path to college by providing support to students through their high school career. Alumni attend a free, 4-day High School Bridge Workshop where they learn critical academic, socio-emotional and interpersonal skills that will help them transition to 9th grade. Events for Alumni are provided throughout the year, and in some cases Alumni will be assigned a Mentor to help Alumni remain on track for 4-year high school graduation and college matriculation. For more information, reach out to Senior Manager of High School Placement, Hannah Gray Miller, by emailing hgmiller@ wearedream.org.

AFTER SCHOOL ENRICHMENT PROGRAM – GRADES K-8

REAL KIDS GRADES PRE K-5

REAL Kids provides after school programming to DREAM families on a first come – first served basis. Enrollment opens at the start of the school year, and program begins on October 5th. REAL Kids will operate M-Th from 4:00-5:45 PM and Fridays from 1:00-5:30 PM. Starting this year, REAL Kids will also provide services to a limited number of little DREAMers in PreK.

Every day youth will enjoy a nutritious snack followed by structured homework help time. This year, REAL Kids is pleased to offer literacy intervention for scholars who would benefit from extra support. Along with team activities designed to promote social-emotional skill building, scholars will also participate in a rotating schedule of fitness, arts, and literacy enrichments.

Every Friday, REAL Kids celebrates with youth during Runs Rally, a community event that rewards positive behavior and teamwork.

DREAMBUILDERS GRADES 6-8

DREAM will run an optional after school enrichment program. The program will operate M-Th 4:00-5:50 PM and Friday 1:00-5:45 PM After school sessions begin on September 10th and students must enroll for the entirety of the school year.

The DREAMBuilders Program focuses on helping youth in grades 6-8 form supportive relationships with their peers, families and community members. Program components include participation in academic support activities, teambuilding, enrichment clubs and service-learning projects. All participants also participate in health and wellness activities.

SUMMER PROGRAM – RISING 1ST – 5TH GRADERS

Summer program participation is highly recommended for all DREAM scholars. Scholars in grades K -4 have the priority enrollment in DREAM's REAL Kids program, which provides academic enrichment and team building activities in the morning to combat summer learning loss and develop positive social skills. In the afternoon, youth participate in baseball as a team sport, as well as a variety of enrichment activities, such as dance, drama, cooking, or play centers. On Fridays, teams embark on fun and educational field trips around the city, giving everyone a chance to enjoy the summer!

SUMMER PROGRAM – RISING 6TH – 8TH GRADERS

Participation in summer programming is mandatory for all middle school students. DREAM University is a 4-week summer program that meets Monday-Friday from 8am-5 PM on the campus of Manhattan College. Students receive reading/writing, math and life skills instruction from experienced teachers in the morning and participate in a variety of sports and recreation activities in the afternoon under the supervision of DREAM's Health & Wellness Department and in collaboration with Manhattan College's PE Department.

III. SCHOOL CULTURE

ATTENDANCE POLICY

PURPOSE

DREAM scholars' success depends upon their daily attendance and on-time arrival at school. Each scholar must attend school regularly and on-time to reap the maximum benefit of DREAM's rigorous instructional program. All time out of school is counted as an absence, including illness with doctor's notes, suspensions, vacations, religious holidays, bereavement and excessive late arrivals. Attendance is the responsibility of the families and scholars who attend DREAM. DREAM's attendance policy aims to provide communication, early intervention, and family collaboration to address attendance issues.

EXPECTATIONS – PK:

- All family and scholars strive for 100% attendance with 0% lateness rate.
- Doors will open at 8:00 AM each day
- Families will contact the school by 8:30 AM if their scholar will be absent/late.
- Scholars are considered late if they arrive after 8:30 AM.

EXPECTATIONS – K-8:

- All family and scholars strive for 100% attendance with 0% lateness rate.
- Doors will open at 7:30 AM
- All scholars will transition to their classrooms by 7:55 AM each day school is in session, unless directed otherwise.
- Families will contact the school by 7:55 AM if their scholar will be absent/late.
- Scholars are considered late if they arrive after 7:55 AM.

POLICY HIGHLIGHTS:

DREAM will reward scholars who have 100% attendance rates and will implement other incentives that reward scholar attendance and on-time arrival.

There are four types of excused absences: (1) illness with doctor's note stating school exclusion; (2) bereavement with documentation; (3) religious holiday observation with documentation; and (4) court proceeding with documentation.

All absences are unexcused until a family provides documentation. Documentation provides a legal basis for the absence used in Department of Education reporting.

If, at any point during the year a scholar's attendance rate falls below 90%, DREAM will issue formal letters of warning to families.

Scholars who are chronically absent and/or late may be recommended for retention or expulsion. Family involvement and responsiveness will be a key indicator for how the school will manage excessive absences and/or latenesses. In some cases, DREAM will use its discretion to determine if the attendance warrants a referral to the Administration for Children's Services (ACS).

INTERVENTION:

Families of all late/absent scholars will receive notification from DREAM on the day of the lateness/absence.

Formal warning letters may be issued to the families of scholars who, at any point during the year, have been late or absent 10% or more of the school year. Families may be asked to meet with DREAM staff to collaborate on an Attendance Plan and sign an Attendance Pledge aimed at preventing excessive absences and/or latenesses.

Families and scholars who continue to be chronically absent and/or late may be required to meet with the Chief of Schools to review their attendance plans. During this meeting, the Chief of Schools will determine whether or not continued enrollment at DREAM is warranted.

SCHOLAR EXPECTATIONS

DREAM Charter School's values and mission are the foundation of our expectations for scholar conduct. We expect scholars to exhibit behaviors that align with these core beliefs:

Diversity: We believe in inclusion and we recognize the unique strengths of all people.

Respect: We show respect for ourselves and seek to understand and honor other's perspectives.

Effort and **E**nthusiasm: We work hard and persevere through challenges; we learn from our mistakes and are not afraid to take risks. We love to learn!

Achievement: We have a relentless drive to fulfill our potential and reach our goals.

Mindfulness: We are aware of our needs as learners, our impact on others, and our responsibility to the community.

All within a **Team:** We believe in the power of collaboration and community.

DISCIPLINE CODE

The DREAM Discipline Code is located in the Appendix Section of this handbook.

At DREAM we define discipline as the process of teaching our scholars the right way to do something. Our definition is also captured in the meaning of self-discipline: "the ability to make oneself do things all the way through." We believe that the foundation of teaching students the right and successful way to do things is built upon collaborative relationships between scholars, families and staff.

We recognize that our rigorous academic classroom environments require high expectations, clear routines, and consistent response. Classroom expectations at DREAM aim to reduce the complications and distractions from teaching and learning. At DREAM, scholars make choices either to meet DREAM standards or not meet DREAM standards. Mistakes and poor choices are expected parts of childhood development but we work to help scholars learn that poor choices have consequences and good choices lead to positive rewards and opportunities.

At DREAM, scholars who choose not to meet our defined standards will not be permitted to disrupt the education of others and will receive consequences, counsel, and skill-based education. As a member of the school community all scholars who choose to misbehave in a manner that requires them to leave the class environment are required to take part in a reflection process that focuses on eliminating the specific problematic behavior by increasing awareness, skill, and planning for future success and growth.

MIDDLE SCHOOL BEHAVIOR SYSTEMS

In Middle School we implement a number of behavior systems that are different from the Elementary School.

DREAM CHECK

Each week middle school scholars receive a paycheck to indicate their performance for the week. Scholars receive 20 dollars per day.

POSITIVE RECOGNITION AND REWARDS

DREAM Bank:

All DREAM dollars earned are entered into a DREAM Bank. Scholars' weekly pay is used to determine Friday Enrichment, Friday Extension, and DREAM Bands. All DREAM dollars earned are entered into a DREAM Bank to be spent at the DREAM store (weekly) and at quarterly DREAM Auctions. DREAM dollars can be saved throughout the year.

Deductions

Deductions may be earned in the following categories at the point levels explained below:

- Absent = -20
- Tardy = -5
- Out of Uniform = -5
- Homework assignments
    - Not best effort/incomplete = -1
    - One missing assignment= -2
    - Two or more missing assignments = -5
- Behavior = see below
    - Scholars earn demerits for behaviors such as: being unprepared for class, not following directions, noise-making, failure to SPORT, etc.
        - Point value = -1
    - Scholars earn level two demerits for issues of lack of respect to peer, teacher or property, hallway without pass, academic dishonesty, etc.
        - Point value = -6
    - Scholars earn level three demerits for inciting a fight, class cutting, disruption during an exam, unauthorized use of phone, etc.
        - Point value = -12

Merits

Scholars earn DREAM Dollars for specific character value-related actions such as perseverance, integrity, curiosity, support of a classmate, practicing mindfulness, advocating for self respectfully, contributing to group goals, etc.

- Point value = +3

Credits add points to the weekly score, but do not "erase" demerits in terms of them leading to detention

DEAN'S OFFICE REFERRALS

Middle school scholars are sent out of class for two reasons: Acute behavioral events (see Discipline Code) and repeated low level behavior in the form of the accumulation of four points lost through single and double demerits in a single class (note, this is total deductions, not net. Credits do not counteract this)

DAILY DETENTIONS

- The school holds an afterschool detention from 4:00 PM - 4:45 PM Monday through Thursday.
- Detention is earned by accumulating two dean's office referrals or committing a Level III infraction
- Detention is served the following day (e.g. Detentions earned on Monday are served on Tuesday.)
- Families are notified each day before a detention is to be served.

- Families receive one "detention free pass" per quarter. Families may call to excuse from detention for any reason. This is tracked in our office and detention is not rescheduled.

WEEKLY CONSEQUENCES

Scholars who end the week with a score below 75 serve an extended detention in form of "Friday Extension" on Friday afternoon.

UNIFORM POLICY

DREAM has a simple uniform dress code. At DREAM, we believe that a formal dress code increases academic achievement by deemphasizing the focus on attire. We believe that our black or red shirts with the DREAM logo increase school pride and our sense of community! Additionally, our families do not have to spend time and money on school clothes shopping.

TOPS – PRE-K

All Pre-K scholars must wear a short or long sleeve black or red Little DREAMER uniform t-shirt each day school is in session. DREAM t-shirts must always be the top layer. Solid white or black long sleeve t-shirts may be worn underneath black DREAM t-shirts. No patterns, designs, or other colored long sleeve shirts will be accepted. DREAM cardigans may also be worn with uniform t-shirt underneath. DREAM scholar sweatshirts are available for purchase, but scholars are not permitted to wear them inside the building. DREAM scholars are not permitted to wear non-DREAM sweatshirts or sweaters as a top layer in school.

TOPS – ELEMENTARY

All K-5 scholars must wear a short or long sleeve black or red DREAM uniform t-shirt each day school is in session. DREAM t-shirts must always be the top layer. Solid white or black long sleeve t-shirts may be worn underneath black DREAM t-shirts. No patterns, designs, or other colored long sleeve shirts will be accepted. DREAM cardigans may also be worn with uniform t-shirt underneath. DREAM scholar sweaters are available for purchase, but scholars are not permitted to wear them inside the building. DREAM scholars are not permitted to wear non-DREAM sweatshirts or sweaters as a top layer in school.

UNIFORMS – PRE-K & ELEMENTARY EXPECTATIONS

Bottoms

All scholars must wear khaki uniform bottoms. Boys must wear khaki pants and girls may wear khaki pants or khaki pleat and tab skirts. Khaki skirts must be no more than 3 inches above the knee and must be worn with shorts underneath as our young scholars frequently sit on the floor. Pants must fit the waist, must not be overly baggy and must not drag on the ground. Cargo pants or pants with side pockets are not permitted. No underwear may be visible. Black belts are suggested but not mandatory.

Socks

All scholars must wear black or white socks. Female scholars may wear solid black or white tights. Scholars may not wear socks, tights, leggings, etc. in other colors or with designs.

Belts

Belts are not mandatory in the Elementary school. If scholars choose to wear a belt it must be black.

Sneakers

Elementary School scholars must wear plain all black sneakers with laces or Velcro straps. **The sneaker must be entirely black**. No other colors are permitted on the sneaker. In inclement weather, scholars may wear boots to school, but must change into sneakers when they enter the school building.

Outer Wear

Scholars may not wear anything on top of their DREAM t-shirt when inside the school building. Hats and coats cannot be worn during the school day. All clothing, especially outerwear, should be labeled with the scholar's name. DREAM is not responsible for lost clothing.

Book Bags

Large backpacks on rollers are not recommended. Soft sturdy backpacks are encouraged.

Jewelry, Makeup and Accessories

Scholars should leave sentimental and/or valuable jewelry at home, as these items can easily be lost or damaged. Scholars are not allowed to wear necklaces, large earrings, or wrist bracelets. Large pieces of jewelry, especially large earrings or necklaces, are not allowed as they can pose safety issues for scholars. Any jewelry that is distracting to scholars or gets in the way of learning is not allowed. DREAM is not responsible for lost or stolen jewelry. DREAM has the right to temporarily confiscate jewelry that does not meet the uniform code. Confiscated jewelry will be returned to parents/guardians.

Make-up, lipstick, lip-gloss, fake nails, or glitter are not permitted.

Accessories such as purses, handbags, suspenders, umbrellas, or scarves must be stored with scholars' coats and book bags at the start of the day, and may not be used or worn during the school day.

UNIFORMS – MIDDLE SCHOOL EXPECTATIONS

Tops

Middle School scholars must wear a short sleeve black DREAM uniform polo shirt each day that school is in session. Solid white or black long sleeve t-shirts may be worn underneath black DREAM polos. No patterns, designs, or other colored long sleeve shirts will be accepted. DREAM polos must always be the top layer. DREAM cardigans may also be worn with a uniform polo underneath. DREAM scholar sweatshirts are available for purchase, but scholars are not permitted to wear them inside the building. DREAM scholars are not permitted to wear non-DREAM sweatshirts or sweaters as a top layer in school.

Middle School scholars will be rewarded for showing consistent exemplary behavior and leadership by having the opportunity purchase alternate uniform choices over the course of the year.

Bottoms

All scholars must wear khaki uniform bottoms. Boys must wear khaki pants and girls may wear khaki pants or khaki pleat and tab skirts. Khaki skirts must be no more than three inches above the knee and must be worn with shorts underneath as our young scholars frequently sit on the floor. Pants must fit the waist, must not be overly baggy and must not drag on the ground. Cargo pants or pants with side pockets are not permitted. No underwear may be visible. Black belts are suggested but not mandatory.

Socks

All scholars must wear black or white socks. Female scholars may wear solid black or white tights. Scholars may not wear socks, tights, leggings, etc. in other colors or with designs.

Belts

All Middle School scholars must wear black belts, and tuck their polo shirts in.

Sneakers

Middle School scholars must wear plain black sneakers. **The sneakers must be entirely black** with no additional colors or designs. In inclement weather, scholars may wear boots to school, but must immediately change into sneakers when they enter the school building.

Outerwear

Scholars may not wear anything on top of their DREAM t-shirt when inside the school building. Hats and coats cannot be worn during the school day. Scholars are expected remove hats as they enter the school building. ALL CLOTHING, especially outerwear, should be labeled with the scholar's name. DREAM is not responsible for lost clothing.

Book Bags

Large backpacks on rollers are not recommended. Soft sturdy backpacks are encouraged.

Jewelry, Makeup and Accessories

Scholars should leave sentimental and/or valuable jewelry at home, as these items can easily be lost or damaged. Scholars are not allowed to wear necklaces, large earrings, or wrist bracelets. Large pieces of jewelry, especially large earrings or necklaces, are not allowed as they can pose safety issues for scholars. Any jewelry that is distracting to scholars or gets in the way of learning is not allowed. DREAM is not responsible for lost or stolen jewelry. DREAM has the right to temporarily confiscate jewelry that does not meet the uniform code. Confiscated jewelry will be returned to parents/guardians.

Make-up, lipstick, lip-gloss, fake nails, or glitter are not permitted.

Accessories such as purses, handbags, suspenders, umbrellas, or scarves must be stored with scholars' coats and book bags at the start of the day, and may not be used or worn during the school day.

CONSEQUENCES FOR UNIFORM INFRACTIONS – ELEMENTARY SCHOOL

Scholars who enter the school without the permitted uniform will be logged into a database. Scholars who do not have the proper uniform t-shirt will be given a black t-shirt to wear for the day.

Scholars who are not in the proper pants will be given a pair of sweatpants. Any scholar who is permitted to borrow a shirt or sweat pants must report to the Dean's office at the end of the school day to exchange clothing.
Families will be notified each day that a scholar is out of uniform.
Repeated infractions will require a family meeting with members of School Leadership.
Scholars who are out of uniform will not be eligible for incentives that day.

CONSEQUENCES FOR UNIFORM INFRACTIONS – MIDDLE SCHOOL

Upon entrance to schools scholars will have their uniforms checked for compliance. Scholars who enter the school without the permitted uniform will be logged into a database, lose five DREAM dollars and be sent to the Dean's Office to receive a uniform replacement for the day. For example if a scholar is not wearing a uniform polo shirt they will be given a black t-shirt to wear for the day. Similarly scholars may be given replacement shoes, belts, socks, or undershirts. Scholars who are not in the proper pants will be given a pair of sweatpants. Any scholar who is permitted to borrow a shirt or sweat pants must report to the Dean's office at the end of the school day to exchange clothing.

Families will be notified each day that a scholar is out of uniform. Repeated infractions will require a family meeting with members of School Leadership.

Scholars will lose five DREAM dollars for being out of uniform for that day.

COMMUNITY GATHERINGS and MORNING MEETINGS

DREAM's Elementary School will hold Community Gatherings **once a month throughout the school year**. These Community Gatherings will begin promptly at 8:15 AM.

The DREAM Middle School meets as a community **ten times per year from 8:00-8:45.**

DREAM welcomes family members to attend our Community Gatherings. The purpose of our Community Gathering celebration is to connect and share our values as an entire school. During these meetings, scholars will be awarded certificates and other special recognitions. Scholars will sing songs, and sometimes perform.

DREAM will notify families of Community Gathering dates in advance.

IV. SCHOOL OPERATIONS

ARRIVAL AND DISMISSAL PROCEDURES FOR PRE-K

PRE-K ARRIVAL

Please note that there is no supervision for scholars prior to 8AM.

Scholars arriving at the school building should walk down 101st Street and enter the PS 50 school building through the downstairs door to the left of the ramp. Parents are to walk their child to the door where the Director will greet students and families each morning. Parents will then walk students to their classroom where the teacher will greet the student and family and parents will drop off student for the day. The DREAM entrance will be open from 8-8:30 AM. Scholars arriving after 8:30 AM will be considered late. Breakfast will be available from 8-8:20 AM.

PRE-K DISMISSAL

All scholars in Pre-K must be picked up by a parent, guardian, or authorized adult . The Pre-K school day ends at 3:45 PM Monday-Thursday and 12:45PM on Fridays.

Students are dismissed from their classrooms. Families are able to enter PS 50 through the lower level entrance at 3:45 PM Monday-Thursday, and 12:45 PM on Fridays.

ARRIVAL AND DISMISSAL PROCEDURES FOR ELEMENTARY AND MIDDLE SCHOOL

ARRIVAL

Please note that there is no supervision for scholars prior to 7:30 AM.

All scholars will enter through DREAM's main entrance on the 2nd Avenue facing side of the building. The main entrance will be open at 7:30 AM for breakfast and arrival. Breakfast will be served from 7:30-7:50 AM. Scholars arriving after 7:55 AM will be considered late.

DISMISSAL

Doors will be locked from 3:15 PM - 4:00 PM

K- 5 Scholars will be dismissed in the cafeteria at 4:00 PM, Monday-Thursday. Dismissal will be in the cafeteria at 1:00 PM on Fridays. However, when Real Kids is not in session in September and June, grades 3-5 are dismissed through the gym.

Middle School Scholars will be dismissed to the back courtyard at 4:00 PM, Monday – Thursday. Dismissal on Fridays is at 1:00 PM.

All scholars in grades K-4 must be picked up by a parent, guardian, or authorized adult. Scholars who have turned 10 and are in grade 5 or higher may apply for the privilege to walk home unaccompanied by an adult. Please note that DREAM is not responsible and cannot be held liable for the safe transit of scholars who walk home from school alone. DREAM reserves the right to deny or restrict walking privileges if a scholar's unsupervised behavior in/around the school building after school hours is deemed to be unsafe.

Early Dismissal

In order to fulfill our promise to provide your child with the highest quality education that will prepare them for the life of their dreams, we ask your help to ensure that your scholar arrive on time and remain present for learning until 4:00 PM each day that school is in session.

DREAM does not accommodate early pick ups between 3:15 - 4:00 PM Monday - Thursday and between 12:00 - 1:00 PM on Fridays. All scholars must be picked up by a parent, guardian, or authorized adult (age 18 or older). We highly value the learning that takes place between these times. We ask for your help in scheduling doctors' and other necessary appointments after school hours, or during Friday's following our 1:00 PM dismissal.

BIRTHDAYS

On the last Friday of every month DREAM classrooms may host a class-wide birthday celebration. DREAM welcomes families into classrooms to celebrate birthdays for that particular month. Families may choose to bring snacks for all students in the class. Invitations to outside parties may be distributed in the classroom only when all scholars in the class are invited to attend.

CELL PHONE/ELECTRONIC DEVICE USAGE

DREAM scholars may bring cell phones and other electronic devices to school at their own risk. DREAM is not responsible for cell phones and electronic devices that are lost, stolen or damaged on school grounds.

Electronic devices must be secured in a scholar's bookbag at all times. Cell phones may not be used during the school day, except in the case of an emergency. If it is determined that a scholar is using a cell phone for a non-emergency or is using another electronic device at any time, it will be confiscated and the student's parent/guardian must come to the school for retrieval.

If a scholar is found to be using a cell phone during the school day, he/she may be asked to check the phone in with the Dean upon arrival for a period of time.

BREAKFAST, LUNCH and SNACK PROGRAM

DREAM provides free breakfast and snack to all scholars in Pre-Kindergarten, Kindergarten, and 1st grade. Lunch is also provided to all DREAM scholars. Families that qualify for free or reduced lunch will not be charged a fee if a child eats the school lunch. Families that do not qualify for free or reduced lunch, as determined by the NYCDOE's School Food regulations, may be billed for meals consumed. **All families must complete and submit a student lunch meal application at the beginning of each year to determine whether or not they qualify for free or reduced lunch.** Until the application is completed, families may be charged full price for each lunch meal. Scholars may bring their own breakfast or lunch to school; however, these meals must comply with DREAM's nutrition policy.

LUNCH MONEY

DREAM reserves the right to collect lunch money from the families of scholars who do not qualify for free or reduced lunch. Families have a variety of payment options available to them, including providing cash, check or money order directly to DREAM. All payments must be submitted in a sealed envelope with both the scholar's and family's names on it as well as the amount of money enclosed. Teachers will give the money to an operations staff member as soon as possible to ensure that payments are recorded and safeguarded, and so that receipts are generated in a timely fashion.

DREAM CHARTER SCHOOL COMPLAINT PROCESS FOR ALLEGATIONS REGARDING DISCRIMINATION FOR DREAM'S FOOD SERVICE

If any member of the DREAM community feels that a Civil Rights violation has occurred regarding food service, then a formal complaint can be made. There are many options in filing a Civil Rights complaint. You may make a complaint to any staff member at DREAM Charter School.

The complaint will be shared with the Manager of Operations, who will then follow proper reporting procedures for the Civil Rights complaint. Complaints should be made within 180 days from the act of discrimination. Complaints may be written, verbal or anonymous. DREAM will investigate the complaint within 90 days.

Complaints (when not anonymous) should include the name, address, and telephone number or other means of contacting the person alleging discrimination, as well as the location and name of the organization or office that is accused of the discriminatory practices. The nature of the incident or action or aspect of program administration that led the person to allege discrimination should also be included in the complaint. Any other pertinent information to the alleged situation should be shared.

DREAM's Manager of Operations will report any allegations to the USDA and the NYSED.

CALENDAR

The 2017-2018 school calendar may be found in Appendix A.

TOILETING/CHANGE OF CLOTHES – PRE-K

Prior to the start of school we strongly encourage you to foster bathroom independence with your child at home. When your child is using the bathroom at home, please ensure your child can use the bathroom independently, clean themselves (wiping) and fasten clothing to the best of their ability. Hand washing will be addressed in the first days of school, but building that habit early on will help your child develop these important health skills. In the event of a bathroom accident, we will notify you and assist your child in changing into a fresh uniform. Please make sure that you maintain an extra set of uniform clothing at DREAM at all times. Students will be given a large Ziploc storage bag at the beginning of the year where an extra change of clothes can be stored. If a child has more than two bathroom accidents in a week a member of the DREAM staff will contact you to come up with a plan to support toileting success for your child in school. Please be advised that students must come to school wearing underwear; pull-ups or diapers may not be worn unless a doctor's note is provided.

CHANGE OF CLOTHES – ELEMENTARY/MIDDLE

In the event of a bathroom accident or other issue requiring a change of clothes, we will notify you and assist your child in changing into a fresh uniform. Please note that families will be responsible for laundering and returning borrowed clothing within a week, or the family will be charged for the change of clothes.

COMMUNICATION

Developing a strong, open, and honest relationship with you is very important to us at DREAM. Your everyday involvement in your child's learning is a critical part of his or her success! We encourage you to be in regular communication with teachers and out of classroom staff.

During regular hours of operation, DREAM Operations staff is available to answer calls to the main phone line, (212) 722-0232. At all other times you may leave a message in the general school voicemail box. You may also contact a particular staff member via email or in some instances, by cell phone.

We will not interrupt teachers during the school day, but teachers will return phone calls and emails. Families are welcome to visit their child's class and to request conferences with teachers with advance notice. To meet this expectation, teachers will return phone calls and requests in writing/email to arrange for visits and conferences at a mutually agreeable time.

DREAM's Pre-K office phone number is (646) 518-0739.

While you will find most DREAM staff at arrival and dismissal every day this is not an ideal time to talk with our staff. At this time, we are working to supervise our students and stay focused on children's needs. If you do have questions or concerns, we encourage you to contact your child's teachers by phone or email.

DREAM utilizes multiple methods to communicate with families, including automated telephone calls, text messaging and emails. At the beginning of each school year, families will have the option to opt-in to receiving communication from the school via text message or email through

our beginning of the year paperwork. At any point in the school year, if a family chooses to opt-out of a method of communication, this should be completed with the Family Support Coordinator in the main office.

OFFICIAL SCHOOL NOTICES

Notices from the Chief of Schools, Principals, Deans, Teachers and other DREAM staff are sent home regularly. **All notices contain important information, please check your child's backpack, your voicemails, texts and your email everyday and respond to all messages within 48 hours.**

EARLY DISMISSAL DURING FIELD TRIPS

On field trip days, family members are often invited to attend as chaperones. In these instances, students must travel to/from the field trip with their teachers and class. Families should **not** attempt take students home from school early from a field trip location and families are strongly discouraged from picking up students early upon their return to DREAM.

EMERGENCY CONTACT INFORMATION

Families are responsible for notifying DREAM immediately with changes to family contact information throughout the school year. Any changes to family and emergency contact information including phone numbers, addresses, medical information, and email addresses should be communicated immediately to the Operations Team in the Main Office for your child's safety.

EMERGENCY PREPAREDNESS

Each year, the Safety Plan is revised for each school building. All staff members are trained each year on emergency procedures. Students are trained in the following drills in case of an emergency: evacuation, shelter-in, and lockdowns. If you have questions about safety at either DREAM or PS50 (PK), please contact the Manager of Operations.

EXCUSED ABSENCES

Whenever a student is not in school, he/she is missing important learning time. DREAM recognizes that sometimes absences from school are unavoidable. **While all student absences, excused and unexcused, will be counted in determining a student's overall attendance average, excused absences will not be considered when determining whether or not a family requires attendance support and intervention by the school.** A student's absences from school will be excused under the following circumstances only:

- Illness with a doctor's note indicating that a student must remain at home for a specified period of time
- Bereavement of an immediate family member (up to 3 days)
- Court Proceeding requiring a student's attendance
- Religious Holiday observance with prior notification to the school
- 8th Graders going on high school tours or visits

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a federal law that gives parents certain rights regarding your scholar's education records. As a parent/guardian, you have the right to review your child's education records or to request the amendment of records believed to be inaccurate or misleading. Student records are private, and DREAM does not share student information unless parent consent is given. If you have any questions regarding student records or more information about parent/guardian rights to records, please contact the Family Support Coordinator or Manager of Operations.

ILLNESS / INJURY

DREAM will immediately notify you if your child becomes sick or has an accident that requires medical attention. If your child is sent to the school nurse and it is determined that he/she has a fever, is contagious, or otherwise cannot remain in school for the remainder of the day, you will be contacted to pick up your child as soon as possible. If your child is injured during the school day, a supervising staff member will complete a Student Injury Report that will be kept on file at school. You may also request a copy of the report for your records.

It is important for DREAM staff to know if your child has an ongoing medical issue that requires special attention. Please make sure that you notify DREAM if your child has any allergies or requires medication to be administered on a regular basis or in the event of an emergency. This information will be relayed to your child's teachers as well as the school nurse.

DREAM is committed to providing the support necessary to scholars with asthma to ensure optimal health and safety during the school day and after school hours. DREAM requires all families, staff and scholars to comply with the following asthma administration procedures.

1) Any DREAM family that has a child with diagnosed asthma must submit an updated Medication Administration Form at the start of each school year. This form must indicate whether or not a child may self-administer asthma medication and must be signed by a medical professional. The Medication Administration Form will be kept on file in the nurse's office.

2) Any DREAM family that has a child with diagnosed asthma must provide DREAM with an asthma pump in its original packaging. DREAM requests that families also provide a spacer and mask. Asthma pumps, spacers and masks will be stored in the nurse's office. DREAM requires expired medication to be replaced immediately and for all medication to be labeled with the child's name and date prescribed.

In the case that a student has lice or other similar issues, the family affected will be notified immediately. Students found to have live head lice will be excluded from school and not allowed to return until they are lice-free. Students will be reexamined in 14 days to confirm that they have remained lice-free. Students with nits and no evidence of live head lice will not be excluded from school. If other families have the possibility of being affected, then DREAM will send notification home. DREAM takes every effort to ensure the health and safety of all students.

DREAM partners with the Department of Health to provide a school nurse to our students. We follow all regulations and procedures of the Department of Health.

DREAM is subject to DOH regulations, that all students must be up to date with their immunizations. It is mandated that each scholar renew their physical and immunizations before the beginning of each school year and upon their birthdays.

Any questions or concerns about the school nurse should be directed to the Manager of Operations.

HOURS OF OPERATION

School hours for scholars are the following:

PRE-K

8:30 AM-3:45 PM, Monday-Thursday
8:30 AM-12:45 PM, Friday

K-8

7:55 AM-4:00 PM, Monday-Thursday
7:55 AM-1:00 PM, Friday

Please note that main office inquires are after 8:15 AM.

LIMITED ACCESS POLICY

At certain times during the school year, it may become necessary for DREAM to temporarily or permanently limit the access of a visitor to the school building. Limited access is warranted when a person's conduct disrupts DREAM's learning environment and/or places the safety of staff, students and/or other family members at risk.
If an incident occurs requiring limited access, notification to the family member involved will be provided in person, when possible, and in writing. The limited access letter will outline the nature of the event, the start and end dates of the limited access and the terms and conditions for continued attendance of the visitor's scholar.
At the conclusion of the limited access, the visitor will either receive a letter indicating that the limited access has been rescinded or that additional conduct has required an extension of the limited access.

LOST AND FOUND

DREAM will make every effort to collect and return lost clothing and other property. Families can assist the school by labeling all items brought into the building. Lost and found items will be kept at the Security Desk for K-8. For Pre-K, items are kept in the main office at PS50.
Lost and found items will be donated to a local organization on the last Friday of each month. Please be sure to check before the end of a month if your child is missing something.

MCKINNEY-VENTO ACT

New York's Education for Homeless Children and Youth program provides support to ensure that homeless children and youth who live in temporary housing have equal access to the same free, appropriate, public education - including public preschool - provided to other New York children, with the opportunity to meet the same challenging state content and student performance standards. Some examples of temporary housing include:

- Sharing the housing of others due to loss of housing, economic hardship or other similar reason,
- Living in motels, hotels, trailer parks, camping grounds,
- Living in emergency or transitional shelters,
- Abandoned in hospitals,
- Living a in public or private place not designed for sleeping,
- Living in cars, parks, abandoned buildings, bus or train stations, etc.
- Migratory living in circumstances described above

Every school district, BOCES and charter school is required to have an LEA liaison whose duties include the removal of barriers to the enrollment, attendance and success of homeless children and youth in school. At DREAM, the Mckinney-Vento liaison is the school's Operations Coordinator.

MANDATED REPORTING

DREAM cares deeply about the health, safety, and well-being of our scholars, families, and community. Under New York law all school employees are required to report suspected child abuse, maltreatment, or neglect when they have a reasonable belief that such abuse is occurring or has occurred.

METRO CARDS

DREAM does not provide busing to scholars for travel to/from school unless required under an Individualized Education Program (IEP). DREAM does receive full and half fare MetroCards from the NYCDOE's Office of Pupil Transportation. These MetroCards are distributed to families for student use only based on the distance between DREAM and the scholar's residence. DREAM is unable to provide MetroCards to families that do not qualify under the NYCDOE's regulations. If a MetroCard is lost, you can contact the DREAM Operations team to request a new card.

MetroCards are not provided for students in Pre-K.

MIDDLE SCHOOL BINDERS POLICY

At the beginning of each school year, all Middle School scholars receive a binder for all of their materials. Scholars should keep these binders in the best condition possible.

If a scholar loses or damages their binder, they will need to pay $20.00 in order to get a replacement. If a scholar leaves the school, his/her binder should also be returned.

MISSING/DAMAGED/UNCLAIMED PERSONAL PROPERTY

In the event that personal property is lost or damaged on school grounds or at a school event, DREAM reserves the right to investigate whether or not the loss or damage was caused by an action or inaction of a DREAM staff member. If it is determined that DREAM staff did not cause the loss or damage, DREAM will not provide reimbursement for the lost or damaged personal property.

DREAM will hold all unclaimed property in the lost and found storage until the last Friday of each month. . After the last Friday of each month, DREAM reserves the right to discard or donate unclaimed property.

PRE-K NAPTIME

Each day Pre K children will have a rest period for approximately 45 minutes. DREAM will provide children with their own cot. This time may be used to sleep or rest quietly. If children do not wish to sleep, they will be given a silent activity so as to not disrupt the other students. Families are asked to provide a cover for their child during this rest period that will be stored in each child's cubby during the day.

SCHOLAR RECORDS REQUEST

Families are able to request records including medical forms, physicals, letters of enrollment, etc. at any time by calling, emailing, or stopping by the school to speak with the Family Support Coordinator. The Operations Team will return the requested documentation to a family within 48 hours.

SECURITY PROTOCOLS & SCHOOL VISITATION

<u>Expectations</u>

As with any member of the DREAM team, everyone can and should fairly expect courteous, respectful and helpful interactions with members of the security team. Other things that one should expect include:

- Dedication and vigilance to the safety of the youth and adults in our building;
- Support if/when a tense or threatening situation arises;
- To be greeted when you come into the building (including visitors and non-visitors);
- A clean and orderly security station;

Along with those affirmative expectations, you can expect *not* to see the following from the security team:

- Escalation of difficult/tense situations;
- Ordering or delivering food;
- Distracted by phone calls, personal visitors;
- Using personal devices, including headphones, phones, tablets;
- Management of/hanging out with youth;

Compliance

Visitors to our building are expected to comply with and show respect towards our security team. The security team has the most important job in the building - keeping our kids and community safe. For that reason, we expect all visitors to do as they are asked by our security team. If/when we encounter situations where visitors do not do as they are asked by security, we reserve the right to deny them access to our building and/or to involve the authorities.

Physical Presence

There will be two members of the security team on duty during any form of DREAM programming when we have youth in the building. There is also a regular schedule for one member of the team to walk the building to ensure safety generally and to check that all doors are secure.

Blake Hobbs Park is not actively monitored by the security team. During recess, the security team will monitor the space as closely as possible, understanding that the expectation of diligence to the security of the building does not change. If a member of our community has a safety concern about something taking place in the park, they should notify security and expect support.

Blake Hobbs Park

The security team will keep the gates to Blake Hobbs Park locked when school groups are using the park exclusively.

At all other times, including between school and after-school dismissals, the park will be open to the public. Blake Hobbs Park is a public park, and keeping it available to the community when we are not using it is a part of who we are and the relationship with our community that we want to have.

<u>Visitors</u>

All visitors to the building must be signed in by the security team.

Visitors - Definition

A visitor is defined as anyone who is not an employee or participant in DREAM programs. This includes, but is not limited to:

- Parents/family members of participants
- Vendors
- Board members
- Volunteers
- New staff that the team is not yet familiar with

Visitors to the building who have scheduled business will be signed in and announced to the person they are visiting before they are allowed upstairs. The person they are visiting will then be responsible for coming to the lobby to greet the visitor. If the person that they are visiting does not confirm that they have a meeting with any visitor, that visitor will not be permitted to enter. Visitors to the building who do not have business (unannounced sales calls, bathroom requests) will not be signed in, nor allowed to stay.

Signing In - Definition

To be signed in, a member of the security team must get the following information from the visitor:

- Full name
- Date of visit
- Time of arrival and exit
- Government-issued ID number
- Purpose of visit

When a visitor is signed in, they should receive some kind of wearable identification, and they should be expected to wear it visibly. This allows everyone else in the building to know that the person they are seeing has signed in appropriately. If a visitor is found not to be wearing their identification, the security team reserves the right to ask that person to leave the building.

In the event a visitor has something they need to deliver to a student, the visitor will sign in to the building and deliver the item to the desk of the Family Support Coordinator. The School Operations team will facilitate the delivery. This same procedure should be followed when a student is arriving late for school.

Bathroom Usage

During school hours, entrance into the building for the sole purpose of using the bathroom will not be permitted. After dismissal, members of the DREAM community who need to use the restroom may sign into the building and do so. However, the security team reserves the right to prohibit visitors who are not members of the DREAM community from entering the building to use the bathroom. The ultimate decision in regards to allowance lies in the discretion of the security team.

Signing In - Events

When the organization hosts large-scale events (e.g. family conferences, literacy night, expo night), the staff running the event will track attendance instead of security. While it is still the responsibility of the security team to sign in unrelated visitors, and to monitor the crowd, they will not individually sign in all guests to these larger events.

The security team reserves the right to ask individuals waiting in the lobby for the conclusion of a school or program-related event to leave the lobby.

Building Hours

School Days

On school days, 1991 2nd Avenue opens at 7:30am to all students, and families of students grades K-3. Security is present to support staff if they come earlier, but they will not allow visitors into the building before that time. It is important that staff have the ability to prepare for the coming day without interruption, and we leave time before 7:30 to do that. It is also important for the lobby to be clear to ensure that our arrival procedures are effective - this includes tracking the students who arrive, and security having a clear view of what is happening to ensure safety. At 7:45am, all visitors will be asked to leave the lobby.

On school days, 1991 2nd Avenue is locked for 45 minutes before school dismissal (3:15 M, T, W, Th; 12:15 F). Once again, this is to ensure that the lobby is clear for classes to get to their dismissal locations, and to enable security to have a clear view of what is happening in the building.

On school days, after-school programming dismisses at 5:45pm. Security will once again need to clear the lobby to ensure that groups can get to their dismissal locations and that the security team can effectively monitor the entrance and lobby.

Non-School Days

On days when we do not have school (weekday holidays, weekends), security staff will be present when we have programming. The hours of those days will vary based upon the schedule of when we will have staff and youth here. The expectations, however, will remain that the lobby is clear before and during transitions so that security has the best possible opportunity to keep everyone safe.

SUPERVISION OF CHILDREN AT SCHOOL EVENTS

DREAM requires adult supervision of all scholars by a family member during special meetings and school-wide events. Scholars may not be dropped off and left unsupervised for events that take place outside of the regular school day.

V. HEALTH & WELLNESS

The health of young people is strongly linked to their academic success, and the academic success of youth is strongly linked with their health. Thus, helping scholars stay healthy is a fundamental part of DREAM's mission. Schools cannot achieve their primary mission of education if scholars and staff are not healthy.

DREAM uses the Center for Disease Control's Coordinated School Health Program (CSHP) model to achieve the following objectives:

• Improve health knowledge, attitudes, and skills
• Improve health behaviors and health outcomes
• Improve educational outcomes
• Improve social outcomes

DREAM uses the CSHP model for planning and coordinating school health activities. This coordinated school health framework centers around eight critical, interrelated components:

- Health Education
- School Health Services
- Family and Community Partnerships
- Wellness Programs for Staff
- Healthy School Environments
- Counseling, Psychological and Social Services
- Physical Education
- Nutrition Services

DREAM HEALTH & WELLNESS COUNCIL

The DREAM Charter School and DREAM Shared Services Wellness Council is entrusted to provide the guidance, the tools, and the opportunities our youth, staff, and families need to thrive during their lifetimes. The Wellness Council provides and promotes support for our DREAM community's physical, social, emotional health. We seek to facilitate the continual growth in all of these areas for each of our community members.

Wellness Council meets monthly to provide ongoing advisement to school leadership regarding all matters related to DREAM's Coordinated School Health Program. Wellness Council membership includes teachers, administrators, social workers, school health and food staff, as well as DREAM families and stakeholders from universities, medical organizations and nutrition programs.

DREAM NUTRITION POLICY

In order to maximize learning and healthfulness in DREAM students, staff, and families, DREAM encourages and models healthy nutritional practices.

DREAM scholars are not permitted to bring junk food into the school building. Junk food includes, but is not limited to candy, cake, chips, popcorn, soda, sugary fruit drinks, doughnuts, and fast food. DREAM staff will confiscate any junk food brought in and return it at the end of the school day. (Scholars may be provided with a healthy alternative if needed.) DREAM staff is also strongly encouraged to avoid bringing junk food into the school building

and are not permitted to eat junk food in front of students. We also asked that no one bring foods containing fish and/or nuts into the building in order to ensure the safety of community members who have severe allergies.Families are also required to comply with DREAM's nutrition policy when bringing their own food for personal consumption into the building.

PHYSICAL EDUCATION

ELEMENTARY SCHOOL

Whole-child education addresses the body, mind and spirit. While physical education addresses the knowledge (cognitive) and social (affective) aspects of the child, its main focus is on physical development and skills (psychomotor).
The goal of physical education is to develop physically educated individuals who will be life-long lovers of movement, with the knowledge, skills and confidence to enjoy a lifetime of physical activity.

Physical Education is an integral part of DREAM's curriculum. Scholars are expected to participate in Physical Education when they are in school. Scholars must have a note from a caregiver or medical professional in order to be excused from Physical Education. Notes should specify what a scholar may do, as well as what he/she may not do in Physical Education for the duration of the illness or injury. Physical Education may not be withheld as a punishment or used as a time to complete other work. Scholars must have sneakers to participate in Physical Education.
Twice daily, classroom teachers support Physical Education at DREAM, supporting learning experiences with purposeful movement breaks developed with the guidance of the DREAM Physical Education Specialist.

MIDDLE SCHOOL

Middle school is, for most scholars, a difficult transition out of adolescence. Physical Education for Middle School scholars will focus on bringing the skills focused on in elementary school to life within team sports and cooperative education. Cooperative education is the cornerstone to developing a sense of team. Team, is a value of DREAM that will be further explored and developed in Middle School. Teachers reinforce the vocabulary, critical thinking skills, and problem-solving skills necessary to meet the National Physical Education Standards.

RECESS

Recess is an essential component of DREAM's comprehensive school physical activity program and of the total education experience for elementary and middle school scholars. Recess is an important part of the school day, providing students discretionary time to engage in physical activity that helps them develop healthy bodies and enjoyment of movement. It also allows children the opportunity to practice life skills such as cooperation, taking turns, following rules, sharing, communication, negotiation, problem solving, and conflict resolution. Furthermore, participation in physical activity may improve attention, focus, behavior, and learning in the classroom. Pre-K scholars have 30 minutes of recess daily. Elementary and Middle School students have 20 minutes of recess daily.

ATHLETICS

DREAM is committed to providing each scholar a healthy experience that goes beyond the classroom. Interscholastic sports will be offered during each season to every Middle School scholar. Scholars must maintain a GPA of at least a "B" in order to be eligible to practice and play. Scholars who participate but fall below a "B" average, are considered on academic probation. Scholars are expected to attend every practice and game but are NOT permitted to participate until they have met the criteria to be reinstated.

SOCIAL WORK/COUNSELING

DREAM has experienced and talented school social workers on staff. Our social workers provide individualized support and attention to scholars and families, and are available to find resources for our families in the local community. DREAM supports the social, emotional, and behavioral well being of our scholars by providing individual counseling, small group counseling, workshops, in-class presentations, and family outreach.

If DREAM thinks that a family could benefit from the support of a counselor, we may ask the social worker to contact the family directly, or we will provide families with the contact information for the social workers.

VI. FAMILY ENGAGEMENT

DREAM FAMILY ENGAGEMENT POLICY

DREAM views families as partners in their children's education and knows that our scholars succeed when families are actively involved in their children's learning and our school. For that reason, DREAM has a family engagement policy (see Appendix D) and requires all families to sign a family contract that describes DREAM families' roles and responsibilities and encourages participation in DREAM's classroom and school-wide activities and events. DREAM also has full-time Family Engagement staff who are responsible for developing and coordinating family engagement at DREAM Charter School.

OPPORTUNITIES FOR FAMILY ENGAGEMENT

DREAM offers many opportunities for families to become involved and engaged in our school and community!

VOLUNTEER

DREAM encourages all families to volunteer at least two hours throughout the school year. Volunteering helps to build our school community, and offers a unique opportunity for you to support your child's learning and interact with school staff. Families may earn volunteer hours by chaperoning field trips, assisting with school or classroom activities or events, and/or participating in the school's Family Action Council.

DREAM FAMILY ACTION COUNCIL (DFAC)

The DREAM Family Action Council (DFAC) is a group of highly involved families who plan school-wide activities and events to enrich our school community, organize an involved and active DREAM family body, and provide DREAM with family feedback on school-wide policies and decisions. DFAC is open to all DREAM families interested in working together to make families' dreams a reality at our school.

DREAM FAMILY CAFÉS

DREAM offers monthly opportunities for families to meet informally with the School Leadership Team to build relationships, learn about new school initiatives and ask questions.

DREAM FAMILY WORKSHOPS/EVENTS

DREAM offers school wide family workshops and events to provide families with educational tools and connections to community resources. (*For a list of workshops offered this year please check the DREAM Family Guide*.)

DREAM FAMILY FRIDAYS (PK – 5TH GRADE ONLY)

DREAM offers opportunities every quarter for families to visit DREAM classrooms to observe classroom activities.

DREAM RAISING READERS (PK – 5TH GRADE ONLY)
DREAM invites family members into the classroom to read a book with scholars in an effort to promote literacy and show our scholars that we are a community of readers.

DREAM FAMILY LEGAL CLINIC
DREAM partners with Volunteers of Legal Services and Skadden, Arps, Slate, Meagher & Flom LLP to provide on-site, one time, free legal consultations to DREAM families dealing with housing, immigration, public benefits, and other legal issues throughout the year.

CLASSROOM CAPTAINS
Classroom Captains are family volunteers who communicate information about important classroom and school-wide events to other families in their child's class. Classroom Captains may be in contact with you to ask for your assistance with school and classroom events and activities.

APPENDIX

APPENDIX

APPENDIX A: SCHOOL CODE OF CONDUCT & DISCIPLINE CODE
APPENDIX B: SCHOOL CALENDAR
APPENDIX C: WHO CAN ANSWER MY QUESTIONS?
APPENDIX D: PROCESS FOR SHARING CONCERNS & FINDING SOLUTIONS
APPENDIX E: DREAM CHARTER SCHOOL'S LEA AND TITLE I SCHOOL PARENT INVOLVEMENT POLICY (2015-2016)
APPENDIX F: PRE K DREAM FAMILY CONTRACT
APPENDIX G: K-8 DREAM FAMILY CONTRACT



APPENDIX A: SCHOOL CODE OF CONDUCT & DISCIPLINE CODE 2017-2018

DREAM CODE OF CONDUCT & DISCIPLINE CODE

DREAM Charter School Discipline Code			
Level I	Level II	Level III	Level IV
These behaviors are off-task, inattentive or minor distractions that do not involve blatant disrespect to peers or impact the learning of self or others.	General infractions of safety, respect and effort that disrupt the learning environment, classroom property, or the sanctity of learning for self or others.	Egregious and deliberate infractions of safety, respect and effort that could impact the rights of other scholars to learn. *May include serious or repeated Level I or II infractions.*	Serious or dangerous infractions that may include willful or malicious acts that have the effect of materially or substantially disrupting the education environment. *May include serious or repeated Level III infractions.*
Consequences			
Immediate redirection, in-class reflection, or Dean's Office referral if persistent to the point of disrespect or classroom disruption;	Dean's Office referral, time out of class, loss of privilege, student/administrator conference, parent contact, detention, restitution or in-school suspension or out of school suspension for repeated, serious, dangerous or deliberate infractions;	Automatic Dean's Office referral, time out of class, loss of privilege, in-school suspension or out of school suspension;	Automatic Dean's Office referral, in-school or out of school suspension, or expulsion.

A. CODE OF CONDUCT

Level I Infractions:

These behaviors are off-task, inattentive or minor distractions that do not involve blatant disrespect to peers or impact the learning of self or others. Level I infractions include:

- Body control - not staying on rug / line spot, out of seat without permission
- Classroom disruption - tapping pencil, verbal and non-verbal distraction or communication, calling out, making faces, noise making with shoes, etc.
- Failure to meet classroom expectations - unprepared, improper materials or desk set up, failure to SPORT, chewing gum
- Internet misuse
- Moving in school environment - running, skipping, hopping any other movements other than walking in the hallways and stairs, traveling through school inappropriately, failure to meet bathroom expectations
- Public display of affection – holding hands, hugging, or kissing
- Respect for environment – playing with snack, food, beverages, littering

Level II Infractions:

General infractions of safety, respect and effort that disrupt the learning environment, classroom property, or the sanctity of learning for self or others. Level II infractions include:

- Repeated Level I offenses that have risen to the level of disrupting the learning of others
- Academic dishonesty/forgery – lying or cheating on work
- Class cutting/out of supervision - leaving class without notification to staff
- Disrespect to peers – inappropriate language, behavior, outbursts that distract other from learning, teasing, name calling, etc.
- Disrespect to staff - inappropriate reaction to directions, intentional non-compliance
- Inappropriate physical contact - pushing, shoving, tripping, etc.
- Theft – under $100
- Threat to person or property - intimidating or hostile language, taking another scholars property without permission
- Vandalism – graffiti

Level III Infractions:

Egregious and deliberate infractions of safety, respect and effort that could impact the rights of other scholars to learn. Level III infractions include:

- Serious or repeated Level I or II offenses
- Assault - physical attack, pulling out chair, deliberate hitting, pushing, biting, kicking, or other behavior resulting in the intentional harm to scholar/staff
- Unauthorized/repeated use of portable communication device
- Bullying - repeated unwanted, aggressive behavior that involves a real or perceived power imbalance
- Contaminating food
- Extortion

- Fighting or inciting a fight
- Foul language or gestures
- Harassment - related to race, ethnicity, religion, gender
- Hazing
- Leaving school grounds or running away/hiding from staff
- Misbehavior during emergency drills
- Tantrum behavior - throwing items, pushing, furniture, or verbal abuse
- Theft over $100
- Threat to DREAM employee

Level IV Infractions:

Serious or dangerous infractions that may include willful or malicious acts that have the effect of materially or substantially disrupting the education environment. May be grounds for expulsion or removal from school. Level IV infractions include:

- Serious or repeated Level I, II, III offenses
- Acts of gross misconduct at other schools or in the community
- Arson
- Assault and battery with substantial bodily injury
- Creating a biohazard
- Bomb threat
- Creating a false alarm about an emergency situation
- Physical attack on DREAM employee
- Possession, use, or distribution of alcohol, marijuana, prescription drugs, controlled/dangerous substances, imitation controlled substances, other intoxicants, or drug paraphernalia
- Possession, use, or distribution of explosives
- Possession or use of weapons or instruments as such

B. POSSIBLE CONSEQUENCES

1. Level I Infractions

Level I infractions should be addressed immediately by school staff. Initial negative behaviors may be addressed within the classroom. Acknowledging all misbehavior in the classroom is mandatory, but it is up to the discretion of the teacher to determine if the situation demands a consequence. DREAM's elementary school staff utilize the color chart behavior system and the middle school staff issue demerits for misbehavior.

1a. In-Class Reflection (Elementary School)

Elementary School scholars who earn a marking of orange on the color chart are asked to step away from the immediate lesson to address their behavior. The purpose of this reflection is to separate the scholar's behavior from the class community with an aim to disrupt the current cycle of behavior or habit loop. Scholars are asked to reflect on their behavior, their goals for their

learning, and to identify the way they can repair their behavior and successfully re-enter the lesson with their classmates.

2. Dean's Office Referrals

DREAM will not tolerate disruption of academic time. In the event that a scholar is sufficiently disruptive and the teacher has tried appropriate strategies, the teacher may send the scholar out of class. A Dean's office referral is completed, providing an objective description of the incident or behaviors as well as outlining the types of strategies and interventions that were used by the staff member. Appropriate consequences, education, and skill building will be provided to address the presenting behavior.

3. Detention

Elementary School Detention: Each school day a lunch and recess detention is held. Detention is served during lunch and recess the day of the infraction, unless infraction occurs after lunch, at which point detention will be served the following day. In the case that two detentions are earned on the same day, the student may serve lunch/recess detentions on consecutive days and may remain in the Dean's Office for the remainder of the academic day.

Middle School Detention: Middle School scholars earn after-school detention if they earn two referrals in a given day or commit a Level III infraction. Detention takes place from 4:00pm to 4:45pm in the Middle School, Monday through Thursday. Detention earned after 2:30pm is served the following day. Detention earned on a Friday, will be served on the following Monday. Families receive one "detention free pass" per quarter. Families may call to excuse from detention for any reason. Tracked in office. Detention is not rescheduled.

4. In-school suspensions

Infractions that may warrant an in-school suspension include, but are not limited to:

- Repeated Level I or II Infractions
- Level III Infractions
- Repeated offenses for which the scholar has already earned in-school suspension or multiple detentions.

In order for the scholar to re-enter the DREAM community and return to class following an in-school suspension the scholar may have to complete specific reflection, restorative or other requirements, which will vary depending on the infraction committed.

Once the conditions are met, the scholar will be welcomed back into the community. If these requirements are not met and the scholar returns to school, the scholar may be assigned further or continued consequences.

Scholars are responsible for completing academic work missed during the suspension. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a scholar does not complete this work, the scholar may face standard academic consequences.

4a. Due process for in-school suspension

When an in-school suspension is given, the school will provide the student with a written notice of the charged misconduct. The student and parent, on request, must be given an opportunity for an informal conference with the dean of students and/or principal at which time the student and/or parent can present the student's version of the event and to ask questions of the complaining witnesses.

Informal conferences must take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of

disruption to the academic process, in which case the students notice and opportunity for an informal conference should take place as soon after the suspension is reasonable practicable.

A student should not be suspended for a period in excess of five school days unless such student and the parent have had an opportunity for a fair hearing, upon reasonable notice, at which student has the right of representation by counsel, with the right to question witnesses against such student and to present witnesses and other evidence on his/her behalf. The school's Chief of Schools will designate a hearing officer to conduct the hearing. A record of the hearing must be maintained. The Chief of Schools' decision is appealable to the board of the school and the board's decision is appealable to the school's authorizer.

5. Out-of-school suspension

Infractions that may warrant an out-of-school suspension include, but are not limited to:

- Level III and IV Infractions
- Repeated or severe Level I or II infractions
- Repeated offenses for which the scholar has already earned in-school suspension
  The Chief of Schools or his or her designee has the authority to suspend scholars for 1-10 consecutive days. Suspension extending beyond 10 days will require a hearing to determine appropriateness of consequence.

In order for the scholar to re-enter the DREAM community and return to class following the suspension, the scholar may have to complete a suspension packet which may consist of reflective work, targeted skill-building work, restorative actions, academic work, success plan work, and/or other appropriate work as determined by the Dean's Office. An administrator may contact the family to schedule a re-entry meeting. Once the above conditions are met, the scholar will be welcomed back into the community. If these requirements are not met and the scholar returns to school, the scholar may be assigned further consequences.

Scholars are responsible for completing academic work missed during the suspension. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a scholar does not complete this work, the scholar may face standard academic consequences.

5a. Due process for out-of-school suspension

When an out-of-school suspension is given, the school will provide the student with a written notice of the charged misconduct. The student and parent, on request, must be given an opportunity for an informal conference with the dean of students and/or principal at which time the student and/or parent can present the student's version of the event and to ask questions of the complaining witnesses.

Additionally, parents/guardians are given the opportunity for alternative instruction, consisting of one hour per day (K-5) or two hours per day (6-8) during the suspension period. Parents must sign the suspension letter authorizing alternative instruction, and plan to bring the student to

school for the agreed upon times for alternative instruction. If a signed letter is not returned, then the parent/guardian waives the requirement for alternative instruction.

Informal conferences must take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the students notice and opportunity for an informal conference should take place as soon after the suspension is reasonable practicable.

A student should not be suspended for a period in excess of five school days unless such student and the parent have had an opportunity for a fair hearing, upon reasonable notice, at which student has the right of representation by counsel, with the right to question witnesses against such student and to present witnesses and other evidence on his/her behalf. The school's Chief of Schools will designate a hearing officer to conduct the hearing. A record of the hearing must be maintained. The Chief of Schools' decision is appealable to the board of the school and the board's decision is appealable to the school's authorizer.

6. Long-term suspension

Infractions that may warrant a long-term school suspension include, but are not limited to:

- Level III and IV infractions
- Repeated or severe Level III or IV infractions
- Repeated offenses for which the scholar has already earned out-school suspension The Chief of Schools or his or her designee has the authority to suspend scholars for 1-10 consecutive days. Suspension extending beyond 10 days will require a hearing to determine appropriateness of consequence.

In order for the scholar to re-enter the DREAM community and return to class following a long-term suspension, the scholar may have to complete a suspension packet which may consist of reflective work, targeted skill-building work, restorative actions, academic work, success plan work, and/or other appropriate work as determined by the Dean's Office. An administrator may contact the family to schedule a re-entry meeting. Once the above conditions are met, the scholar will be welcomed back into the community. If these requirements are not met and the scholar returns to school, the scholar may be assigned further consequences.

Scholars are responsible for completing academic work missed during the long-term suspension. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a scholar does not complete this work, the scholar may face standard academic consequences.

6a. Due process for long-term suspension

In accordance with its charter, DREAM Charter School will use the following protocol for long-term suspensions:

1. When any DREAM staff member becomes aware of conduct punishable by a long-term suspension, the dean of students, school principal or Chief of Schools must be notified. Upon

notification, the Chief of Schools or designee must investigate and document the incident. During the investigation, the Chief of Schools or designee will collect information about the incident, review information about prior incidents involving the student, and make a determination whether the current conduct warrants a long-term suspension. An investigation should take no more than 48 hours to complete and the student may be removed from school in the interim.

2. Upon determining that a student's actions warrant a long-term suspension, the Chief of Schools or designee shall immediately notify the student's parent(s)/guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s)/guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in an expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s).

3. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The Chief of Schools will designate an impartial hearing officer to conduct the hearing. The hearing officer's report will be final, and DREAM will accept the final decision. The hearing officer’s decision to impose a long-term suspension may be challenged by the parent(s) or guardian(s) and appealed to the Board of Trustees or a Committee of the Board. The appeal shall be scheduled within ten (10) school days of the implementation of the long-term suspension or expulsion.

4. DREAM will ensure that alternative educational services are provided to a child who has been served a long-term suspension. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child’s home, a contracted facility or a suspension room at DREAM.

7. Expulsion

Infractions that may warrant a dismissal or expulsion include, but are not limited to, willful or malicious acts that have the effect of materially and substantially disrupting the educational environment in the school, on school transportation, or at school activities. The infraction may be Level II, III, IV depending of the severity or persistence of the act.

DREAM Charter School students may be expelled for infractions such as those listed below:

a. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability
b. Fighting/engaging in physically aggressive behavior

c. Engaging in intimidation, coercion or extortion or threatening violence, injury or harm to another or others
d. Engaging in behavior which creates a substantial risk of or results in injury
e. Engaging in intimidating and bullying behavior – threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability
f. Using force against or inflicting or attempting to inflict serious injury against school personnel
g. Using force against or inflicting or attempting to inflict serious injury upon students or others
h. Engaging in a pattern of persistent Level II, III behavior

7a. Due process for expulsions

In accordance with its charter, DREAM Charter School will use the following protocol for expulsions:

1. When any DREAM staff member becomes aware of conduct punishable by an expulsion, the dean of students, school principal or Chief of Schools must be notified. Upon notification, the Chief of Schools or designee must investigate and document the incident. During the investigation, the Chief of Schools or designee will collect information about the incident, review information about prior incidents involving the student, and make a determination whether the current conduct warrants expulsion. An investigation should take no more than 48 hours to complete and the student may be removed from school in the interim.

2. Upon determining that a student's actions warrant an expulsion, the Chief of Schools or designee shall immediately notify the student's parent(s)/guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s)/guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in an expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s).

3. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The Chief of Schools will designate an impartial hearing officer to conduct the hearing. The hearing officer's report will be final, and DREAM will accept the final decision. The Hearing Officer's decision to impose a long-term suspension or expulsion may be challenged by the parent(s) or guardian(s) and appealed to the Board of Trustees or a Committee of the Board. The appeal shall be scheduled within ten (10) school days of the implementation of the long-term suspension or expulsion.

4. DREAM will ensure that alternative educational services are provided to a child who has been expelled. Alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first. Alternative instruction will be provided to students expelled in a way that best suits the needs of the student on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility or a suspension room at DREAM. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): teacher aides or a tutor hired for this purpose.

C. PORTABLE COMMUNICATION DEVICE POLICY

DREAM prohibits cell phone / personal electronic device use by scholars during school hours. Scholars are expected to keep cell phones and electronic devices in their book bags at all times. During school hours phones must turned off or on silent. Any device that makes noise, vibrates, or otherwise disrupts class will be confiscated. Exceptions to this rule may be made by the dean of students.

DREAM is not responsible for lost or stolen cell phones or electronic devices.

Any scholar found using their cell phone or electronic device during school hours, field trips or school event will have the following actions taken:

1st Violation:
Consequence

- Device confiscated by DREAM staff member.
- Device is brought to the dean's office.
- Device is stored safely by a member of the dean's office.
- Dean of students notifies families of confiscation.

Return Procedures

- Scholar receives pass from teacher/supervising staff at dismissal to go to the dean's office.
- Scholar signs for return of device.

2nd Violation:
Consequence

- Device confiscated by DREAM staff member.
- Device is brought to the dean's office.
- Device is stored safely by a member of the dean's office.
- Dean of Students notifies families of confiscation.

- Family signs contract to check-in device daily with dean's office.
- Scholar must sign-in electronic device each morning.
- Scholar receives pass to dean's office to sign for return of device.

3rd Violation:
Consequence
- Scholar is not permitted to bring device to school.
- Further incidents may result in Level III conduct infraction and subsequent consequences.

In the event that a scholar refuses to provide cell phone:
- Scholar receives in-school suspension until a meeting is scheduled with family.
- Scholar will not be permitted to bring electronic device to school.

D. DIGNITY ACT POLICY

DREAM will not tolerate harassment, intimidation, coercion, bullying, or cyberbullying that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his/ her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.
Acts of harassment, intimidation, coercion and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender or sex. DREAM considers isolating another student on the basis of any of these actual or perceived statuses to be a form of harassment and bullying.
Gender means the actual or perceived sex of an individual and includes a person's gender identity or expression. Sexual Orientation means the actual or perceived heterosexuality, homosexuality or bisexuality. Cyberbullying means coercion, intimidation, harassment or bullying that occurs through any form of electronic communication or information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and all forms of social media and websites.

DIGNITY ACT COORDINATOR (DAC)
DREAM has a DAC. The DAC is DREAM's Manager of Operations. The DAC will be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender and sex). The DAC serves as the point person for all Dignity Act issues at DREAM and works to ensure that all students are provided with a safe, supportive and positive school climate free from harassment or discrimination on any of the bases described above and generally. Any incident of harassment or bullying may be reported to the DAC or to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Principal within one day.

REPORTS AND INVESTIGATIONS OF DISCRIMINATION AND HARASSMENT

Students should report violations of the Code and Dignity Act Policy immediately to the Principal or DAC. This is true whether the student is a victim of bullying, cyberbullying, harassment, coercion, isolation or intimidation. The school will investigate all complaints of harassment and discrimination and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the school finds that this policy has been violated, corrective action will be taken in accordance with school policies and regulations, the Code of Conduct, and applicable laws and regulation.

The school will not retaliate against any person who reports or participates in an investigation into inappropriate, prohibited conduct or violations of the Dignity Act Policy.

E. DISCIPLINE OF STUDENTS WITH DISABILITIES

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but that DREAM, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. DREAM will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement regarding:

1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
2) The commission of any fraction resulting from the student's disability.

Provision of Services During Removal

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. DREAM will also provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but according to the CSE does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. In these cases, School personnel, in consultation with the student's special education teacher, will make the service determination.

During any removal for drug or weapons offenses pursuant to 34 CFR §300.520(a)(2), services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior has been determined by the CSE to not be a manifestation of the disability, the services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. The CSE of the student's district of residence will make the service determination.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability will be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the student's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting

or the manifestation determination resulting from a disciplinary action relating to dangerousness, weapons or drugs, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period (no longer than 45 days) provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

F. GUN FREE SCHOOLS ACT

Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Chief of Schools may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). “Weapon,” as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.

- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.

- The frame or receiver of any weapon described above.

- Any firearm muffler or firearm silencer.

- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.

- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.

- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

The Chief of Schools shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen

years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

G. OFF CAMPUS DISCIPLINE POLICY

At DREAM, the discipline policy will be the same off of campus as it is on campus, including on the school bus or any other means of student transportation, and is applicable to all off-site trips as well as to stores that students may visit on the way to or from school. In that way, DREAM will maintain a "door-to-door" discipline policy, which begins when students leave their home to come to school, and ends when they reach home or their final destination after school. These policies extend to acceptable use for social networking sites, including, but not limited to Facebook). Students are also responsible for following the school's Code of Conduct and Disciplinary Policy when engaged in off-campus activities that impact the educational environment, such as through social media websites. Consequences for cyberbullying, for example, will be similar to those for bullying on campus.

DREAM CHARTER SCHOOL

2017 – 2018 SCHOOL CALENDAR
PRE-K – 8TH GRADE

Hang up this calendar on your fridge so you can reference it for the whole year!

Date	Event
July 5 – 28	DREAM University Summer Program Scholars Entering 6th, 7th & 8th Grade
July 5 – August 10	REAL Kids Summer Camp Scholars Entering 1st – 5th Grade
August 15	Back to School Pre-K Orientation at 8:05 AM or 5:30 PM
August 16	Pre-K – 8th Grade Home Visits – We will call you over the summer to schedule!
August 22	Pre-K – 8th Grade Home Visits – We will call you over the summer to schedule!
August 23	Back to School Middle School Orientation (6 – 8) 8:05 AM or 5:30 PM
August 24	Back to School Elementary School Orientation (K – 5) 8:05 AM or 5:30 PM
August 28	First Day of School (PK – 8) ½ Day for Pre-K and Kindergarten only
August 29	½ Day for Pre-K and Kindergarten only
September 4	School Closed for Labor Day
September 21-22	School Closed for Rosh Hashanah
November 3	School Closed for Professional Development
November 7	School Closed for Family Conferences
November 10	School Closed for Veteran's Day
November 22-24	School Closed for Thanksgiving Recess
December 6	School Closed for Pre-K only
December 21	½ Day for Pre-K – 8th Grade Scholars
December 22 - January 2	School Closed for Winter Recess

DREAM CHARTER SCHOOL

2017 - 2018 SCHOOL CALENDAR
PRE-K - 8TH GRADE

Date	Event
January 12	School Closed for Professional Development
January 15	School Closed for Dr. MLK Jr. Day
January 31	Family Conferences and ½ Day for Scholars
February 7	School Closed for Pre-K only
February 19-23	School Closed for Midwinter Recess
March 2	School Closed for Professional Development
March 30 – April 2	School Closed for Spring Long Weekend
April 11 – April 13	ELA New York State Exam for 3rd – 8th Grade Only
April 18	Family Conferences and ½ Day for Scholars
May 1 – May 3	Math New York State Exam for 3rd – 8th Grade Only
May 7-11	School Closed for Spring Recess
May 28	School Closed for Memorial Day
June 7	School Closed for Pre-K only
June 18	Family Conferences and ½ Day for Scholars
June 22	Last Day of School

APPENDIX C: WHO CAN ANSWER MY QUESTIONS?

All DREAM Staff can be reached at [redacted]

Question	Who to speak to at DREAM
I have a question about schoolwork, tests, class field trips, homework, and anything that takes place inside of the classroom. I want to know how I can best support my child's learning at home.	**Your Child's Teacher** **Email –** First letter of teacher's first name followed by their last name @ wearedream.org **Ex: Ima Teacher – iteacher@wearedream.org**
I have a question about music /theater, physical education, science, or art at DREAM. I want to know more about a project, special field trip, or other issue within a particular specials elective. class	**Music & Theater Specialists:** **Cherelle Hale (K-4)** [redacted] **Art Specialists:** **Erica Jones (K – 5)** [redacted] **Health & Wellness Specialists:** **Christine Scott (ES)** [redacted] **Ashlee Austin (MS)** [redacted] **Science Specialists:**
I have a question about modifications being made to address my child's special learning needs, or questions about my child's services and supports.	**Student Support Coordinators:** **Susie Purviance (ES)** [redacted]

	Jacqueline Begnoche (MS) [redacted]
I have a question concerning student enrollment, the lottery, student records, school uniforms, transportation, or school lunch. I need to advise someone of my change of address/phone number or update my emergency contacts.	**Pre-K Operations Assistant:** **Hennesys Baez** [redacted] [redacted] **PK-8** **Andromahi Kontos** [redacted] **Family Support Coordinator:** **Marilyne Tirado** [redacted]

I have questions about DREAM University, DREAM's MS summer program.	**Afterschool Campus Manager (Middle School):** **Whitney Vairin** [redacted]
I have a question about the school's culture, discipline policy, behavioral expectations, suspensions or other disciplinary actions. I want to know how the school deals with bullying.	**Dean of Students:** **Brett Fazio** [redacted] **Assistant Dean of Students:** **Angel Lopez** [redacted]
I would like to discuss an important or sensitive issue that I feel is affecting my child and family. I need help to find a support or program in the	**Social Worker:**

community for my family or me. I have a concern about my child's feelings or behavior and need to speak to someone other than my child's teacher.	**School Counselor:** **Ashley Kile** [redacted]
I have a question about how I can be involved as a family member at Dream Charter School. I want to know more about DREAM's legal clinic and/or other community resources. I need help with an issue and don't know who to go to for help.	**Family Engagement Coordinator:** **Rosmery Hidalgo** [redacted] **Director of Family & Community Engagement :** **@wearedream.org**
I have a question about Harlem RBI's after school program for Elementary or Middle School.	**Afterschool Campus Manager (Elementary School):** **Emmerson Yaxte** [redacted] **Afterschool Campus Manager (Middle School):** **Whitney Vairin** [redacted]
I have a question concerning DREAM's school wide policies and operations including attendance, facilities, and security.	**Manager of Operations:** **Maritza Barcelona** [redacted]

I have a question about how to choose the high school that is right for my son / daughter. I want to know what my child's options are.	**Senior Manager of High School Placement:** **Hannah Gray Miller** [redacted]
I have a question concerning the school's curriculum or instructional approach, report cards, NYS ELA, Math Tests, other school wide assessments. I have spoken to my child's teacher but still have a concern.	**Academic Deans:** **Renee Canales (K-2)** [redacted] **Jamie Platzer (3-5)** [redacted] **Elizabeth Solaimanian (MS)** [redacted]

I have a question about Harlem RBI's after school program for Elementary or Middle School.	**Afterschool Campus Manager (Elementary School):** **Emmerson Yaxte** [redacted] **Afterschool Campus Manager (Middle School):**

	Whitney Vairin [redacted]
I have a question concerning DREAM's school wide policies and operations including attendance, facilities, and security.	**Manager of Operations:** **Maritza Barcelona** [redacted]
I have a question about how to choose the high school that is right for my son / daughter. I want to know what my child's options are.	**Senior Manager of High School Placement:** **Hannah Gray Miller** [redacted]
I have a question concerning the school's curriculum or instructional approach, report cards, NYS ELA, Math Tests, other school wide assessments. I have spoken to my child's teacher but still have a concern.	**Academic Deans:** **Renee Canales (K-2)** [redacted] **Jamie Platzer (3-5)** [redacted] **Elizabeth Solaimanian (6-8)** [redacted]
I have a question about DREAM's overall performance and goals. I have spoken to the Academic Dean or Dean of Students, but still have questions.	**Principals/Directors:** **Christine Wicks (Pre K)** [redacted] **Kara Brockett (Elementary School)** [redacted]

	Marjorie Gardner (Middle School) [redacted]
I have spoken to the appropriate person, but still have a concern about a DREAM policy, procedure, or staff member that I need help resolving.	**Chief of Schools:** **Eve Colavito** [redacted]

APPENDIX D: PROCESS FOR SHARING CONCERNS & FINDING SOLUTIONS

Formal Complaint

Section 2855 (4) of the NYS Charter Schools Act provides that parents (as well as any other individual) who believe that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief. The law gives the power to hear those complaints to the school's board of trustees in the first instance *(though the board of trustees may delegate that power to, for example, the principal or a committee of the board or a neutral third-party)*. The Board of Trustees then has *45 days* to provide a response *(may be written)*. Issues involving a violation of the law or charter may be resolved informally and you may wish to use this avenue before making a formal complaint, but the option of initiating a formal process can be enacted at any time.

If, after making your complaint, you are unsatisfied with the school's board of trustees' determination and action (or does not respond within the time outlined in the formal complaint policy), you can make a formal complaint to the SUNY Charter Schools Institute. Pursuant to the Act, if a complainant who properly appealed an education corporation's formal complaint decision to the Institute is unhappy with the Institute's final decision on the matter, the complainant may appeal to the New York State Education Department (which handles complaints for the New York State Board of Regents ("Board of Regents"). Contact information for the Board of Regents is available at: http://www.newyorkcharters.org/contact/. Both the Institute and the Board of Regents can issue school remedial orders to remedy complaints. It is very important that before you use this formal complaint process (either with the school or afterwards with the school's authorizer) that you determine positively that your complaint involves a violation of the charter or law. If it does not, this process is not the appropriate avenue for you to seek a solution to your problem.

Informal Complaint

Many types of complaints do not involve violations of law or the charter; rather, they are informal complaints. Where appropriate you may wish to use this more informal approach, which is likely to result in a resolution of the issue in a far more timely manner—and which is suited to dealing with issues that do not involve a violation of the charter or law. Please note that the Institute does not handle appeals of informal complaints.

The Family Engagement Office is Available to Answer Questions and Assist Families Throughout this Process.

[redacted]

APPENDIX E: DREAM CHARTER SCHOOL'S LEA AND TITLE I SCHOOL PARENT INVOLVEMENT POLICY (2017-2018)

PURPOSE

The purpose of this policy is to encourage and facilitate involvement by families in DREAM Charter School's Title I programs. The policy will provide the framework for ongoing family involvement in relation to decisions about the Title I services within DREAM Charter School. Below is the policy of DREAM acting as both a Local Education Agency (LEA) and Title I school. It thus fulfills the requirements for LEA- and School-level parent involvement policies as required by Title I.

LEA-LEVEL PARENT INVOLVEMENT POLICY COMPONENT:

The partnership between families and DREAM will be supported by:

1. DREAM's development of an infrastructure to continually assess, plan and implement strategies that build the partnership. This includes:

   a. A school-wide committee of families known as the DREAM Family Action Council (DFAC) whose mission is to provide a place where every family member at DREAM Charter School can have a voice on school issues

   b. Employment of a DREAM Family Engagement Department whose responsibility is to work with families, teachers, and administration to create, implement, and manage family programming at DREAM.

   c. The creation and distribution annually of a Family Survey that will allow families to provide feedback to school leadership in the areas of Academic Expectations, Family Interactions and School Culture so that future school decisions are informed and responsive.

DREAM is committed to the following home-school connection principles:

1. Every aspect of the school climate is open, helpful and friendly.

2. Communication with families (whether about school policies and programs or about their particular child(ren)) is frequent, clear, and collaborative. To this end, DREAM will conduct home visits with every family at the beginning of the school year, maintain a family bulletin board updated daily, and will also share information with parents online through the DREAM website, DREAM Family Facebook Group, robocalls, and other forms of social media.

3. Families are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior. Families may schedule time in

the Community Room at DREAM's location at 1991 2nd Ave. to use as a space to work, get resources, and use the lending library.

4. Families are encouraged, both formally and informally, to comment on school policies and to share in the decision-making. In addition to DFAC, DREAM will offer monthly DREAM Family Cafés, or sessions with school leadership in order for families to learn information, share concerns, and make requests.

5. The school leadership team and staff actively express and promote the philosophy of partnership with all families. Families sign a family contract at the beginning of each school year that clearly explains the roles and responsibilities both of the school and of family members in fostering students' education. Families are invited to attend reading, math, and other workshops during the school year as well as test-taking sessions to increase their knowledge of DREAM's school program. Families are also invited into DREAM classrooms quarterly to observe their child's class. These workshops and sessions are in addition to three Family Conferences each year where each child's academic growth is discussed in one-on-one meetings with students' teachers.

6. The school encourages volunteer participation from families and the community at large. Families are invited to support the school by planning and executing events to build relationships between families and school staff and encourage family involvement. Past events have included Harvest Fest, Winter Potluck, and DREAM Day. Families may also assist with data entry, phone calls, and other administrative tasks.

7. The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available.

SCHOOL-LEVEL INVOLVEMENT POLICY COMPONENT:

DREAM invites family participation in all aspects of Title I educational programming. DREAM will involve families in the following ways:

· DREAM will convene an annual meeting to inform families of their school's participation in Title I. The Manager of Operations and Director of Family and Community Engagement will schedule this meeting at the beginning of each school year but no later than October 31st. DREAM will send home letters to families informing them of the date and location of the meeting, and will post this information on the school website: wearedream.org and on the Family Bulletin board.

· If necessary, DREAM will hold multiple Title I meetings to include as many families as possible.

· During the school year, DFAC will meet monthly and provide a forum to address improvement of Title I programs, including the school parental involvement policy.

· DREAM's Board of Trustees will include family representation.

· All families will be strongly encouraged to attend the annual meetings, including Curriculum Night, Back-to-School Orientation and Family Conferences where DREAM's Title I services will be discussed, including school-wide performance goals and results; individual student assessments results; description of the curriculum and school culture initiatives.

The Parent Involvement Policy was developed by the Director of Family and Community Engagement and has been vetted by the members of DFAC and all other families interested in providing feedback. If necessary, this policy will be amended to reflect the specific needs of the community of families at DREAM.

The policy has been translated into Spanish. Families will have access to the policy as follows:

1. The policy will be included in the school's Family Handbook.

2. The policy will be posted on DREAM's website www. wearedream.org.

3. The policy will be available to all families on an on-going basis in the Family Engagement Office.

Technical support to help families plan and implement effective family involvement activities will be provided by all members of DREAM's staff.

Technical assistance will include assistance in family outreach through mail, website, and telephone; joint planning of family activities and workshops; preparing and translating family involvement announcements; staff participation as presenters at DFAC meetings; participation in school-wide events; support in preparing family information such as reading lists and parenting guides; assistance in making available sound-system, video, and electronic equipment for events; individual teacher meetings with families on home learning, and other instructional support.

DREAM will ensure the policy is up-to-date and effectively addresses the changing needs of the school community through an annual policy evaluation process. At least once each school year, the school will evaluate the content and effectiveness of the policy in increasing family involvement. The school will discuss ways to identify strategies for overcoming barriers to family participation and to increase family participation. As necessary, policy revisions will be based on the evaluation and will be incorporated into the Parent Involvement Policy. The Director of Family and Community Engagement will be responsible for the implementation of the Policy.

APPENDIX F: PARENTS RIGHT TO KNOW

At DREAM, we strive to assemble the best team to teach and support your child. Every year when teaching positions open, we engage in a rigorous hiring process that takes into consideration prior teaching experience, content expertise and a commitment to serving all children. Legislation that administers Title I funding gives you the right to request information regarding the professional qualifications of your child's classroom teachers and paraprofessional staff. Given the law, you may request:

- Whether your child's teacher has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
- Whether your child's teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived;
- 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; and
- Whether the child is provided services by paraprofessionals and, if so, their qualification.

If you would like further information feel free to contact me at 2[redacted]

APPENDIX G: PRE K DREAM FAMILY CONTRACT

DREAM CHARTER SCHOOL

PRE K DREAM SCHOOL CONTRACT

DREAM will partner with you to educate your child and support him/her in achieving his/her dreams. This agreement is in effect for the 2017 – 2018 school year. **DREAM will:**

ACADEMICS

- Have high academic expectations for every scholar.
- Provide data-driven, high quality instruction.
- Maintain a rigorous academic curriculum aligned with the Common Core State Standards.
- Offer workshops and materials to help families support their child academically.
- Hold family conferences that provide families and teachers with an opportunity to discuss scholars' progress and goals.
- Expose all scholars to college.

ATTENDANCE

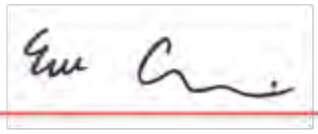
- Encourage and celebrate scholar attendance with awards.
- Work with the School Nurse's Office to coordinate in-school treatment of chronic medical conditions (i.e. asthma and diabetes.)
- Provide information about school vacations and school closings in advance so that families can plan family trips, vacations, and preventative doctor appointments.
- Provide chronically absent/tardy families with assistance with issues that may impact scholar attendance.

COMMUNICATION

- Share school information openly and frequently.
- Model respectful communication with scholars and families at all times.
- Provide families with multiple opportunities to share their feedback throughout the year through school surveys and monthly meetings with school leadership.

SCHOOL CULTURE

- Support scholars' whole-child social, emotional, and moral development through:
  - Character education focused on DREAM values (Diversity, Respect, Effort & Enthusiasm, Achievement, Mindfulness & Teamwork)
  - Health & Wellness programming focused on nutrition, exercise, and sports.
  - A Family Engagement program that offers multiple opportunities for meaningful family involvement.



April 25th, 2017

Eve Colavito, Chief of Schools — Date

PRE K DREAM FAMILY CONTRACT

At DREAM Charter School, we believe that there must be a strong partnership between home and school to educate our children. By choosing to send your child to DREAM, you have chosen to be an active participant in your child's education.

This is an agreement between the family of _____ and DREAM Charter School. This agreement is in effect for the 2017-2018 school year. By signing this agreement, I agree that in order to support my child I will:

ACADEMICS

- Ensure that my child reads daily.
- Set up a regular time and routine for daily homework in a quiet space, and check over my child's homework to ensure that he/she does his/her best work.
- Have high academic expectations for my child, including that my child will graduate from college.
- Attend all family conferences to discuss my child's progress and goals.
- Participate in family workshops/events to support my child's achievement and performance.

ATTENDANCE

- Make sure that my child arrives to school ready to learn before 8:25 a.m. everyday and that he/she remains in school for the entire day.
- Work with the School Attendance Team for support with on time arrival if I need help.
- Work with the school nurse to ensure that my child does not miss school due to a chronic medical condition (i.e. asthma, diabetes) that can be treated.
- Schedule all doctor, dental, or other appointments outside of school hours.
- Notify the main office if my child must be absent and send a doctor's note the next day.

COMMUNICATION

- Check my child's homework folder daily, read notes and newsletters, and return school forms and permission slips on time.
- Model respectful communication when at school and dealing with school staff, families, and scholars.
- Reach out to DREAM staff if I have questions or concerns, or if I experience any difficulties that may affect my child's learning.

SCHOOL CULTURE

- Model DREAM values at home and at school and expect my child to do the same.
- Remember that we are a team, and that we all have the best intentions for your scholar.
- Read the school handbook and abide by the policies and guidelines explained within.
- Ensure that my child wears the appropriate DREAM uniform daily.

_____

Name of Parent/Guardian Date

APPENDIX H: K-8 DREAM FAMILY CONTRACT

DREAM CHARTER SCHOOL

K-8 DREAM SCHOOL CONTRACT

DREAM will partner with you to educate your child and support him/her in achieving his/her dreams. This agreement is in effect for the 2017 - 2018 school year. **DREAM will:**

ACADEMICS

- Have high academic expectations for every scholar.
- Provide data-driven, high quality instruction.
- Maintain a rigorous academic curriculum aligned with the Common Core State Standards.
- Provide a supportive learning environment with high quality Special Education/ ELL services.
- Offer academic intervention programs for scholars who qualify for additional support.
- Hold additional skill building and test prep sessions for scholars in testing grades.
- Offer workshops and materials to help families support their child academically.
- Hold family conferences that provide families and teachers with an opportunity to discuss scholars' progress and goals.
- Hold a free Summer Enrichment Program for scholars in K-8th grade to prevent summer learning loss.
- Expose all scholars to college.

ATTENDANCE

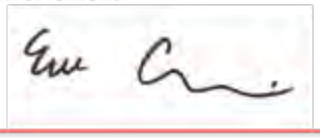
- Encourage and celebrate scholar attendance with awards.
- Work with the School Nurse's Office to coordinate in-school treatment of chronic medical conditions (i.e. asthma and diabetes.)
- Provide information about school vacations and school closings in advance so that families can plan family trips, vacations, and preventative doctor appointments.
- Provide chronically absent/tardy families with assistance with issues that may impact scholar attendance.

COMMUNICATION

- Share school information openly and frequently.
- Model respectful communication with scholars and families at all times.
- Provide families with multiple opportunities to share their feedback throughout the year through school surveys and monthly meetings with school leadership.

SCHOOL CULTURE

- Support scholars' whole-child social, emotional, and moral development through:
  - Character education focused on DREAM values (Diversity, Respect, Effort & Enthusiasm, Achievement, Mindfulness & Teamwork)
  - Health & Wellness programming focused on nutrition, exercise, and sports.
  - Social Work interventions such as child and family counseling, workshops, and referrals.
  - A Family Engagement program that offers multiple opportunities for meaningful family involvement.



April 25th, 2017

Eve Colavito, Chief of Schools — Date

K-8 DREAM FAMILY CONTRACT

At DREAM Charter School, we believe that there must be a strong partnership between home and school to educate our children. By choosing to send your child to DREAM, you have chosen to be an active participant in your child's education.

This is an agreement between the family of _____ and DREAM Charter School. This agreement is in effect for the 2017 - 2018 school year. By signing this agreement, I agree that in order to support my child **I will:**

ACADEMICS

- Ensure that my child reads daily.
- Set up a regular time and routine for daily homework in a quiet space, and check over my child's homework to ensure that he/she does his/her best work.
- Have high academic expectations for my child, including that my child will graduate from college.
- Attend all family conferences to discuss my child's progress and goals.
- Participate in family workshops/events to support my child's achievement and performance.

ATTENDANCE

- Make sure that my child arrives to school ready to learn before 7:55 a.m. everyday and that he/she remains in school for the entire day.
- Work with the School Attendance Team for support with on time arrival if I need help.
- Work with the school nurse to ensure that my child does not miss school due to a chronic medical condition (i.e. asthma, diabetes) that can be treated.
- Schedule all doctor, dental, or other appointments outside of school hours.
- Notify the main office if my child must be absent and send a doctor's note the next day.

COMMUNICATION

- Check my child's homework folder daily, read notes and newsletters, and return school forms and permission slips on time.
- Model respectful communication when at school and dealing with school staff, families, and scholars.
- Reach out to DREAM staff if I have questions or concerns, or if I experience any difficulties that may affect my child's learning.

SCHOOL CULTURE

- Model DREAM values at home and at school and expect my child to do the same.
- Read the school handbook and abide by the policies and guidelines explained within.
- Ensure that my child wears the appropriate DREAM uniform daily.

Name of Parent/Guardian Date