



**APPLICATION SUMMARY**

<b>Charter School Name</b>	American Dream Charter School (The American Dream School)
<b>Applicant Name</b>	Melissa Melkonian
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<b>Media Contact Email Address</b>	mm3051@columbia.edu
<b>Media Contact Telephone Number</b>	917-579-8689
<b>District of Location</b>	CSD 7
<b>Opening Date</b>	August 2014
<b>Proposed Charter Term</b>	5 Years
<b>Proposed Management Company or Partners</b>	None
<b>Projected Enrollment and Grade Span During Charter Term</b>	Year 1: 6 Grade, 100 students Year 2: 6-7 Grade, 197 students Year 3: 6-8 Grade, 291 students Year 4: 6-9 Grade, 382 students Year 5: 6-10 Grade, 470 students
<b>Projected Maximum Enrollment and Grade Span</b>	6-12, 637
<b>Mission Statement</b>	The American Dream School develops academic excellence in both Spanish and English, preparing students to excel in college and become leaders in their communities.

**Vision:**

We strongly believe in cultivating an environment that is welcoming and encouraging for English language learners (ELL) and immigrant students where learning and language development experience is supported. Our students will graduate from The American Dream School bilingual and biliterate in English and Spanish. The model of instruction will be designed to achieve academic success in two languages based on models that support language acquisition, both home language and new language acquisition.

**Key Design Elements:**

- **Dual Language Program:** Students who are native speakers and English language learners will be placed in advisories together. This will allow for students to serve as language models for each other, giving each group of students an opportunity to show mastery in their native language as well as develop their second language. Students will receive an hour and twenty minutes of English language arts as well as an hour and twenty minutes of Spanish language arts daily.
- **Project and Experiential Based Learning:** “I hear and I forget. I see and I remember. I do and I understand.”-Confucius. We believe experience is essential to learning therefore we will focus on explicitly providing students the opportunity to build critical thinking skills through real world experience. Two elements we will include as core curricular components to improve world understanding are field study and Project Based Learning.
- **Culturally Responsive Instruction:** Instruction will focus on including our community members’ cultural experience as part of the driving force in our curriculum. Our cultural considerations will not be limited to native language instruction. We go further by understanding that education is not an easy task for any one person or entity, so we will work to have an environment that resembles that of a “village” where students, teachers, families, and the community will be active participants in the academic life of the school.

- **Data Driven Instruction and Assessment:** Students will be regularly and meaningfully assessed using formative assessment tools and informal observation so teachers will be able to accurately drive their instruction. Every 6 weeks at the end of formal units, students will have a math assessment and a reading assessment, as well as running records in English and in Spanish. The data will be tracked and realistic, quantifiable, and infused goals will be set and infused into the learning objectives.
- **Teacher Development and Support:** Teachers will work in a collective group of four teachers plus one ELL Specialist and one Learning Specialist per grade. The specialists will be the support structure for teachers to reflect and think critically about improving their lessons methodologies and delivery through lesson study. Teachers will be asked to participate in self-reflection and to consider moments of success and difficulty to inform future instruction.

In addition to the 5 Key Elements, The American Dream School will implement the following:

- **June Mini-mester:** This will be an accelerated 2 week course in helping students make gains in becoming English proficient. Students will have an opportunity to take a class with students at the same proficiency level as their peers and hone in on developing in the areas most needed.
- **DREAM Advisory:** The American Dream School will work to establish an advisory program called DREAM. DREAM will stand for Diversity, Respect, Empowerment, Advocacy and Motivation. These are the 5 pillars of our education and students will learn how each of these enhances not only their education but also who they are as citizens and leaders in their community.
- **Teacher Academy:** In order to prepare for the academic school year, our teachers will participate in a two week intensive teaching academy where we will outline curricular objectives, set goals and establish the foundation for our year long professional development. The focus of this professional development program will be SIOP model lesson planning, practice, and implementation.

#### **Target Population:**

The American Dream School will target students who identify as English language learners and/or immigrants in CSD 7, grades 6-12, including those with disabilities.

#### **Staffing:**

The American Dream School proposes to have a strong instructional leadership team that includes a principal and director of curriculum and instruction. There will be one English language learner specialist as well as a learning specialist per grade to support the wide range of both linguistic and learning needs that our students will have. All non-academic functions will be overseen by the director of operations.

#### **Location:**

In an effort to find the optimal housing solution for our school, the founding team is exploring both DOE co-location and leased facility options in terms of both feasibility, availability, and cost within the boundaries of CSD 7. According to the latest DOE data, primary, primary/middle and middle schools within CSD 7 are being utilized at only 76% capacity. This number drops to 68% for secondary and high schools in the district. These numbers further indicate that there are 12 primary, primary/middle and middle schools and 15 secondary and high schools with reported underutilization rates of over 100 students. The preliminary application for co-located space has been submitted to the DOE.

In the event that co-location in a DOE facility is determined not to be a viable option, market research for potential leased facilities within CSD 7 is underway. Based on this research, available space which meets our square footage needs within the CSD 7 boundary ranges from \$25 to \$35 per square foot. With a programing allowance of 80-85 sq. ft. per student, our high-end rental estimate for year 1 is approximately \$297,500. This rate does not include build out costs, for which the scope of work and corresponding cost will be largely determined by both the condition and prior use of the facility. With this in mind, we are paying particular attention to facilities that were previously used for educational purposes.

**CERTIFICATION AND ASSURANCES STATEMENT**

Proposed Charter School Name American Dream Charter School  
 Proposed School Location (District) New York City Community School District 7

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the founding group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant founding group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, "the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners."<sup>6</sup>

The applicant(s) also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application<sup>7</sup>
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart,<sup>8</sup> and,
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>9</sup>

Signature of Applicants:	<i>Melkonian</i>
Date:	March 1, 2013
Print/Type Name:	Melissa Melkonian

<sup>6</sup> N.Y. Education Law § 2854(2)(a)

<sup>7</sup> ESEA § 5203(b)(3)(J)

<sup>8</sup> ESEA § 5203(b)(3)(K)

<sup>9</sup> ESEA § 5203(b)(3)(N)

**Proposal to the**  
New York State Education Department  
for



American Dream Charter **School**  
Live the Dream

**Submitted by:**  
Melissa Melkonian  
March 15, 2013

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## I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

### A. Mission Statement and Objectives

We propose to found The American Dream Charter School (The American Dream School) to serve English language learners and/or immigrant middle and high school students in the Mott Haven section of the Bronx.

**Mission Statement:** The American Dream School develops academic excellence in both Spanish and English for grades 6-12, preparing students to excel in college and become leaders in their communities.

**Objectives:** We strongly believe in cultivating an environment that is welcoming and encouraging for English language learners (ELL) and immigrant students where learning and language development experience is supported. Our students will graduate from The American Dream School bilingual and biliterate in English and Spanish. The model of instruction will be designed to achieve academic success in both languages based on models that support language acquisition, both native language and new language.

**Furthering the Objectives of Education Law:** The American Dream School intends to address and meet all six of the objectives as set forth by the New York State Charter School law:

- (a) Our dual language model will *raise student achievement* for all students. Our model will especially allow for English language learners to have access to high quality education by valuing their native language in addition to English, as a means for learning the academic concepts required by the Common Core State Standards.
- (b) The American Dream School will be located in the Mott Haven section of the Bronx, targeting students who are *at risk for academic failure* (English language learners and immigrants). Students' success will be measured through various forms of assessments in both native language and new language. Our target population is currently underserved in both district and charter schools.
- (c) The American Dream School will have *innovative teaching and learning methods* for all of our students. Dual Language is an innovative educational model because it provides linguistic and cultural support. Students are taught to embrace their native culture and heritage as well as the culture and traditions of the community. This approach supports children in becoming strong citizens and leaders in their community. As students improve their literary skills in Spanish and English, they will also be afforded more economic opportunities. We strongly believe that people learn through doing. Students approach to their learning will be inquiry based both throughout the regular school year as well as during our June Mini-mester.

- (d) *New professional opportunities for teachers and staff* will be a part of the culture at The American Dream School. Teachers will be able to engage in a professional learning community during the Teacher Academy in August as well as throughout the school year.
- (e) The American Dream School will *provide parents and students with expanded choices in the types of educational opportunities*. By having a dual language program as well as a middle school, parents in CSD 7 will have an opportunity to choose to enroll their student with ELL designation into a high-quality charter school.
- (f) The American Dream School seeks to provide the highest quality education for all students by being held *accountable for high student achievement*. We strive to have our students outperform students in CSD 7 by ten percentage points each year.

## B. Key Design Elements

The American Dream School has 5 *Key Design Elements* that will enable our at-risk population (ELLs and immigrant students) to be successful. They are:

- **Dual Language Program:** Students who are native speakers and English language learners will be placed in advisories together. This will allow for students to serve as language models for each other, giving each group of students an opportunity to show mastery in their native language as well as develop their second language. Students will receive an hour and thirty minutes of English language arts as well as an hour and thirty minutes of Spanish language arts daily.
- **Project and Experiential Based Learning:** “I hear and I forget. I see and I remember. I do and I understand.”-Confucius. We believe experience is essential to learning; therefore we will focus on explicitly providing students the opportunity to build critical thinking skills through real world experience. Two elements we will include as core curricular components to improve world understanding are field study and Project Based Learning.
- **Culturally Responsive Instruction:** Instruction will focus on including our community members’ cultural experience as part of the driving force in our curriculum. Our cultural considerations will not be limited to native language instruction. We understand that education is not an easy task for any one person or institution; therefore we will create an environment that resembles that of a “village” where students, teachers, families, and the community will be active participants in the academic life of the school.
- **Data Driven Instruction and Assessment:** Students will be regularly and meaningfully assessed using formative assessment tools and informal observation so teachers will be able to accurately drive their instruction. Every 6 weeks at the end of formal units, students will have a math assessment and a reading assessment, as well as running records in English and in Spanish. The data will be tracked and realistic, quantifiable, and goals will be set and infused into the learning objectives.
- **Teacher Development and Support:** Teachers will work in a collective group, including one ELL specialist and two learning specialist per grade. The specialists will be the support structure for teachers to reflect and think critically about improving their lessons, methodologies and delivery through lesson study. Teachers will be asked to participate in self-reflection and to analyze moments of success and difficulty to inform future instruction.

In addition to the 5 Key Elements, The American Dream School will implement the following:

- **June Mini-mester:** This will be an accelerated 2 week course geared to help students make gains in becoming English proficient. Students will have an opportunity to take a class with students at the same proficiency level as their peers in order to hone in on progressing in the areas most needed.<sup>1</sup>
- **DREAM Advisory:** The American Dream School will work to establish an advisory program called DREAM. DREAM will stand for Diversity, Respect, Empowerment, Advocacy and Motivation. These are the five pillars of our educational system and students will learn how each of these enhances not only their education but also who they are as citizens and leaders in their community.
- **Teacher Academy:** In order to prepare for the academic school year, our teachers will participate in a two week intensive teaching academy where we will outline curricular objectives, set goals and establish the foundation for our year long professional development. The focus of this professional development program will be the Sheltered Instruction Observation Protocol (SIOP) model of lesson planning, practice, and implementation.

**Rationale:** Being able to develop proficiency in a second language is a complex and life changing process. It requires teachers to plan how to teach sounds, words and sentence formation as well as think of ways to scaffold, model, and activate students’ prior knowledge. Stephen Krashen has done extensive research regarding this process. He finds that “individuals become fluent when they acquire a language through meaningful exposure to the language and they do not become fluent when they study grammar patterns and rules.”<sup>2</sup> The American Dream School plans to provide learning experiences for students that are experiential in nature, culturally relative, and supportive of native language development simultaneous with new language development.

This supports the research on language acquisition of Jim Cummins, an educator who specializes in language and literacy development. Through improving students’ abilities in their native language, we can optimize language acquisition and success in English. Cummins explains there are basic elements of language structures and grammatical norms which transfer between languages. In addition, he states that academic habits of mind (study skills, critical thinking skills, conceptual understanding, mathematical understanding, and higher order thinking skills) also transfer between languages for bilingual students. As students improve their reading level and strategy work in their native language, they will transfer the grammatical and linguistic understanding and habits of mind to the second language. This is particularly true with languages that share the same alphabetical system. Spanish and English also share many cognates and homophones that lend themselves to rich vocabulary transfer.

Our key design elements focus on areas that include instruction, assessment, and teacher development. The Teacher Academy, in particular, is critical because it encompasses everything that The American Dream School stands for. Teachers will have built-in professional development time

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<sup>1</sup> Students will only be homogeneously grouped for two weeks during the June Mini-mester. As students prepare for Regents in 8<sup>th</sup> grade and beyond, the June Mini-mester will be tailored towards final test preparation followed by a field experience (time permitting). If students need to go to summer school, that will begin in July, after the June Mini-mester.

<sup>2</sup> “Educating English Language Learners: Implementing Instructional Practices.” National Council of La Raza. 2005.

throughout the school year to plan and set student objectives. Appropriate, measurable objectives provide students with direction for learning and information on how well they are progressing towards their set learning goals. Ongoing development will also allow teachers to plan their instruction to include relevant projects and experiential learning activities for students.

Data driven assessment and instruction, another key element, is just as important as the other key elements. The American Dream School will strive to know and understand our students and their stages of second language acquisition so that our teachers can effectively plan for and differentiate instruction for all students. It is our belief that teaching which employs ESL, diverse students and a variety of methodologies is superior teaching that can only benefit all students. Our teachers will know the varying levels of language acquisition of our students which will allow us to work within the students’ zone of proximal development.

The zone of proximal development (ZPD) is defined as the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.<sup>3</sup>

Vygotsky writes that teachers are able to work within a student’s zone of proximal development by scaffolding language development or providing supports as he/she progresses. This is only possible if teachers recognize and understand the level of language proficiency of their students and through frequent, on-going assessment.

It is important to note that American Dream is choosing Spanish as the second language in our dual language model as 90% of our English language learners in CSD 7 are native Spanish speakers.

**C. Enrollment, Recruitment and Retention**

	2014-15	2015-16	2016-17	2017-18	2018-19
<b>Grade 6</b>	100	100	100	100	100
<b>Grade 7</b>		97	97	97	97
<b>Grade 8</b>			94	94	94
<b>Grade 9</b>				91	91
<b>Grade 10</b>					88
<b>TOTAL</b>	<b>100</b>	<b>197</b>	<b>291</b>	<b>382</b>	<b>470</b>

**Rationale for Projected Enrollment Size and Growth Strategy:** The American Dream School plans to open with 100 students in grade 6. We are planning to establish four advisories of 25 students each. We anticipate having a waiting list that we will use to fill vacant seats. We are expecting attrition at 3%, especially going into high school. The daily advisory program will support

<sup>3</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

students academically, socially and emotionally to ensure that they feel safe and enjoy coming to school.

**Recruitment and Enrollment Targets:** The American Dream Schools plans to comply with the Charter School Law on recruiting and enrolling students with disabilities, English language learners, and students who are eligible for free or reduced lunch. The demographics of Community School District 7 are as follows:

	<b>ELL%</b>	<b>SpEd%</b>	<b>FRLP%</b>
<b>CSD 7</b>	18%	20.1%	89.6%
<b>Charter Schools in CSD 7</b>	12.8%	12.6%	88.3%

The American Dream School is not only targeting ELLs and/or immigrant students as our focus population, but we are also planning to recruit students with special needs. During our outreach, we will clearly define the mission and vision of our school to the entire population, ninety percent of whom will qualify for the Free and Reduced Lunch Program. We intend to communicate the mission of the school to as many families as possible via: information sessions in local places of worship, community centers and recreational centers, by distributing flyers, and, by seeking support from community organizations. We will do extensive outreach to families in the community who comprise our target population, those who speak a language other than English as their native language. Information will be provided in their native language to ensure that they understand that the mission of the school is to serve students who are learning the English language. The American Dream School will target students who are immigrants living in CSD 7. We will work with the New York Immigration Coalition to target newcomer students, providing them with workshops on public school choice and what that means for them. Also, during our information sessions, The American Dream School will ensure that we not only advocate for but also recruit parents to enroll their students who have an Individualized Education Program (IEP) to the school. We will have two learning specialists per grade who will provide Integrated Co-Teaching for students and/or Special Education Teacher Support Services (SETSS).

**Meeting or Exceeding Retention Targets:** The key design elements will enable students to be successful at The American Dream School. Students learn in their native language while developing their English language skills. The curriculum will be culturally relevant and experiential in nature, allowing for each student to truly own his/her learning. By having at minimum of two learning specialists per grade, students with disabilities will benefit from an inclusive support structure that allows them to take risks while learning. The learning specialists will be the students' expert and also collaborate with grade level teams to ensure that lessons are differentiated and meet the needs of all students. IEPs will be closely monitored to ensure that there is progress monitoring for annual goals set forth for each student. The American Dream School will not only have a sound language-focused curriculum and support for all students, but we will also have an advisory program that teaches students how to be reflective, self-aware young leaders in our community. This will help develop character and infuse a passion for learning in and out of school.

Devising an academic program that emphasizes language development will be instrumental to retaining English language learners. Students will have ample language support in and out of the classroom. This will be possible by having one ELL Specialist per grade, having native language instruction as designed in our model, and constant communication with the families.

**Family and Community Support:** The American Dream School has secured family and community support ranging from families to elected officials. The letters of support from Harlem RBI, Teachers College, Columbia University, District 17 Council Member, and Heketi Community Charter School can be found in our attachments. We have received major support from families because they want to have a choice in middle/high school education and most especially they want the opportunity to enroll their children in a school that will further develop their native language while gaining proficiency in the English language through project and experiential learning.

**Application, Admissions and Enrollment Process:** Beginning on January 3<sup>rd</sup>, The American Dream School will accept applications for the next school year. The American Dream School will accept applications for grades 6 each school year. All applications received by the deadline (3<sup>rd</sup> week in April of each year) will be placed in the American Dream lottery. The lottery will be held during the last week in April and will be conducted by a third party auditor.

Students will be notified of their acceptance by May 1<sup>st</sup>. Parents will then be invited to a detailed information session regarding the school and all required enrollment paperwork. Completed materials are due by May 31<sup>st</sup> of each year. Students whose enrollment information is incomplete will be notified and placed on the waiting list as we move to enroll the next students on the waiting list.

While we do not anticipate enrolling students after the 6<sup>th</sup> grade, open seats in subsequent years will fill using a wait list. This will be possible by allowing families to complete an application through 8<sup>th</sup> grade and be placed on the wait list.

#### **D. Community to be Served**

The American Dream School expects to serve students who are classified as English language learners, and/or immigrants residing in CSD 7. We are currently looking to have our school located below 149<sup>th</sup> Street in the Mott Haven section of the Bronx. We are expecting that the mission and vision of our school will attract many families from the area who have children that are ELLs, immigrants or exiting an elementary school with a dual language program. We are especially going to recruit our target population through continuous outreach and providing information sessions for parents in their native language about charter schools as public school choice.

According to the New York State District 7 Report Card, CSD7 currently has a demographic profile of 29% African American, 69% Hispanic/Latino, 1% Asian, and 1% White. We are expecting to service students that resemble this demographic.

CSD7 has been struggling to adequately advance student achievement as evidenced by the New York State Testing Program. The following tables highlight the aggregate percentage of students who performed at a level 3 or higher during the 2010-2011 school year.

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>English Language Arts</b>	22%	16%	15%
<b>Mathematics</b>	35%	36%	33%

During the 2011-2012 school year, students' performance was as follows<sup>4</sup>:

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>English Language Arts</b>	22.5%	23.1%	17.8%
<b>Mathematics</b>	36.1%	34.9%	35.5%

When we compare English proficient students to Limited English proficient students, the percentages of students who performed at a level 3 or higher during the 2010-2011 school year shift:

#### **English Language Arts**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>English Proficient</b>	26%	18%	18%
<b>Limited English Proficient</b>	4%	6%	1%

#### **Mathematics**

	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>English Proficient</b>	49%	51%	42%
<b>Limited English Proficient</b>	25%	26%	21%

These data show us that there is a clear need to address the educational requirements of all of the students living in CSD7, but it is especially important to begin servicing students who are ELLs and/or immigrants as they are performing significantly below grade level- specifically in English language arts. The number of ELLs who are performing on grade level is shockingly lower than for students who are English proficient.

The American Dream School chose to be located in CSD 7 because the Bronx has the highest number of English language learners than that of any borough (39,345)<sup>5</sup>, which is 17.9% of the total

<sup>4</sup> New York State Education Department, District and School Performance, "Bronx District 7," <http://www.p12.nysed.gov/irs/ela-math/>.

<sup>5</sup> The 2010-11 Demographics of New York City's English Language Learners (Spring 2011).

student population. Additionally, CSD 7 currently has the lowest number of students who are graduating “college ready,”<sup>6</sup> as found by the Annenberg Institute for School Reform. These two factors were the primary reason for our choosing CSD 7 as the location for our school.

## **E. Public Outreach**

Members of the founding team have been working hard to ensure that the community is informed about the prospect of having a charter middle school open in CSD 7. We have solicited feedback from community residents and elected officials who have helped shape the design and plan of our school. Originally, we wanted to have a school starting in 5<sup>th</sup> grade and beginning in September. After hearing community members’ concerns for starting in 5<sup>th</sup> grade, we changed that to 6<sup>th</sup> grade. Also, because community members expressed a concern for ELLs needing more time on task, we changed our proposed start date from September to August.

To date, The American Dream School has conducted two information sessions (December 3, 2012 and January 14, 2013) at MASA MexEd, where a survey was administered, to solicit feedback from parents regarding the proposed school. When asked what was missing in the education of their children, parents overwhelmingly expressed a desire for their children to learn to read and write in Spanish and English. Additionally, parents expressed a desire to help their children maintain their native language and culture.

On January 11, 2013, members of the team met with District 17 council member Maria del Carmen Arroyo. She indicated that there no school currently addresses the aggregate needs of our target population and has written a letter of support.

On January 18, 2013, members of the team met with the Bronx Borough President’s Office Director of Education, Monica Major. One of the major concerns Bronx Borough President Ruben Diaz, Jr. wants to address is how schools will be educating English language learners.

On February 1, 2013, members of the team met with Richard Berlin, CEO of Harlem RBI and Chairman of the Board of Trustees for Dream Charter School, where he expressed a need for a charter middle/high school in Mott Haven. He is currently planning to expand his non-profit organization into Mott Haven this summer, leaving open a possible partnership in the future.

On February 14, 2013, members of the team met with the Education Committee of Community Board 1. Members of the committee made real estate recommendations to us and gave us suggestions for possible ways to advertise the school to families.

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<sup>6</sup> “Is Demography Still Destiny? Neighborhood Demographics and Public High School Students’ Readiness for College in New York City.” A Research and Policy Brief. Annenberg Institute for School Reform at Brown University.

On March 12, 2013, members of the team met with the chief of staff for U.S. Congressman Jose E. Serrano.

After meeting with local community members, the council member for Mott Haven and the director of education for the Bronx Borough President's office, we have determined that there is overwhelming support for a school that supports English language learners and immigrant students. Additionally, this current school year, based on the NYC Charter School Center's data, charter schools in the south Bronx currently maintain only 2,491 seats for 14,571 applicants. Also, NYC charter schools enroll a smaller percentage of English language learners (5.8%) compared to district schools (15%). The American Dream School will address this dire need to target, enroll, and graduate English language learners from high school, making them college ready in English and Spanish. This support indicates to us that The American Dream School will be able to meet and exceed enrollment and retention targets.

Lastly, we have established a website that keeps community members informed of our progress, public meetings, and invites them to share comments/concerns. The website is [www.theamericandreamschool.org](http://www.theamericandreamschool.org).

## **F. Programmatic and Fiscal Impact**

**Programmatic Impact:** The American Dream School will open up with 100 students in grade 6. There are currently 60 schools in CSD 7. Of those 60 schools, two are 6-12, like the school we are proposing. There are also seven schools grades 6-8, three schools grades K-12 and two schools that are K-8. In all, there are currently fourteen (or 23%) schools that are servicing 6<sup>th</sup> grade students in CSD 7. In total, there are 16,534 students attending public schools in CSD 7 at the present time. Our initial student enrollment will be .6% of the total population. At the end of our charter, we will be serving around 2.8% of the total population. And at full capacity, taking into consideration attrition, we will comprise about 3.5% of the population. We do not anticipate having a negative programmatic impact for either the community or the charter schools. On the contrary, we can fill a need for most elementary aged students since the majority of elementary schools in CSD 7 are K-5. Most importantly, we would serve as a school that focuses instruction for ELLs and immigrant students, which are underserved in both charter and community schools.

**Fiscal Impact:** Our initial operating budget is estimated at \$1,962,150. At the end of our first charter, we are estimating our operating budget to be at \$7,828,600. During the 2010-2011 school year, there were an estimated 16,534 students attending schools in CSD 7. Conservatively speaking, CSD 7 was operating on about a \$223 million budget. The American Dream School would operate on .8% of this budget during our first year and at about 3% of this budget at the end of our first term. We do not believe we will have a significant fiscal impact on CSD 7 schools or students.

## II. EDUCATIONAL PLAN

### A. Achievement Goals

The American Dream School firmly believes we will academically prepare all students to be successful in reading, writing, and math, including students who are limited English proficient, have disabilities, or both. We have set achievement goals that will prepare students to excel at The American Dream School, in college, and beyond.

English Language Arts	
Middle School	1. Within two years, classified ELLs that attend The American Dream School will score 10% higher than the average for ELLs in District 7 on the New York State English Language Arts exam (ELA).
	1. Students who have exited NYSESLAT or who have never been classified as ELLs will score 10% above District 7 average.
	2. Students will improve their score every year they attend The American Dream School by a quarter of a point using a 1-4 level score on the NYS ELA exam.
	3. 75% of children entering 9 <sup>th</sup> grade will have passed the ELA 8 <sup>th</sup> grade exam.
High School	4. Each year there will be a 15% increase in the number of students passing the ELA 8 <sup>th</sup> grade exam at The American Dream School.
	1. Students will graduate with a portfolio of their work demonstrating their growth and advancement in English Language Arts. They will formally present their work to teachers and staff emphasizing their ability to write in many genres and show their growth as a writer and thinker. Teachers will assess students based on Rubrics they have created in their learning communities based on a 1-4 level score.
	2. All Students will graduate with a Regents Diploma with a score of 65 or above on the English Regents exam.
	3. All Students will take the PSAT and SAT to monitor and show growth of at least 10 percentage points.
	4. Every year students will present a critical analysis paper based on content area research. Teachers will assess students based on Rubrics they have created in their learning communities based on a 1-4 level score.

Spanish Language Arts	
Middle School	1. Students will show a 10% increase on the Language Assessment Scales–Reading/Writing Spanish exam every year until they meet or exceed grade level expectations.
	2. 75% of Students will enter 9 <sup>th</sup> grade on or above grade level on the Language Assessment Scales–Reading/Writing Spanish exam.
	3. Each year there will be a 15% increase on the number of students passing the Language Assessment Scales–Reading/Writing Spanish Exam.
	4. 50% of Students will pass the New York State Spanish Regents Exam by the end of 8 <sup>th</sup> grade with a 65 or above.

<b>High School</b>	1. Students will graduate with a portfolio of their work demonstrating their growth and advancement in Spanish Language Arts. They will formally present their work to teachers and staff emphasizing their ability to write in many genres and show their growth as a writer and thinker. Teachers will assess students based on Rubrics they have created in their learning communities based on a 1-4 level score.
	2. Every Year students will present a critical analysis paper based on content area research. Teachers will assess students based on Rubrics they have created in their learning communities.
	3. All students at The American Dream School will score a 3 or above on the AP Spanish test by the time they graduate from high school.

<b>Mathematics</b>	
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<b>Middle School</b>	1. Within two years classified ELLs that attend the American Dream School will score 10% higher than the average for ELLs in District 7 on the New York State English Mathematics Exam.
	2. Students will improve their score every year they attend The American Dream School by a quarter of point using a 1-4 level score.
	3. 75% of children entering 9 <sup>th</sup> grade will have passed the 8 <sup>th</sup> Grade Math exam.
	4. Each year there will be a 15% increase in the number of students passing the Math exam at the American Dream School.
<b>High School</b>	1. All Students will graduate with a Regents Diploma with a score of 65 or above in at least one math Regents.
	2. The American Dream School is dedicated to mathematics instruction and will require that students pass their mathematics classes.

<b>Science</b>	
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<b>Middle School</b>	1. Students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 on the state 8 <sup>th</sup> grade science exam.
<b>High School</b>	1. All students will graduate with a Regents Diploma with a score of 65 or above in at least one science Regents.
	2. 50% of students will score a 65 or higher in a second Regents exam.

<b>Social Studies</b>	
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<b>Middle School</b>	1. Students will outperform the local school district by 10 percentage points, as measured by the percentage at Levels 3 and 4 on the state 8 <sup>th</sup> grade social studies exam.
<b>High School</b>	1. All Students will graduate with a Regents Diploma with a score of 65 or above in both U.S. and Global History Regents exam.

## B. School Schedule and Calendar

The American Dream School will thrive on a strong sense of community and understanding among the teachers, students, parents, and community at large. We believe that this can only be achieved through creating a culture that emphasizes mutual understanding and compassion. We will begin each day with advisory where we will learn about citizenship, collaboration, community, involvement, maintaining mental and physical health, and advocacy.

Following advisory, there will be four core classes: English Language Arts (ELA) and Social Studies; Spanish Language Arts (SLA) and Science; Project Based Learning (PBL); and, mathematics. The American Dream School believes that physical activity supports learning; therefore students will have physical education for 45 minutes a day. Students will also receive music and art instruction on a six week alternating schedule.

Building a professional community that cultivates growth and discourse will be essential to the culture of the school. Every six weeks, teachers will have a professional development day to analyze data and review how best to meet the needs of students. Teachers will meet daily with the director of curriculum to discuss lessons, plan, research, and find resources.

**6<sup>th</sup> Grade:** Students will be taught all subjects by one teacher in the Dual Language classrooms for their first year at the school. The purpose of structuring the program this way is to assimilate children into the culture of The American Dream School, the culture of learning in two languages, and the culture of PBL. We hope to alleviate some of the anxiety that students experience when they transition into middle school. This way students will first assimilate to the instructional culture of the school and the following year students, they will adjust to changing classrooms and the organizational skills needed to succeed in that context.

ELA and Social Studies will be taught together. Many of the New York State and Common Core State Standards in 6<sup>th</sup> -12<sup>th</sup> grade Social Studies focus on American History. These topics lend themselves to rich books, articles and other types of texts and media based on American History and on the American cannon. Science is an easier subject to access resources in Spanish as texts, articles and books are readily available.

A typical school day for a student looks like this:

Time	Activity
7:30am-7:55am	<b>Breakfast:</b> All students will have breakfast
8:00am-8:30am	<b>DREAM Advisory:</b> Students will be able to talk about concerns surrounding our community and teachers will get a gauge on how students are doing emotionally. Students will also have a “word of the day”, quote of the week, and pop quizzes on strategies of the week.

8:30am-10:00am	<b>English Language Arts/ Social Studies (ESL push in):</b> Students will have one hour and thirty minutes of instruction in content based (Social Studies) reading and writing instruction. Students will work on strategies for non-fiction reading, read historical fiction, poetry, etc. Students will read information in the content area using a specific lens to write about it.
10:00am-11:30am	<b>Project Based Learning (PBL):</b> Students will explore real-world problems and challenges in science, math, history and language arts. They will receive one hour and thirty minutes of PBL a day where they will receive complex tasks that will challenge their problem solving skills with their peers.
11:30am-12:15pm	<b>Physical Education:</b> Students will receive 45 minutes of physical fitness.
12:15pm-1:00pm	<b>LUNCH:</b> Students will have lunch with their classmates, followed by recess.
1:00-1:45	<b>Music/Art:</b> Students will receive 45 minutes of artistic instruction. This will rotate every six weeks and students will be exposed to visual and musical art, as well as expressive and historical art.
1:45-2:30	<b>Math:</b> Students will have math for 45 minutes a day. (Note: students will have PBL in math two times a week).
2:30-4:00	<b>Spanish Language Arts/ Science:</b> Students will have one hour and thirty minutes of instruction in content based (Science) reading and writing instruction. Students will work on strategies for non-fiction reading and read scientific fiction. Students will read information in the content area using a specific lens to then be able to write about it.

The total hours of instruction for each subject area in 6<sup>th</sup> grade are as follows:

Class	Hours	Minutes
DREAM Advisory	2.5 hours	150 minutes
ELA/Social Studies	7.5 hours	450 minutes
SLA/Science	7.5 hours	450 minutes
PBL	7.5 hours (3 hours for math)	450 minutes
Mathematics	3.75 hours	225 minutes
Physical Education	3.75 hours	225 minutes
Art/Music	3.75 hours	225 minutes

**7<sup>th</sup> through 12<sup>th</sup> grade:** In order to meet the expectations for New York State Teacher Certification and prevent large class sizes, teachers will work only in their area of certification. Although students will have separate classes for language and content areas, instruction will still be driven by content area topics. Content areas classes will involve content through a variety of methods, while language classes will focus on reading text related to the area of study, practicing reading strategies,

developing writing skills, and using critical lens. Students will continue to have a PBL block, math, physical education, art, and music.

**School Calendar:** Our school calendar for the first year can be found in Attachment 3. The American Dream School prides itself in on an extended school day, extended school year and built in professional development. We have 190 instructional school days, including the June mini-mester, which begin before Labor Day. Our teachers will report to work two weeks before our students arrive in August in order to undergo training in our Teacher Academy. Additionally, we have identified four, full-day professional development days where teachers will be able to analyze data from our assessments and plan accordingly. These days are: October 3, 2014, January 2, 2015, March 27, 2015, and June 12, 2015. The professional development days align with both the end/start of the quarters (marking periods) as well as with our interim assessments to measure student growth.

### **C. Curriculum and Instruction**

The dedication and devotion of teachers is essential to build a growing dynamic school. We want teachers to feel invested and respected as professionals at The American Dream School. The director of curriculum and instruction and the teachers will begin curriculum design during the summer institute and continue throughout the school year, meeting daily to analyze and discuss lessons and units. We plan to use lesson study in our professional learning community. Lesson study is a practice where teachers work collaboratively to design and implement lessons, follow up the lessons discussing areas of strength and weakness, and then improving the lessons based on their observations. Teachers will create units, implement them, and discuss ways to improve their practice. Teachers will use their classroom practice to inform and improve their lessons. Teachers will create curricula in collaboration with other teachers and the director of curriculum and instruction. Teachers will decide learning outcomes based on the New York State Learning Standards, the Common Core State Standards, as well as student assessments. In order to achieve our goals and best teach our target population, The American Dream School will follow a framework that supports ELLs and encourages critical thinking and problem solving.

The American Dream School will use a number of curricular strategies to create a rich educational program. Students will learn in a Dual Language program in Spanish and English. Teachers will follow the SIOP model, CALLA Handbook (1994), and *Understanding by Design* (UBD) by Grant P. Wiggins and Jay McTighe to design lessons and units. The UBD protocol asks teachers to consider learning outcomes and the enduring understanding they want students to take away from units. Based on those learning outcomes, teachers create essential questions that drive the unit of study. Students will learn literacy through content driven instruction in all subject areas. They will practice literacy strategies using a balanced literacy approach and the work of Stephanie Harvey and Anne Goudvis. We will use the Buck Institute for Education framework for Project Base Learning.

**Dual Language:** The Dual Language program supports students becoming bilingual in both languages and fluent readers and writers (biliterate) in both languages. The Dual Language model has been used throughout the United States and other countries to develop biliteracy in young people. According to Jim Cummins, native language instruction does not impede second language acquisition<sup>7</sup>. In fact, research shows that English language learners who have received Dual Language instruction perform higher on standardized test than those who have been in transitional bilingual or ESL programs.<sup>8</sup>

Although Dual Language programs are becoming increasingly popular throughout the country, they are seldom used in secondary institutions. A Dual Language program would be well suited to our target age group and population because of our desire to prepare students for academic proficiency in Spanish and English. Research also demonstrates that native language development supports second language acquisition<sup>9</sup>. For our target population, we believe a Dual Language program will help us achieve our goals for all students at The American Dream School: to meet or exceed grade level standard; and, to become bilingual and biliterate in English and Spanish.

At The American Dream School we believe that bilingualism and biliteracy is an asset that can provide opportunities for and enrich the lives of our students. Dual Language programs focus on supporting students' language and literacy skills in their native language in order to improve skills in their second language. This is based on James Cummins work. He asserts that students are able to transfer linguistic, cognitive, and literacy skills from their first language to their second language. As people develop a more complex understanding of their first language, they are able to transfer this knowledge to their second language. Cummins explains that there are two fundamental components that promote language acquisition: experience with the second language; and, a commitment to learn the language<sup>10</sup>. Many studies conclude that literacy development in a child's first language mirrors development in the second language. The more emphasis that is put into developing literacy skills in a students' first language, the better prepared students will be to transfer those skills to a second language.<sup>11</sup>

Dual Language programs provide native language instruction and expose Spanish language learners to the marvelous world of learning about language and culture. Dual Language provides cultural and linguistic support to children in an educational system that is seldom cognizant of the complex needs of language learners. This program works to provide students with cultural integrity and to build self-esteem. The results may not be immediate, nevertheless this work furnishes and important benchmark towards fulfilling the objective of breaking the monolingual status quo.

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<sup>7</sup> Cummins, J. (September, 2005) Teaching for Cross-Language Transfer in Dual Language Education: Possibilities and Pitfalls. In TESOL Symposium on Dual Language Education: Teaching and Learning Two Language in EFL Setting. Symposium conducted at Bogazici University, Istanbul, Turkey.

<sup>8</sup> Vialpando, Jacqueline, et al. 2005. *Educating English Language Learners: Implementing Instructional Practices*. [www.ncltr.org](http://www.ncltr.org)

<sup>9</sup> Cummings, 2005.

<sup>10</sup> Ibid.

<sup>11</sup> Vialpando et al, 2005.

America has always been multilingual; Dual Language is a step in making the community a richer more accepting place. Students are taught to embrace their native language and their cultural heritage. Accepting the culture and traditions of the community supports children in becoming strong citizens and leaders in that community. Their skills in their native language enhance communication with their families and with other Spanish speakers.

As students improve their literary skills in Spanish and English they will also be afforded more economic opportunities. People who are bilingual can not only work in our country translating and providing Spanish language services, but they can also gain access to university systems in Spanish speaking countries. Latin America has one of the fastest growing economies in the world. By graduating biliterate students, we are improving their marketability in international commerce.

**SIOP Model and CALLA framework:** The Sheltered Instructional Observation Protocol (SIOP) model will be the framework used to design lessons in the Dual Language program. It is intended to support language acquisition and accelerate vocabulary growth, support comprehension, and scaffold writing and grammatical structures. The SIOP model is based on extensive research of English Language learners, on Stephen Krashen's comprehensive body of work starting in the 1970's, and on Vygotski theory of Zone of Proximal Development (ZPD). The model was created to support students' comprehension and language skills in order to guide them towards the production of more rigorous work. Although the program is designed for language learners, it supports all learners in meeting high expectations. All lessons will follow the SIOP model because we anticipate students needing academic support in both languages and in all subject areas. There are eight essential components to SIOP model instruction:

- Lesson Preparation
- Building Background
- Comprehensible Input
- Strategies
- Interaction
- Practice/Application
- Lesson Delivery
- Review/Assessment

In addition to SIOP model instruction, we will use Cognitive Academic Language Learning Approach (CALLA).<sup>12</sup> This approach takes into account background knowledge, creating purposeful projects, using a collaborative approach to teaching and student engagement, developing meta-cognitive awareness around learning, building strategies that promote language learning and asking students to self assess their work. The work done by Uhl Chamot and O'Malley analyzes the strategies needed in each content area to improve the habits of mind that will optimize learning. The framework helps teachers guide students to self monitor and facilitate their own learning through explicit teaching of meta-cognitive skills. The CALLA Handbook (1994) is a guide for helping teachers to deconstruct their lessons to best support student success in every content area.

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<sup>12</sup> CALLA, Uhl Chamot et al, 1994.

**Content Driven Instruction:** In keeping with our goals of meeting the needs of English language learners, we will use a number of strategies as outlined by National Council of La Raza in *Educating English Language Learners : Implementing Instructional Practices* (Vialpando et al, 2005) and a Carnegie Corporation of New York report, *Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners* ( Batalova et al, 2007). Both reports discuss Cummins’ (1981) theory that context imbedded instruction can hold students to a more rigorous standard because students are given the background, vocabulary, and grammatical and linguistic support to achieve high standards. At The American Dream School, we will integrate language arts and two content areas. Students will receive Spanish Language Arts (SLA) and Science instruction together, and English Language Arts (ELA) and Social Studies instruction together. Students will have separate Math blocks and Project Based Learning (PBL) blocks.

All units in all subject areas will be six weeks long. ELA/Social Studies and SLA/Science will be taught focusing on three different areas: word work and vocabulary development; reading; and, writing. In all subject areas, including ELA, Social Studies, Science and Math, outcomes will be based on the requirements of New York State and Common Core Curriculum. Texts will include a variety of text structure in non-fiction, and in fiction related to the unit of study. Students will be expected to learn to write a number of different kinds of essays and narrative pieces.

The units will begin immersing students in vocabulary and contextualizing the theme they will be focusing on through media, reading books aloud, and other methods for building background. Students will then be asked to focus on reading texts using reading strategies based on Stephanie Harvey and Anne Goudvis’ body of work. While students are immersed in literature they will focus on note taking to support their learning and to use as a reference to support writing and PBL. Ultimately students will be expected to write frequently about what they have learned, to think critically, to express their opinion in writing, and to create meaningful projects.

**Strategy Work and Balanced Literacy:** Literacy is a driving force behind all academic success. In order to be successful, students must achieve fluency and be able to comprehend texts. The Carnegie Corporation report (2005) outlines some possible solutions for building strong literacy skills in adolescents<sup>13</sup>.

- Integrating all four language skills into instruction from the start
- Teaching the components and processes of reading and writing
- Focusing on vocabulary development
- Building and activate background knowledge

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<sup>13</sup> Fitzsimmons, S., & Short, D.J. (2007) *Double the Work: Challenges and solutions to Acquiring language and academic literacy for adolescent English Language Learners*. A Report to the Carnegie Corporation of New York. New York: Alliance for Excellent Education.

- Teaching language through content and themes
- Using native language strategically
- Pairing technology and existing interventions
- Motivating ELLs through choice

**PBL:** The Project Based Learning (PBL) segment of the day will be essential to ensuring students’ enduring understanding. The American Dream School strongly believes that people learn through doing. Students’ approach to learning should be inquiry-based. The PBL segment of the day will focus on analyzing and answering complex questions based on investigations of content area material. Students will be expected to come up with answers to questions and solutions to problems. Through teacher-mediated, inquiry-based discussions, students will pose questions, plan projects, manage their time, implement and create their work, and present their findings. The work is based on students’ point of view and understanding of their learning. Consequently, a variety of outcomes is possible. Students might build models that demonstrate their perception of a complex idea. Students might stage an experiment that demonstrates an answer to an essential question being explored or contemplate essential questions that recur in a unit of study. The American Dream School intends to work with the Buck Institute for Education (BIE) to implement PBL. The BIE has a framework that infuses PBL strategies and methodology into the leadership of the school, into curricular and instructional matrices, and into the students’ school experience. Like the SIOP, CALLA, and lesson study, PBL will also be ingrained in the fabric of the school.

Students will make final presentation in PBL. In keeping with the mission of our school, we expect students to present work in written form and orally, both in Spanish and English. During PBL, explicit instruction toward optimizing transfer between languages will be used. For example, students will label their work in both languages, present final presentations to peers and staff in both languages, and write written explanations of work in both languages. Although this is not a standard format for Dual Language, we believe that teachers should “encourage cross-language transfer and the development of language awareness.”<sup>14</sup> By explicitly teaching students to transfer knowledge, it reinforces students’ responsibility for learning cognates and homophones, and supports building strategies that promote transfer.

**Mathematics:** During math block students will focus on numerical computation and reading and comprehending math problems. Teachers will use IMPACT mathematics to guide instruction. For better conceptual understanding, Marilyn Burns will also be used. Math instruction will be administered in Spanish until one calendar year after students have tested out of the NYSELAT. Math will be taught daily in 45 minute blocks; twice a week students will make mathematical models

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<sup>14</sup> Cummins, J. (September, 2005) Teaching for Cross-Language Transfer in Dual Language Education: Possibilities and Pitfalls. In TESOL Symposium on Dual Language Education: Teaching and Learning Two Language in EFL Setting. Symposium conducted at Bogazici University, Istanbul, Turkey. p.9.

during Project Based Learning. Math will focus on the number system, expressions and equations, understanding mathematical functions, geometry, and statistics and probability as outlined by the New York State Learning Standards and the Common Core Learning Standards.

**Art and Music:** Art and music are essential to students' engagement in The American Dream School curriculum. Students must not only engage in discussing pieces of art and music that relate to content area instruction but they will also be engaged in experimenting with different media and techniques. Our goal will be to actively engage students in participating in problem-solving and creative expression. Art and music teachers will work with content area teachers to expose students to pieces that are relevant to areas of study. This will give students the chance to look at primary sources and to discuss how an artist's world views are present in his/her work. Students will be expected to discuss art and music through observation and an historical lens; they will be encouraged to discuss what they see or hear and how they react to it. This block will be instructed in English to focus on conversational skills and descriptive language.

**Physical Education:** At The American Dream School we feel that physical health and activity is essential to academic success. Students will have physical education classes for 45 minutes every day. The focus of physical education will work on building physical strength and stamina as well as teaching students about team sports, traditional dance, and other forms of physical activity. The objective will be to teach students to commit themselves to physical activity as a lifelong goal for general good health and focus.

**Resources:** None of this will be possible without the appropriate resources. We anticipate needing funding for the IMPACT mathematics program, rich classroom libraries in the content areas, including books from Benchmark Books, Gareth Steven, Capstone, American Reading Company and other publishers who provide resources in Spanish, as well as access to the web. Quite a few Latin American countries, including Mexico, Ecuador, Costa Rica, and Argentina allow access to their digital libraries for elementary and secondary schools. These sites have extensive resources. We will also need comprehensive libraries of Marilyn Burns, Stephanie Harvey and Anne Goudvis bodies of work, and Marzano's body of work. Additionally, we require professional development material for teachers and staff in SIOP model training, CALLA framework, and The Buck Institute for Education PBL.

**Curricular Outline:** The following tables are samples of how we envision aligning Social Studies New York State Standards with the Common Core State Standards for ELA and the Science New York State Standards with literary standards in Spanish. The questions are possible essential questions that will drive our curriculum work.

Social Studies Themes	Social Studies Standards	CCSS Reading Standards	CCSS Writing Standards
<p>Geography- How does geography impact culture and human existence?</p>	<p>Read and analyze: primary (maps, artifacts, journals, letters, historical documents) and secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings)</p>	<p>Evaluate the central idea of the text</p> <p>Assess meaning of vocabulary based on inference and context clues</p> <p>Use non-fiction text characteristics to build understanding</p> <p>Use multiple resources to support analysis</p>	<p>Write informative and explanatory texts citing evidence</p>
<p>Economy- How is economy impacted by environment and natural resources?</p>	<p>Read and analyze: primary (maps, artifacts, journals, letters, historical documents) and secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings)</p>	<p>Assess meaning of vocabulary based on inference and context clues.</p> <p>Use non-fiction text characteristics to build understanding.</p> <p>Use multiple resources to support analysis</p>	<p>Make claims about a topic or issue finding arguments based on text and supporting those arguments</p>
<p>Government- How do governmental structures impact society and quality of life?</p>	<p>Non-fiction/Fiction comparison</p> <p>Non-fiction examples</p> <p>Read and analyze: primary (maps, artifacts, journals, letters, historical documents) secondary resources (magazine articles, new clips, radio, reviews, opinion editorials, autobiography, biography, paintings)</p> <p>Fiction</p> <p>Stories, legends, myths, historical fiction, fantasy, realistic fiction, drama, poems</p>	<p>Text evidence to support ideas</p> <p>Determine theme</p> <p>Character development and elements of story</p> <p>The impact of structure on meaning style</p> <p>How do authors infuse point of view into the text?</p> <p>Compare multiple types of materials</p>	<p>Write informative and explanatory texts citing evidence</p> <p>Make claims about a topic or issue finding arguments based on text and supporting those arguments</p> <p>Compare multiple types of materials and create a comparative writing piece</p>

<p>Culture- How is culture impacted by geography, economy, government and values?</p>	<p>Non-fiction/Fiction comparison</p> <p>Non-fiction examples Read and analyze: primary (maps, artifacts, journals, letters, historical documents) secondary resources (magazine articles, news clips, radio, reviews, opinion editorials, autobiography, biography, paintings)</p> <p>Fiction Stories, legends, myths, historical fiction, fantasy, realistic fiction, drama, poems</p>	<p>Text evidence to support ideas</p> <p>Determine theme</p> <p>Character development and elements of story</p> <p>The impact of structure on meaning style</p> <p>How do authors infuse point of view into the text?</p> <p>Compare multiple types of materials</p>	<p>Write informative and explanatory texts citing evidence</p> <p>Making claims about a topic or issue finding arguments based on text and supporting those arguments</p>
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Science (By Grade)	Science Standards	CCSS Reading Standards	CCSS Writing Standards
6th grade- Life Sciences	<p>What are the relationships between organisms (producers, consumers, and decomposers), biomes, weather patterns, and the sun?</p> <ul style="list-style-type: none"> <li>✓ How are ecosystems impacted or altered?</li> <li>✓ How do organisms adapt to their environment?</li> <li>✓ What is mitosis?</li> <li>✓ What is cell theory?</li> <li>✓ What are the structures of cells, tissues, organs, organ systems and how they interact with each other?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Read informational texts</li> <li>✓ Read science articles</li> <li>✓ follow and understand multistep experiments and process oriented activities</li> <li>✓ Understand key science symbols and used in science</li> <li>✓ Examine the structure of text and how it impacts the authors purpose</li> <li>✓ What is the authors purpose in describing scientific procedures or experiments in text</li> <li>✓ Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations</li> <li>✓ Compare knowledge gathered from multiple resources</li> </ul>	<ul style="list-style-type: none"> <li>✓ Write informative and explanatory texts citing evidence</li> <li>✓ Making claims about a topic or issue finding arguments based on text and supporting those arguments</li> <li>✓ Compare multiple types of materials and create a comparative writing piece</li> <li>✓ Create process pieces/ how too</li> <li>✓ How do we represent our understanding visually (graphs, diagrams, maps, models, etc)</li> </ul>
7 <sup>th</sup> grade- Life Sciences	<p>What are changes of properties of matter?</p> <p>What are atoms?</p> <p>What are the structures of matter?</p>	<p>Read informational texts</p> <p>Read science articles</p> <p>Follow and understand multistep experiments and process oriented activities</p>	<p>Write informative and explanatory texts citing evidence</p> <p>Making claims about a topic or issue finding arguments based on text and supporting those arguments</p>

	<p>What are the differences between physical changes and chemical changes?</p> <p>What is the conservation of matter?</p> <p>How is energy transferred?</p> <p>How is energy converted into heat?</p>	<p>Understand key science symbols and used in science</p> <p>Examine the structure of text and how it impacts the authors purpose</p> <p>What is the authors purpose in describing scientific procedures or experiments in text</p> <p>Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations</p> <p>Compare knowledge gathered from multiple resource</p>	<p>Compare multiple types of materials and create a comparative writing piece</p> <p>Create process pieces/ how too</p> <p>How do we represent our understanding visually (graphs, diagrams, maps, models, etc)</p>
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<p>8<sup>th</sup> grade-Earth Space and Science concepts</p>	<p>What are the characteristics of Earth's atmosphere, hydrosphere, and lithosphere?</p> <p>How do Earth's atmosphere, hydrosphere, and lithosphere interact?</p> <p>What is erosion and weathering?</p> <p>How is erosion and weathering interrelated?</p> <p>What is the water cycle?</p> <p>What is the rock cycle?</p> <p>What evidence is there of plate tectonics?</p> <p>How does the solar system function?</p> <p>How do the systems of our solar system impact planet earth?</p> <p>How does the Sun create Earth's energy?</p>	<p>Read informational texts</p> <p>Read science articles</p> <p>Follow and understand multistep experiments and process oriented activities</p> <p>Understand key science symbols and used in science</p> <p>Examine the structure of text and how it impacts the authors purpose</p> <p>What is the authors purpose in describing scientific procedures or experiments in text</p> <p>Determine the difference between fact, reasonable conclusions based on research outcomes, and speculations</p> <p>Compare knowledge gathered from multiple resources</p>	<p>Write informative and explanatory texts citing evidence</p> <p>Making claims about a topic or issue finding arguments based on text and supporting those arguments</p> <p>Compare multiple types of materials and create a comparative writing piece</p> <p>Create process pieces/ how too</p> <p>How do we represent our understanding visually (graphs, diagrams, maps, models, etc)</p>
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The following table explains the Common Core State Standards and New York State Standards for Mathematics.

	6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
<b>Ratios and Proportional Relationships</b>	<ul style="list-style-type: none"> <li>Understand ratio concepts and use ratio reasoning to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Analyze proportional relationships and use them to solve real-world and mathematical problems</li> </ul>	
<b>The Number System</b>	<ul style="list-style-type: none"> <li>Apply and extend previous understandings of multiplication and division to divide fractions by fractions</li> <li>Compute fluently with multi-digit numbers and find common factors and multiples</li> <li>Apply and extend previous understandings of numbers to the system of rational numbers</li> </ul>	<ul style="list-style-type: none"> <li>Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers</li> </ul>	<ul style="list-style-type: none"> <li>Know that there are numbers that are not rational, and approximate them by rational numbers</li> </ul>
<b>Expressions and Equations</b>	<ul style="list-style-type: none"> <li>Apply and extend previous understandings of arithmetic to algebraic expressions</li> <li>Reason about and solve one-variable equations and inequalities</li> <li>Represent and analyze quantitative relationships between dependent and independent variables</li> </ul>	<ul style="list-style-type: none"> <li>Use properties of operations to generate equivalent expressions</li> <li>Solve real-life and mathematical problems using numerical and algebraic expressions and equations</li> </ul>	<ul style="list-style-type: none"> <li>Work with radicals and integer exponents</li> <li>Understand the connection between proportional relationships, lines, and linear equations</li> <li>Analyze and solve linear equations and pairs of simultaneous linear equations</li> </ul>

<b>Geometry</b>	<ul style="list-style-type: none"> <li>Solve real-world and mathematical problems involving area, surface area, and volume</li> </ul>	<ul style="list-style-type: none"> <li>Draw, construct, and describe geometrical figures and describe the relationships between them</li> <li>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume</li> </ul>	<ul style="list-style-type: none"> <li>Draw, construct, and describe geometrical figures and describe the relationships between them</li> <li>Understand congruence and similarity using physical models, transparencies, or geometry software</li> <li>Understand and apply the Pythagorean Theorem</li> <li>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume</li> </ul>
<b>Statistics and Probability</b>	<ul style="list-style-type: none"> <li>Develop understanding of statistical variability</li> <li>Summarize and describe distributions</li> </ul>	<ul style="list-style-type: none"> <li>Use random sampling to draw inferences about a population</li> <li>Draw informal comparative inferences about a population</li> <li>Draw informal comparative inferences about two populations</li> <li>Investigate chance processes and develop, use, and evaluate probability models</li> </ul>	<ul style="list-style-type: none"> <li>Investigate patterns of association in bivariate data</li> </ul>

#### D. Assessment System

At The American Dream School, we are dedicated to ensuring that students are advancing in both Spanish and English. According to the Carnegie Corporation Report, one major policy change that ensures the success of a school is adequate assessment that analyzes English language skills as well as native language skills. Native Language assessments for ELLs in many schools do not exist. This is particularly important for students who are being instructed in their native language. If teachers are not clearly assessing students in their native language as well as in English, they are not able to monitor progress or to assess what exactly students are able to understand and what exist. A fundamental and thorough grasp of native language abilities indicates what skills have been developed that perhaps have not transferred, what skills are in the process of developing, and what skills need to be introduced or modified. Teachers will be able to assess their own instruction through considering if students are able to meet the expectations for a skill in one language but not

the other thus indicating that students are not transferring information, or do not have the possible support (scaffolding) to successfully demonstrate that skill in their second language.

### ENGLISH LANGUAGE ARTS

Summative assessments (end of year)	NYS tests, NYSESLAT, Scholastic Reading Inventory
Formative assessments (continuous)	Exit tickets, rubric-based grading system
Progress Monitoring (multiple times in a year)	DRA /EDL, running records, conferring notes

### MATHEMATICS

Summative assessments (end of year)	Impact based assessment in June for post April math and NYS test, Scholastic Math Inventory
Formative assessments (continuous)	Exit tickets, rubric-based grading system
Progress Monitoring (Multiple times in a year)	Quizzes, projects, and Impact exams

**Diagnostic:** During the summer before classes begins, each student will be assessed using the Evaluación del Desarrollo de Lectura® (EDL) and Developmental Reading Assessment (DRA) literacy assessments in order for teachers to plan for instruction using baseline data. In addition, students will be assessed in math using the Scholastic Math Inventory (SMI) and the Scholastic Reading Inventory (SRI) (once students reach a 60 DRA).

Our school plans to assess students in both languages in literacy. We will use the Language Assessment Scales–Reading/Writing Spanish and ELA New York State test as cumulative assessments. The EDL and DRA will be administered in August before the academic year begins, in January, and at the end of the academic year in June. Students who are two years below grade level in both languages will be progress monitored using running records and miscue analysis. These assessments will better inform teachers and specialist on how to create targeted lessons that meet the needs of the students and facilitate reading development.

In addition to literacy assessments, we will administer mathematics assessments. Math teachers will give daily formative assessment to better support struggling students. Students will be formally assessed four times a year to monitor growth and target problem areas, using the Scholastic Math Inventory. These assessments will be administered before school begins in August, in November, in January, and in June. In addition to these assessments, we will also use the New York State Exam as a guide for understanding students struggles and to improve curriculum as needed.

**Data Collection and Analysis:** Teachers will use professional development days to analyze data collected from New York State tests, DRA/EDL information, Language Assessment Scales–Reading/Writing Spanish, SMI/SRI exams. They will confer, share information, observations, running record, and miscue analyses, and discuss educational plans and targeted lessons. The director of curriculum and instruction will consult with literacy and ESL teachers to ensure they are

progress monitoring and making the necessary adjustments to instructional plans to best meet the needs of students. Math teachers will also use professional development days to analyze data and make adjustments to groups, curriculum, and PBL learning projects.

The principal and director of curriculum and instruction will ensure that teachers (grouped in grade level teams) are analyzing the variety of data that they collect on their students. Using our Response to Intervention approach, teachers will be expected to complete an action plan for each student and each class they teach, and to identify intervention and supplemental instruction that needs to occur. This collection and analysis will not only be performed on a weekly basis but also during the specified professional development days that are outlined in our school calendar.

We have identified ways in which all of our stakeholders will be able to use the variety of data that exists in reading, writing and math.

Who	What
Students	<ul style="list-style-type: none"> <li>• Students will be able to understand their results and set goals for themselves using grade level/age appropriate standards as guided by the teachers.</li> <li>• Students will establish a system of check in with both parents and teachers that works for him/her to ensure s/he is reaching the goals established.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>• Parents will attend a workshop where each assessment, as well as goals set forth by the school and state, so that parents are able to understand their students' performance.</li> <li>• Parents will identify different ways that they will ensure that their students are diligently trying to achieve their assessment goals.</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Create action plans for each student and each class</li> <li>• Identify student needs/resources and solicit support from DCI</li> <li>• Share and collaborate on IEP goals for students with an IEP</li> <li>• Plan instruction using the most recent assessment results and reflect on lessons during the lesson study to ensure results of assessments were incorporated into the planning</li> </ul>
Director of Curriculum and Instruction and Principal	<ul style="list-style-type: none"> <li>• Plan professional development for teachers around administering assessment, collecting and analyzing data, and creating action plans</li> <li>• Support teachers throughout the process to ensure quality work and solid plans of action are created</li> <li>• Work with learning specialists and English language specialists to ensure that they are supporting general education teachers with providing intervention strategies and suggestions</li> <li>• Plan and deliver workshops for parents, with the support of teachers, regarding assessments</li> <li>• Work with learning specialists to ensure that Special Education students' goals, as stated on their IEP, are consistent and aligned with data collected in-house</li> </ul>

<b>Board of Trustees</b>	<ul style="list-style-type: none"> <li>• Hold principal accountable for reaching metrics identified by charter to SED</li> <li>• Ensure that students are making gains in reading, writing, and mathematics</li> <li>• Ensure that teachers are being professionally developed to adequately help students make academic gains.</li> <li>• Analyze the principal’s assessment results action plan</li> </ul>
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**Reporting to Parents:** The American Dream School will have quarterly report cards go home to parents. The report cards will reflect grades in all subject areas as well as have standards based grades. Students with disabilities will also receive IEP progress reports that the learning specialists will log and document using the New York City Department of Education’s Special Education Student Information System (SE SIS). These reports will be sent home quarterly as well, in accordance with our report card distribution calendar. Students will be graded using standards-based as well as numerical grades. This is to help determine how close they are to meeting the state standards as well as show the level of mastery in a particular subject as opposed to a grade.

An example of the grade range is:

1-4 Point Scale	Numerical Grade
4.0	96-100
3.75	90-95
3.50	87-89
3.25	83-86
3.0	80-82
2.75	77-79
2.50	75-76
2.25	73-74
2.0	70-72
1.75	67-70
1.50	63-66
1.25	60-62
1.0	59 and below

**E. Performance, Promotion, and Graduation Standards**

The American Dream School recognizes that students who enter our school may be performing below grade level, be limited English proficient, and/or have interrupted formal education if they have emigrated from another country. Therefore, we will ensure that our students have ample support in class with our learning and language support specialists as well as through daily teaching and learning using ESL and differentiated instruction teaching methodologies.

In order for students to be promoted from one grade to the next grade, we must differentiate between students who are English proficient and students who are limited English proficient. In order to be promoted to the next grade, English Proficient students must meet two of the following criteria:

1. Earn a 70 or above in all classes.
2. Earn a 3 or 4 on the NYS ELA Math and ELA exam.
3. Have 90% attendance.

In order to be promoted to the next grade, limited English proficient students must meet three of the following criteria:

1. Make satisfactory progress in English as a Second Language literacy development as aligned with the Common Core State Standards (NYS Bilingual Common Core Initiative) OR earn a 70 or above in ELA/History.
2. Earn a 70 or above in Spanish Language Arts/Science, PBL, Physical Education, and Music/Art.
3. Earn a 3 or 4 in mathematics on the NYS Math exam.
4. Have 90% attendance.

Students who struggle in any of their classes (as evidenced by formative or summative assessments), who did not pass the ELA or Math state exam, or who have below 90% attendance will have an action plan created for them by their advisory teacher. This will include creating realistic, achievable benchmarks for students based on the student's current level of performance. This will be done as early as the first diagnostic and continue through the end of the school year. The goal is academic success and promotion certainty for as many students as possible by meeting them where they are and systematically and proactively planning and preparing for their various needs. The principal will make all promotion/retention decisions for all students after examining the promotional criteria, progress monitoring, and gains made by students after intervention was offered and documented.

In order to graduate from The American Dream School, students must pass at least 6 regents with a 65 or above (Math, Science, U.S. History, World History, Spanish, and English) as well as pass all of their classes with a 70 or above. Students who earn a 3, 4, or 5 on one of the AP Spanish exams, earns a 75 or higher on the English and Spanish Regents, will graduate with a "seal of biliteracy" on their diploma, indicating college readiness and proficiency in two languages.

## **F. School Culture and Climate**

**Advisory:** The centerpiece of our school culture at The American Dream School will be the DREAM Advisory (Diversity, Respect, Empowerment, Advocacy, and Motivation). The DREAM Advisory is a class that meets first thing every morning. It is more than a check-in, or homeroom. The DREAM Advisory serves both as the principal liaison between the home and the school and the place where students learn the behaviors of successful people. In the DREAM Advisory, students set goals both for themselves as individuals and for the group, and use reflective time to *hold themselves and one another accountable* to those goals.

The DREAM Advisory serves as an in-school family for each student. The DREAM Advisory teacher is also the parents' family member at The American Dream School. Parents do not receive reports, whether negative or positive, from each subject teacher at whim. Instead, subject teachers share each student's progress with the DREAM Advisory teacher, who, in turn, regularly phones or visits the parents of each student in her DREAM Advisory class. Routine disciplinary matters are not dealt with by the subject teachers, but by the DREAM Advisory teacher. And if, unfortunately, a discipline problem has to be brought to the attention of the school administration, the student and parent will *always be accompanied by the DREAM Advisory teacher*, who is their advocate in the school.

The five pillars of the DREAM Advisory class, mentioned above, are Diversity, Respect, Empowerment, Advocacy, and Motivation.

We understand DIVERSITY to mean the uniqueness of every student. In the DREAM Advisory class we foster individuality instead of conformity by using that time for reflective activity, such as journaling. During class discussion, we use protocols, such as Socratic Dialogue and Descriptive Processes, to ensure that all voices are heard. It is also an opportunity to seek ways to personalize the academic work in other classes and to see that students bring themselves and their interests to all their intellectual pursuits.

We understand RESPECT to mean both respect for others and respect for self. We cultivate respect by developing mutually-agreed-upon norms for behavior, such as being present both physically and emotionally, not engaging in put-downs or threats, not touching other people or their property, etc. The DREAM Advisory is a venue for discussing student concerns regarding those norms, whether perceived violations are by children or adults. And it is the court of first resort for determining appropriate consequences for classmates who fail to live up to those norms.

We understand EMPOWERMENT to mean the development of skills to be successful in the world. Some of those skills are well understood at all schools: being on time, completing one's work, managing all one's obligations, maintaining physical and emotional health. The DREAM Advisory makes of those skills an *explicit curriculum*. But it also works to develop the skills of trust in self and trust in team. Instead of opposing peer pressure, the DREAM Advisory class creates a zone of *positive peer pressure*. It does this initially by means of experiential challenges and games that foster teamwork. It does this too by using the class as a place to publicize each student's academic and behavior goals, and by having open discussion about whether each person is achieving those goals.

We understand ADVOCACY to be a responsibility of both the teacher and the students in the DREAM Advisory class. As mentioned above, the DREAM Advisory teacher is an advocate for each student in the class, and for their parents, in any meeting with other teachers or administrators. This doesn't have to mean taking a side in a dispute, but it does mean having the presence of a powerful member of the adult school community with them. Advocacy also means leadership for

the students. When larger student meetings are held, whether at the grade level or the all-school level, DREAM Advisory classes present performances (academic or cultural), facilitate conversation, or represent themselves through the voices of their chosen members. If students have questions about practices within the school or in the larger world, they are *encouraged* through their DREAM Advisory to take appropriate steps to make things better. That can be through community service or through presenting demands to the responsible authority.

We understand MOTIVATION to mean the driving need for excellence. We do not train students to meet minimum requirements. We engage them in positive competition to find newer and better ways of outdoing themselves. Competitive communities are not satisfied to meet the demands of outside judges. They invent new, hitherto unthought-of standards for themselves. The DREAM Advisory class doesn't just reflect on the students' present and past; it *imagines* a future. The basic questions about a student's work in the DREAM Advisory class are: What? So What? And, Now What?

It is our hope that through a strong advisory program, we will be able to build and keep a positive school culture and climate.

**Experiential Learning:** In order to enhance our students' academic, artistic, cultural, and social development, The American Dream School requires that all students participate in activities and events outside of the school environment. These experiential learning experiences are educational in content and connect to the standards taught in Math, Science, Social Studies, English, Spanish, and the arts. Although most experiential lessons will take place during the school day, some will take place on Saturday, and others might be overnight experiences.

It is important for students and families to realize that field lessons and trips are not optional. They are critical elements of our curriculum and academic extensions of our school day where students have an opportunity to connect classroom learning to the greater world. Field lessons will be announced in advance and permission slips will be sent home with the trip purpose, details, and cost if applicable.

**Student Expectations:** Students are expected to be in their seats, ready to learn by 7:55am daily. Students will begin their day in the cafeteria/lunchroom where they are welcome to eat breakfast beginning at 7:30am. Students will be picked up by their teachers at approximately 7:50am and escorted to their first class, which is DREAM advisory. Throughout the day, students are escorted to and from classes as well as to lunch unless they have earned the privilege to travel independently. Students will also be escorted out of the building at dismissal time.

Our students must wear a uniform to school each day. Uniforms help create a communal and academic environment which minimizes any sense of social competition and/or distractions from the learning process. Our uniform policy is outlined in Attachment 4.

**Discipline:** As a community, we believe that creating a rich and creative learning experience for every student depends on maintaining a safe, structured school environment. We advocate a unified code of conduct to inform and guide behavior. The written code of conduct will be visible in each classroom and outlined in our Family Handbook. During our first Family Barbecue, parents will be

invited to meet their child’s teacher(s) and be introduced to our policies and procedures, including student discipline.

There is a range of possible consequences for violating school rules depending on the severity of the infraction or the logical consequence within the given situation; these consequences may include:

- Non-Verbal Warning
- Verbal Warning
- Parent Contact and Written Warning
- Detention
- Principal or Director of School Culture Conference

Our Student Discipline Policy includes explanations for the above-mentioned consequences as well as outlines steps that need to be taken for general and special education students. It also explains what the possible outcomes of having a principal or director of school culture conference could be.

During the Teacher Academy, teachers will be given an opportunity to learn and ask questions about the school culture and its discipline policy. The American Dream School aims to ensure that the student discipline policy is followed in the fairest yet firmest manner. We believe in a tiered level of appropriate consequences related to the severity of the offense.

We will not merely recognize and deal with negative behavior, but celebrate positive behavior and contributions to our community through public recognitions. Such recognition can include Scholar Dollars, shout outs during announcements, “student of the week” posters and access to our school store and luncheons with their advisor and/or principal.

**Parent Partnerships:** Additionally, at The American Dream School, we strongly believe in community building and building partnerships with parents. Because we see our school as a village, we hope that parents will support teachers and staff by committing to attending curriculum night, participating in class trips, participating in parent workshops, and being present at all parent-teacher conferences. The school will require a pledge from students, staff and parents every year indicating familiarity and understanding of the school discipline policy and behavioral expectations. This Partners’ Promise will be referenced whenever students violate the guidelines of the pledge.

**Evaluating School Culture and Climate:** The American Dream School will be a data-driven school. The purpose behind the data collected is twofold: to reflect and guide our instruction in the classroom; and, to measure and monitor school culture. The aim is to ensure that we, as teachers and leaders, are constantly reflecting on our practices and altering our approach if necessary. Parents and staff will have frequent opportunities to share comments and concerns they have through forum discussions the school will host. We will ensure that we create holistic surveys that also allow for open-ended questions. Some examples of questions we intend to ask parents are:

Do you believe...

- your child’s learning is high priority?
- the American Dream School provides a safe environment for your child to learn?
- school rules are enforced fairly and consistently?
- you receive regular feedback from your child’s advisor?

- your family is treated with respect?
- your child has multiple opportunities to be successful?
- your child has the necessary supplies/materials/books?
- you know the academic expectations for your child?
- the parent workshops help you help your child?
- your child enjoys coming to school?
- you would recommend The American Dream School to other parents?
- certain things are working well? (open ended)
- other things need to be improved? (open ended)

## G. Special Student Population and Related Services

The American Dream School is a school that gives preference to English language learners and/or immigrant students residing in Community School District 7. We will ensure that all students have access to high quality education at all times. We are planning to hire one English language learner specialist (ELL specialist) and two learning specialists per grade. This is a very important structural plan for our students because we want to ensure that there are multiple points of entry at all times for our students in every class, in both languages.

**Response to Intervention:** To begin, The American Dream School will do the following for all students, regardless of their language proficiency or disability:

1. Ensure that all of our students receive research-based, quality instruction as designed by our teaching staff and director of curriculum and instruction.
2. Create and use progress monitoring tools that will ensure data-based and driven decisions in regards to student interventions and/or modifications to the curriculum at hand.
3. Create a support system for students who may be struggling using progress monitoring tools.

We will ensure that all interventions are documented for students to determine how much growth/gains they are making. If it appears as if students are not making gains, we will need to revisit the intervention and create a new one for each student.

The ELL specialist and learning specialists will work collaboratively with each general education teacher to ensure that lessons are differentiated and action plans are aligned with students' data (including IEP goals and/or language proficiency levels). This effort will be coordinated by our director of curriculum and instruction with support from our ELL and learning specialists.

The reason that our RTI model will be overseen by the director of curriculum and instruction is that it will mirror what we have in place in regards to assessments, action plans, and interventions for all students. However, we will use three levels of intervention for our students:

1. Least Intensive (Tier 1)
2. Moderately Intensive (Tier 2)
3. Most Intensive (Tier 3)

Our interventions supports will come in the various forms and differentiated by area in need:

Area	Types of Support
Reading	Phonemic Awareness, Phonics, Vocabulary, Fluency, Text Comprehension
Writing	Getting Started, Organizing Thoughts, Planning, Proofreading, Fluency, Self monitoring, Spelling
Math	Number Sense, Word Problems, Math Fluency
Behavior	Behavior Contracts, Communication, Establishing Routines, Getting Organized Peer Relationships, Academic Motivation, Setting and Meeting Expectations

**Special Education Services:** All special education services will be provided by certified special education teachers for any and all students who require services. We are hiring two learning specialists per grade to serve as an Integrated Collaborative Teacher (ICT) and/or as a Special Education Teacher Support Service (SETSS) provider, to ensure that all students' needs are met as per their IEP. However, we will ensure that our teachers implement the RTI process first before considering a general education student for evaluation for special education services.

If a student is continuing to struggle through our RTI process, we will then refer the student to our Student Support Team (SST). This referral will have to come with anecdotal and data that support the findings of the referring teacher. The referring teacher will also need to communicate with the student's parent to inform him/her of the concerns for said student and the reason behind the SST referral. The SST will meet and determine if the interventions provided by the general education teachers were sufficient and the student warrants a referral to the Committee on Special Education OR if there are still more interventions that we could implement to further support the student. If the SST determines that the student might benefit from special education services, the learning specialist will make a recommendation to the Committee on Special Education (charter school liaison) at 1 Fordham Plaza, Bronx, NY. We will notify parents of our intent for recommended services before making this recommendation and will guide the parent through the process (evaluation to service determination).

Each grade level will have one ICT class where we will follow a 60/40 model of integrated team teaching. There will be about a 60% general education (15 students) and 40% students with disabilities (10 students) max. This will allow for students who have more restrictive IEPs to get an opportunity to try a less restrictive environment (performance permitting) as well as allow students who may benefit from having two teachers to be changed from SETSS to ICT, since it is on the continuum and does not require a more restrictive setting.

In addition to the ICT class, we are going to provide Special Education Teacher Support Service (SETSS) to students who have this service. The learning specialists will use the student's IEP, data from our assessments/diagnostic, and teacher notes and observations to determine the level of support needed for the student (either direct or indirect SETSS). We will provide all SETSS in class as a push in service for either English Language Arts, Math, or both. This service will be available to

any student who is struggling and has been determined by the SST to need additional services. Until the CSE goes through with the evaluation, we will provide SETSS to any students at risk of academic failure. Indirect services will be documented by the learning specialist, documenting work done with students and teachers to meet the child's IEP goals.

We will have one learning specialist who will coordinate the special education services (Student Support Coordinator or SSC), IEP reviews and maintain a system for organizing and documenting work done with our special education students. Any IEP student file will be kept in a locked, central location. We do not anticipate having large student files as information is now readily available to teachers via SESIS.

The SSC will also coordinate training and professional development involving how to read, implement and progress monitor IEPs with all staff members who teach students with IEPs. S/he will go over the disability classification, what that means, provide strategies, go over testing accommodations, promotional criteria (if applicable in middle school), and ensure that all teachers who teach students with disabilities are complying with all federal laws. Teachers who do not have access to SESIS will receive a hard copy of each of their student's IEPs during our August Teacher Academy.

Our Director of Operations will work with the principal to submit invoices into the Department of Education's portal. S/he will list all students that currently receive special education services, identify the percentage of services received (0-20%, 20%-60%, 60%+) to determine fair student funding for our students. We will verify with our SSC that all services are accurate and have not changed since our last submission through SESIS.

**Related Services:** The American Dream School will look to hire a guidance counselor/social worker to support students with social/emotional support. The counselor will ensure that students whose IEP mandates counseling receive the service. Additionally, the counselor will work with any student who is at risk of academic failure due to social/emotional needs (as determined by the SST).

The American Dream School will work with outside agencies to provide speech, occupational, and physical therapy for any student who requires services as stated on their IEPs. The SSC will coordinate with the CSE Related Service Authorization attainment so that parents can have a choice of providers regardless of whether we contract with an outside agency or not.

**English Language Learners:** The American Dream School's enrollment preference is for English language learners. We have devised an academic program that emphasizes language development which will be instrumental in educating English language learners. Students will have ample language support in and out of the classroom. This will be possible by having one ELL Specialist per grade, having native language instruction as designed in our model, and constant communication with the families.

We will determine who our ELLs are by printing a report from Automate the Schools (ATS), which will provide us with our total limited English proficient (LEP) students and their NYSESLAT scores. Students who are new to the country and have never been enrolled in a Department of Education school will first be given a Home Language Survey. Based on results of the survey, we will then administer the Language Assessment Battery-Revised (LAB-R) to determine their LEP status and ESL eligibility.

Students who are LEP will receive push-in ESL services by our certified ESL teacher (ELL specialist). These services will be provided during the ELA/History block in 6<sup>th</sup> grade and History during 7-12<sup>th</sup> grade. The ELL specialist will devise individual learning plans for each ELL that will target goals in each of the four modalities (reading, writing, listening, and speaking). These plans will be shared with general education teachers but will be the responsibility of the ELL specialist to implement and progress monitor.

**III. ORGANIZATIONAL AND FISCAL PLAN**

**A. Applicant(s)/Founding Group Capacity**

Our founding group currently possesses a wide range of experiences/expertise that are relevant to the founding and start-up of a successful charter school:

<b>Name</b>	<b>Current Employment</b>	<b>Relevant Experience/skills and role on founding group</b>	<b>Proposed role(s) if any</b>
Melissa Melkonian	Bronx Preparatory Charter School	<b>Experience:</b> Bilingual, General and Special Education Teacher in grades 5-12; Professional Developer; Assistant Principal; Bronx Borough Director of Special Education (NYC SpEd Collaborative) <b>Expertise:</b> School Leadership, bilingual education, special education and differentiated instruction	School Leader
Nena Gil	George Washington School (White Plains City Schools)	<b>Experience:</b> Dual Language, Bilingual and General Education Teacher <b>Expertise:</b> Curriculum development, assessment, dual language instruction	Director of Curriculum and Instruction
Maria Vaz	Great Oaks Charter School	<b>Experience:</b> 8 years of experience in finance and operations in a charter school setting <b>Expertise:</b> Budgeting, forecasting, data analysis, HR management	Director of Operations

Angie Pillier-Odate	Bronx Preparatory Charter School	<b>Experience:</b> General and Special Education Teacher grades 5-9; Bilingual <b>Expertise:</b> Special Education and Differentiated Instruction	Founding Staff Member
Luz Maria Rojas	Queens Satellite Academy High School for Opportunity	<b>Experience:</b> Bilingual and General Education teacher in grades 5-12; Assistant Principal, Professional Developer; Instructional Coach Programmer, Analyze school-wide data <b>Expertise:</b> School Leadership, Bilingual education, Literacy Coach	Board Member
Angelo Cabrera	MASA MexEd (non-paying employee)	<b>Experience:</b> Public Relations, Grant Writing, Program Management, Community Liaisons, Non-profit administration, Journalist (Columnist), Program implementation, program evaluation <b>Expertise:</b> Media Outreach, and Program development and Management	Board Member
Michael Weippert	US General Services Administration	<b>Experience:</b> Over 5 years of experience in commercial real estate leasing with a cumulative signed contract value of over \$95 million; over 3 years of experience managing construction contracts worth over \$650 million. <b>Expertise:</b> Commercial real estate, construction management	Board Member
Rick Levine	retired	<b>Experience:</b> High School Principal, AP Organization, AP Math/Science. Founding teacher: Vanguard HS. Fannie Lou Hamer Freedom HS. Founding principal: Global Enterprise HS. Bilingual education: AP at Gregorio Luperón HS. <b>Expertise:</b> School leadership, teaching and learning, advisory groups, alternative assessment.	Board Member
Laurie Pastore	White Plains Central School District	<b>Experience:</b> Elementary School Teacher, Director of Curriculum and Implementation, National Leader, LitLife Inc., Instructional Coach, White Plains Central School District <b>Expertise:</b> Curriculum Development,	Board Member

		Standards Alignment, Teaching Methodology, Coaching	
Steven Zbaida	Satellite Academy High School	<b>Experience:</b> Principal, School leadership; Secondary science teacher, professional developer <b>Expertise:</b> Budget allocation, facilities development, curriculum development, “at-risk” population, data analysis	Board Member
Paul Melkonian	Satellite Academy High School	<b>Experience:</b> School leadership; Secondary science teacher, professional developer, performance based assessment <b>Expertise:</b> Budget allocation, facilities development, curriculum development, “at-risk” population, data analysis, project based and experiential learning	Advisor
Nicholas Gold	The Gold Lab Symposium	<b>Experience:</b> Project planning and management. Grant-making foundations. Biological Research. <b>Expertise:</b> Not for profit development and Business Development.	Advisor
Adrien Odate	Equinox Fitness Club	<b>Experience:</b> Multilingual; Personal Fitness Consultant; Trainer; <b>Expertise:</b> Entrepreneur; Marketing and Advertising	Advisor

**Proposal Development:** The American Dream School was initially conceived by Melissa Melkonian, Paul Melkonian and Angelo Cabrera after reading an article in the New York Times entitled, *In New York, Mexicans Lag in Education*. Nena Gil, Angie Odate and Luz Maria Rojas were then brought on board to help develop a curricular framework and key design elements. Michael Weippert, Adrien Odate, Nicholas Gold and Maria Vaz were brought on shortly after to help with the operations component of the school design. This group of members was also a part of the New York City Charter School Center’s Apply Right program and attended weekly meetings for four months to help with the preparation and application process. Board members were then recruited in December 2012 and Laurie Pastore, Rick Levine, and Steven Zbaida joined the American Dream team. Members of the planning team have been meeting both as a whole team and subcommittees since September 2012. Melissa Melkonian coordinated the production of the proposal and led all of the planning meetings.

## B. Board of Trustees and Governance

The Board of Trustees of The American Dream School (the “Board”) will be responsible for ensuring that the school is living up to its mission, operating in compliance with its charter and all applicable state and federal laws and for the overall governance; it will retain final authority over all aspects of the school. The American Dream School’s Board of Trustees fundamental responsibility

is to chart the school's course and ensure that it has the adequate resources it needs to fulfill its mission. The Board also has a unique role in finance and budgeting, and in preserving and expanding physical resources. The Board will also be called on to participate in fundraising activities and represent the school in fundraising events and activities. Responsibilities of the Board will include: setting strategic goals for the school, hiring, overseeing and evaluating the Principal, approving the annual budget, responding to parent complaints and acting as the final point of accountability for the school in its relationship with the Board of Regents as the chartering entity. Specific responsibilities include, but are not limited to:

- Setting and clarifying the school's mission and purpose
- Appointing, supporting, and evaluating the principal's performance
- Preparing and implementing monthly board meetings
- Supporting the school's engagement in sound strategic planning
- Reviewing the school's educational programs
- Assuring the school is meeting its benchmark goals as outlined in the charter
- Making informed, data-driven decisions to ensure the success of the school
- Participating in fundraising
- Recruiting new board members
- Ensuring good financial management
- Relating the school to the outside community and the outside community to the school
- Assessing its own performance as a board
- Communicating with the Board of Regents when necessary
- Participating in a parent, student or staff grievance process
- Delegating responsibilities to others in accordance with the bylaws

**Roles and Responsibilities:** The American Dream School will have Officers of the Board of Trustees. The Principal will participate as a non-voting member. Trustees will generally serve for terms of one to three years as detailed in our Bylaws. The Board will have four Officer positions: the Chair, the Vice Chair, the Secretary and the Treasurer.

The roles and responsibilities of officers are as follows:

**Chair:**

- General supervision, direction, and control of the affairs of the school, subject to board control, and such other powers as the board may prescribe
- Preside at board meetings
- Have general management of meetings and shall see that all orders and resolutions of the board are carried into effect

**Vice Chair:**

- Perform if the Chair is absent or unable to fulfill his or her duties and when so acting as Chair will have all the Chair's powers and be subject to the same restrictions

- Perform other duties as the board shall prescribe

**Secretary:**

- Keep the minutes of the school, maintaining records of board membership and decisions, interpreting the by-laws in the case of a dispute and other duties the board may prescribe

**Treasurer:**

- Act as custodian of school funds and will provide the appropriate segregation of duties to create strict internal fiscal control policies
- Inform the Board of the school’s ongoing fiscal condition
- Present an annual report setting forth in full the financial conditions of the school

There will be four standing committees on the Board. The Executive Committee will consist of the three members and the School Principal. The Financial Committee will be chaired by the Treasurer and be responsible for reviewing all economic related updates and recommending an auditor to the Board. The Academic Committee will be responsible for reviewing academic achievement and education goal updates for the Board. The Community Outreach Committee will be responsible for reviewing and recommending actions to maintain relationships with parents and other interested community members and insure they have a voice in the School. The Committees will have other tasks, as detailed in the Bylaws, or that the Board may assign as they see fit.

The roles of the four permanent standing committees are:

1. **Executive:** The Executive Committee (EC), chaired by the Board Chair, facilitates effective decision making by the board. The EC is responsible for: a) planning board meeting agendas; and b) serving as a communication link with other board members. The EC will engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. The EC will ensure that Board composition reflects and strengthens its relationship with the community served by The American Dream School.
2. **Finance:** The Finance Committee (FC), chaired by the Treasurer, coordinates the board’s financial oversight responsibilities. The FC is responsible for developing annual budgets in conjunction with the short- and long-term plans of The American Dream School for the Board of Trustees to review and approve. The budget is then reviewed periodically by the Finance Committee to be updated with current information. Additional responsibilities include oversight of the school’s auditing, facilities and financial management initiatives.
3. **Academic:** The Academic Committee (AC) works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the principal in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Academic Committee include: advising the board on the school’s core activities of teaching and learning; advising the board on the academic aspects of the strategic direction; and working in conjunction with the principal to monitor and advance the quality of all academic activities.

- 4. Community Outreach:** The Community Outreach Committee (CO) helps create, review and recommend actions to maintain positive relationships with parents and other community members. The primary purpose of this committee is to ensure that our community knows, understands, and supports the mission of the school.

Board meetings will be held at least once every calendar month at the school and will be posted on our website and in other public forums in accordance with the Open Meetings Law. There will also be an annual meeting in which the Board will elect Trustees and Officers.

**Recruitment and Retention:** The composition of the Board of Trustees of The American Dream School will reflect strategic expertise, resources, and perspectives needed to achieve the mission and strategic objectives of the school. In order to do so, we need to ensure that the founding board members are committed to securing expertise in all designated fields and that the qualifications *and* qualities of prospective board members further develop the work of the board and school’s mission. In accordance with our bylaws, the Board may recruit a parent member or community member as a voting member.

Currently, The American Dream School is looking to fill vacancies with people in the field of: finance, law, community support, and immigration expertise.

Qualifications to serve on the Board of Trustees are as follows:

- Believe in the mission and vision of The American Dream School
- Provide an area of expertise that will advance the mission of the school
- Understand the duties of a board member
- Agree to the Bylaws
- Have time to support The American Dream School through: board training, analyzing financial statements, reviewing board documents before board meetings, attending monthly board meetings, serving on committees to which they are assigned, showing up at fund raising events, etc.

**Proposed Founding Board of Trustees**

Trustee Name	Voting (Y/N)	Position on the Board	Length of Initial Board
Rick Levine	Y	Member	3
Laurie Pastore	Y	Member	2
Luz Maria Rojas	Y	Member	1
Michael Weippert	Y	Member	2
Angelo Cabrera	Y	Member	3
Steven Zbaida	Y	Member	1
Melissa Melkonian	N	Member	1

**New School Experience:** The proposed Board of Trustees has significant experience in starting new schools, school leadership, and program evaluations. Rick Levine brings a wealth of experience with the creation of new schools to our board. He was a member of the founding faculty of Vanguard High School on the East Side of Manhattan and of Fannie Lou Hamer Freedom High School in the South Bronx. He was also the founding principal of Global Enterprise High School. Those experiences showed him that the unexpected can always overtake one's planning and that sharing space with other schools requires its own set of strengths. He also already worked with an entire school of English language learners and newcomers from countries as assistant principal of Gregorio Luperón Academy.

**Community Involvement:** Angelo Cabrera has been working in Mott Haven since 2001 when he founded Masa MexEd, a non-profit organization aimed to promote educational attainment, committed leadership and civic engagement among underserved students living in the Mott Haven section of the Bronx. This organization provides guidance and support for underserved youth and their families through a free afterschool tutoring program, helping families with immigration issues, and provides ESL and parent workshops for the parents of children receiving tutoring. Angelo founded the organization as part of a campaign that focused on attaining the right for undocumented students to qualify for in-state tuition at CUNY and SUNY schools. MASA began to focus its energies on promoting access to high quality education for students in Mott Haven once the law passed in 2002. Angelo is well known in the Mott Haven community as his organization has grown significantly since 2001, where he coordinates volunteers to tutor over 100 students a year. Angelo received community organization and leadership training from CORO's Immigrant Civic Leadership Project and Harvard's Kennedy School of Government Executive Education Leadership, Organizing and Action Leading Change program.

**Parent and Staff Involvement:** The American Dream School will highly encourage parents and staff to attend monthly board meetings to hear and provide feedback on the school's current performance. All Board meeting information, including agendas, will be provided in Spanish and English, and translation services will be provided. All Board meetings will be open to the public in accordance to the Open Meeting Law, which will include opportunities for public comment. The Board will have a complaint policy and process that will ensure any issues are brought to the attention of the Board and receive adequate and timely feedback. Board members will also be regularly involved with the parents and staff of the school through school visits, meetings with stakeholders and attending public events.

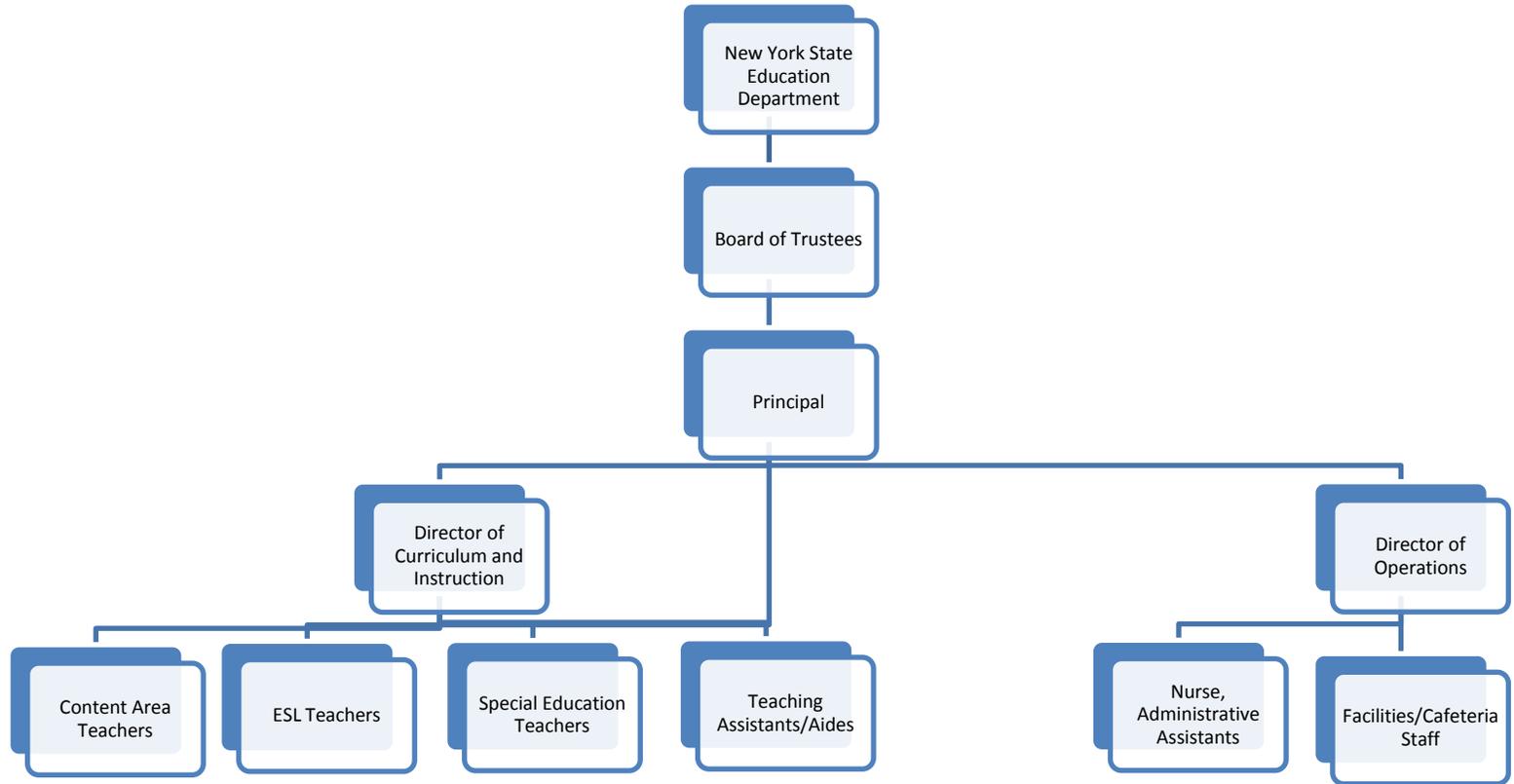
### **C. Management and Staffing**

The American Dream School has set forth an organizational structure that separates instruction from operations. The school will have the principal serve as the lead instructional leader, having support from the director of curriculum and instruction. The director of curriculum and instruction ensures that all curricular frameworks, lessons, and teaching/learning is aligned to the Common

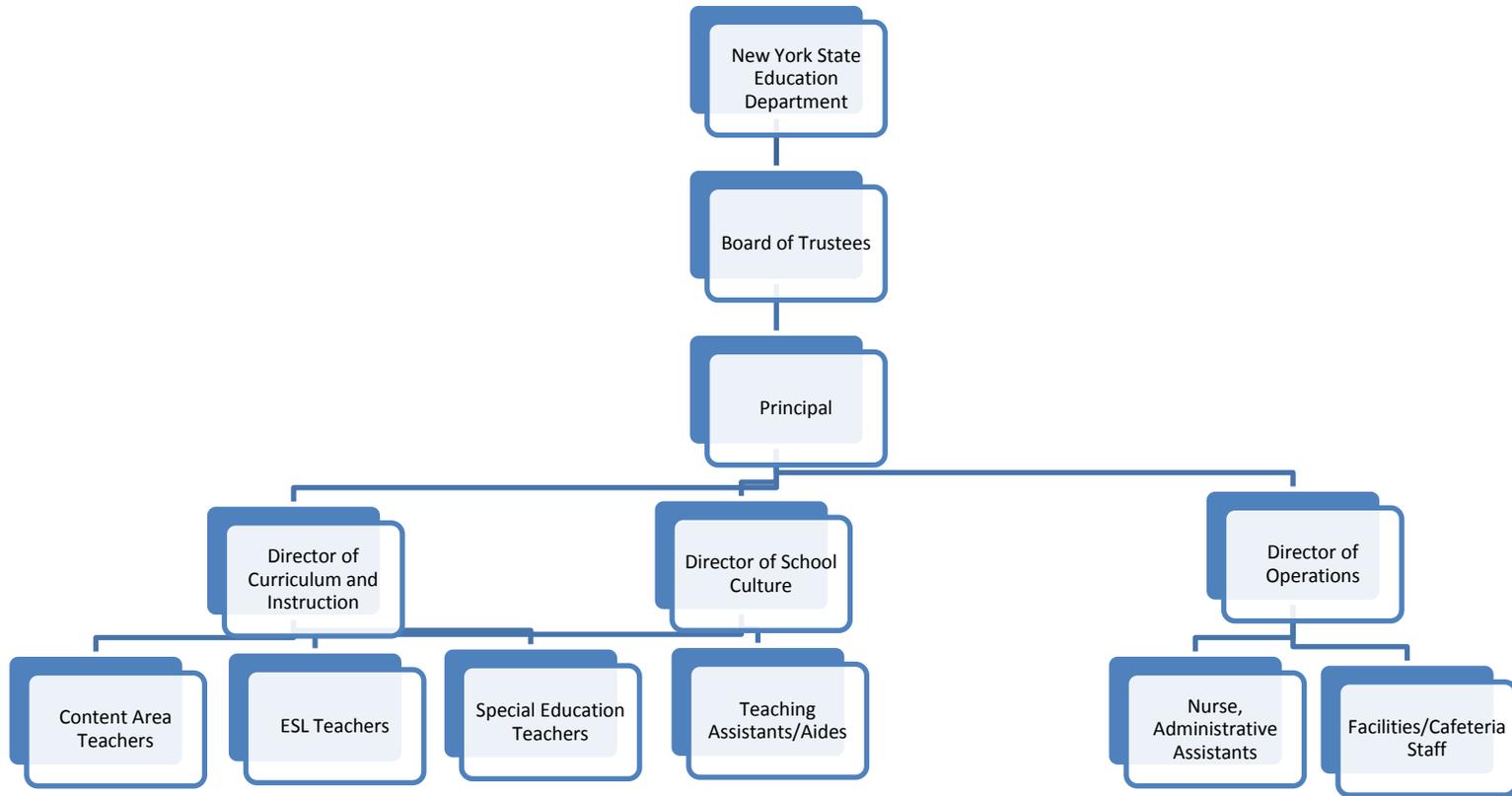
Core State Standards (including the Bilingual Common Core Progressions), as well as designed using the SIOP and CALLA models for bilingual instruction. In year 2, The American Dream School will add a director of school culture. The director of school culture will ensure that all students have set rituals and routines, devise the school's behavior management system, implement the DREAM Advisory curriculum, and communicate effectively with the parents to ensure they are active members of our community and are involved in their children's education. The director of operations will handle all finance and operations business for the school. S/he will ensure that the school's finances are well managed, the school's facility is adequately prepared to service children and all other aspects of finance and operations that pertain to the school. S/he will also manage any facilities staff, the cafeteria manager (if applicable), and any office staff that work in the aspect of finance and operations. All three directors report directly to the principal. We have outlined roles and responsibilities for key positions in Attachment 8a. Our school has identified a school leader (principal) who will serve as the founding principal. Her resume is in Attachment 8b.

The school will grow each year, making for additional staff members to be added to the staff. It is important to note that the school will hire a high school principal in year 4 to ensure that an instructional leader with high school expertise leads that program. We will also hire another director of curriculum and instruction who will work directly with high school students and report to the high school principal. Additionally, it is important to note that both principals will report to the head of school starting in year 4. The head of school will report directly to the Board of Trustees. Below are our three organizational charts for Years 1, Years 2-3 and Years 4-5:

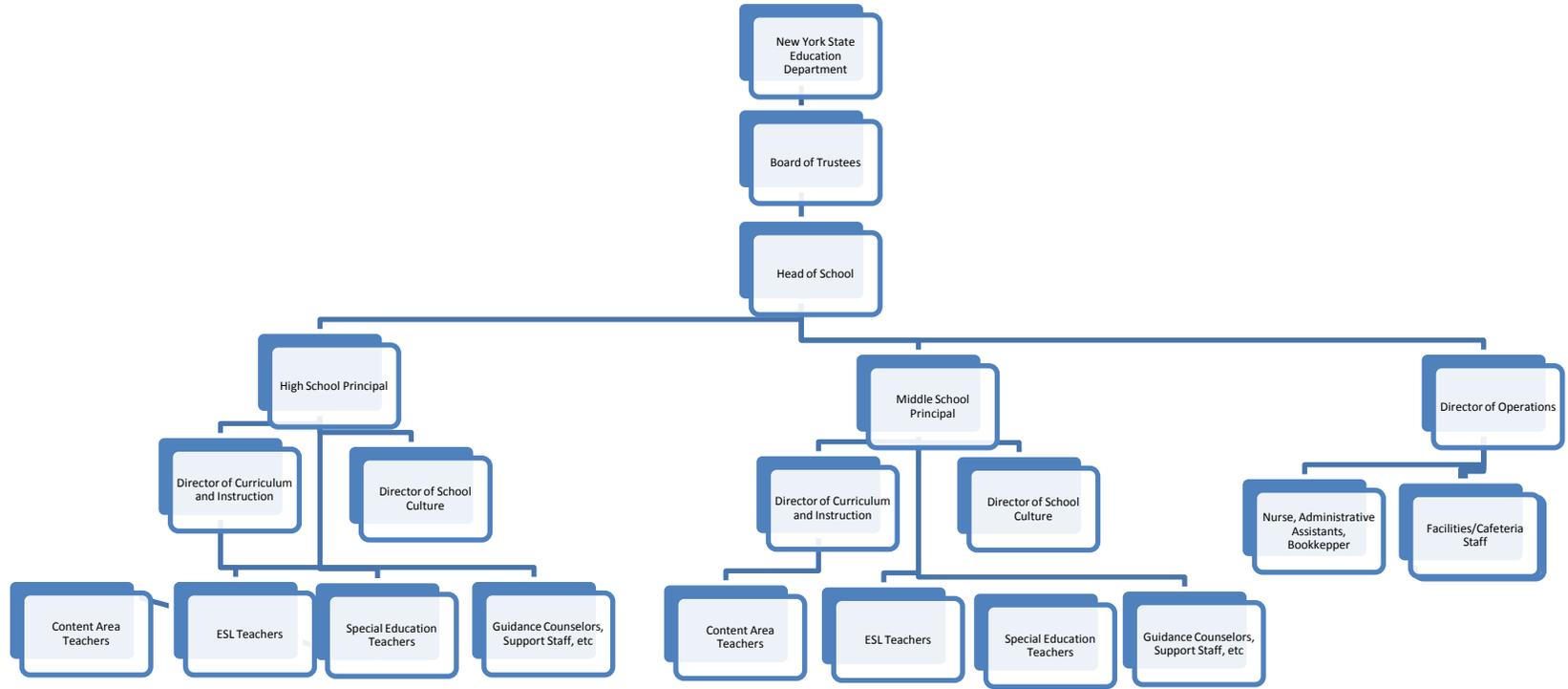
**The American Dream School**  
Years 1



**The American Dream School**  
Years 2 and 3



The American Dream School  
Years 4 & 5



**Staffing Plan:** Our staffing plan below outlines the number of personnel we will need to ensure our school runs effectively and efficiently, thereby ensuring academic success for our students:

	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	0	0	0	1	1
Principal	1	1	1	2	2
Director of Curriculum and Instruction	1	1	1	2	2
Director of School Culture	0	1	1	2	2
Director of Operations	1	1	1	1	1
Data Manager	0	1	1	1	1
Common Branch Teacher(s)	4	4	4	4	4
English Teacher	0	1	2	3	4
Spanish Teacher	0	1	2	2.5	4
Math Teacher	0	1	2	3	4
Science Teacher	0	1	2	3	4
History Teacher	0	1	2	3	4
Music/Art	.5	1	2	2.5	3
PE Teacher	.5	1	1	1.5	2
Special Education Teacher	2	4	6	8	10
ESL Teacher	1	2	3	4	5
School Aide	1	1	1	1	2
Counselor	.5	1	1	1	2
Admin Assistant	1	1	1	2	2
Nurse	0	.5	1	1	1
Food Service	.5	.5	1	1.5	1.5
Custodial	1	1	1	2	2
Parent Coordinator	0	0	1	1	1
Bookkeeper	0	0	1	1	1
<b>TOTAL STAFF</b>	<b>15</b>	<b>27</b>	<b>39</b>	<b>54</b>	<b>65.5</b>

**C.1. Charter Management Organization:** We do not intend to contract with a charter management organization.

**C.2. Partner Organization:** We do not intend to partner with any organization.

#### **D. Evaluation**

**Educational Program:** The American Dream School will evaluate its overall program effectiveness on student success. The principal and director of curriculum and instruction will oversee that the instructional program is running effectively. Teachers will be held to high standards and will

participate in lesson study, peer observations, peer reviews (of units) and will set professional development goals. The principal and director of curriculum and instruction will make school-wide goals and set targeted professional development workshops for teachers to ensure that teachers have adequate support for student success. The Principal and DCI will work together to ensure that teachers set targeted goals of having students below grade level move 3 DRA levels a year until they reach grade level. Students should move up a quarter of a percentage point a year until they are at grade level. The ultimate criterion that we will use to evaluate our overall educational program is through student performance as measured by the New York State standardized exams, including the NYSESLAT. Our educational program will also be evaluated by our authorizers through our annual reporting, assessing our benchmarks and student data.

**Operational and Fiscal Soundness:** Operational soundness will be measured through overseeing the purchasing and expenditures, facilities, inventory and equipment check, student data, and student services (such as food and health services). Fiscal soundness will be measured through accounting, reporting, and revenue and cash management. An auditor will be contracted each fiscal year to ensure the organization is operating with financial efficiency.

**Teacher Evaluation:** Teachers will be evaluated using “The Framework for Teaching Evaluation Instrument,” a research-validated evaluation instrument for teachers, from Charlotte Danielson. This framework has four domains with 22 components that focus on planning and preparation, classroom environment, instruction, and professional responsibilities. Teachers will be introduced to the Danielson Framework for Teaching Evaluation during the Teacher Academy and will have a series of both formal and informal (walk-through) observations, which will be conducted by the principal and the director of curriculum and instruction. Teacher effectiveness will be measured using the four domains and will be explored and enhanced during professional development. Teachers will be undergoing the process of evaluation, which includes a self-evaluation, using a rubric to determine the level of performance effectiveness for individual lessons. All formal observations will be maintained on file and teachers will have an end-of-year evaluation that rates them highly effective, effective, developing, or ineffective.

The second criterion we will use at The American Dream School is student growth. All teachers will meet with the director of curriculum and instruction to set instructional goals as well as student growth targets using data from the previous school year. For example, 6<sup>th</sup> grade teachers will use 5<sup>th</sup> grade NYS English Language Arts and Mathematics assessment results to determine their student growth targets. Additionally, teachers will set growth targets using summative assessments to measure various areas of potential student growth (Scholastic Math Inventory, Scholastic Reading Inventory, DRA, EDL and NYSESLAT).

**Leadership Evaluation:** The principal will be evaluated on leadership skills using the Vanderbilt Assessment of Leadership in Education (VAL-ED). This is a 360° degree assessment taken by the principal, the entire teaching staff, and the principal’s evaluator (possibly members of the Board of

Trustees). This assessment allows for principal growth through a strengths-based approach allowing for reflection on areas in need of improvement. Evaluation of the directors will be through the use of two observations of leadership practice and an assessment using rubrics as well as self-assessments completed by the directors. The principals and directors will also be assessed on student performance and will need to set targeted professional goals each school year that directly tie into student growth.

**Board of Trustees:** The Board of Trustees will have monthly meetings, in addition to any committee meetings, that will discuss the overall performance, strategic planning, and program implementation for the American Dream School. The Board will devise and use a self-evaluation/assessment as a vital governance evaluation tool. This tool will include questionnaires, surveys, and interviews to determine effectiveness as the governing body of the school.

**Student and Family Satisfaction:** Student and family satisfaction will be evaluated through questionnaires, feedback received from meetings, and the learning environment survey (conducted by the NYCDOE). Students will be given a survey that asks them to examine their satisfaction with their courses, teachers and school as a whole. Families will have a similar survey that asks them about student performance in their courses, communication and satisfaction with classroom teachers, communication and satisfaction with school leaders and overall satisfaction with the school as a whole.

## **E. Professional Development**

Professional development at The American Dream School will be treated as one of the most sacred opportunities for teachers to refine their craft as educators. Within a school, teachers and teacher quality are the most powerful predictors of student success and thus we will ensure that our professional development is concentrated and geared towards teaching and learning and helping students grow academically. Our professional development program will be focused on deconstructing the Common Core State Standards, tools that measure student mastery of those standards (assessments), methods that teachers use (instruction), the materials that will guide teachers and students through the learning process (resources), and the time that teachers need to ensure that their students are mastering the standards (professional development). For this, we will need a clear and consistent professional development plan that will enable us to focus our goals for the year as well as to achieve our mission. This will also help decrease the overall staff attrition rate found in charter schools.

For the first three years, The American Dream School will work with the Buck Institute for Education to develop and create our project based learning curriculum. We will also make sure to send teachers to professional development workshops using the SIOP model and incorporating CALLA techniques. Having fully trained and developed teachers are will help build a professional framework that will allow for teachers to be leaders of their subject area and grade.

Part of the culture that we aim to establish at The American Dream School is to have teacher-driven topics and eventually teacher-driven professional development. We hope to create a professional culture where cooperation and collaborations are the norm. We want to have teachers feel comfortable asking and giving support to one another. And most importantly, we want to establish a culture where teachers need to use data to guide, inform and answer any question they have regarding their students' success and current progress.

**Training Plan:** Our teachers will have a targeted two week professional development opportunity called the Teacher Academy. During the Teacher Academy, teachers will be provided with a comprehensive and coherent professional development program. Throughout the Teacher Academy, teachers will learn that they are the single most important resource in a school and that The American Dream School values and supports every effort to ensure their professional growth. Teachers will have time to collaborate with colleagues on their units of study, become familiar with curricular resources, and learn how to use technology and student information systems, be immersed in the school culture, go over school policies and procedures, and set up their classrooms. These two weeks will also be a time that teachers can spend building or revising their units of study, modifying assessments, evaluating results from the New York State assessments and learning about our student population.

Our goal with the Teacher Academy is to instill an ethic that will serve as an induction but eventually turn into a habit of mind, a best practice, where teachers will innately plan collaboratively and purposefully during their time together. We want to establish an experience of not only receiving important information, but a meaningful time where teachers dissect what and how they are teaching our students. During the Teacher Academy, we will help teachers acculturate to the vision for the school and align content to academic standards. Teachers will work with the principal and director of curriculum and instruction to set targeted goals (both short term and long term) and understand that a big part of the teaching process is reflection. Teachers will be encouraged and taught how to reflect on student work, lessons, adjust pacing, and adjust their scope/sequence, etc, in order to ensure that students master the standards at hand. During this time, we will also ensure that instruction is our number one priority and that everything we do and say must be focused around teaching and learning.

The Teacher Academy will also be an opportunity to establish daily, weekly, and monthly meetings that will be held with teachers by grade and department. Teachers will be able to inventory what resources teachers currently use, what else is available, and what more is needed to ensure student success.

**Coaching:** One of the goals that we have at The American Dream School is to build a staff culture of reflection through learning and doing- just like we expect our students to do. We want to ensure that during professional development we do not introduce isolated teaching strategies but

implement programmatic principles that will in turn build strong collaborative work cultures and develop teacher capacity. One way we can begin to develop teacher capacity is through coaching. Our director of curriculum and instruction is going to be charged with implementing successful teaching practices through meaningful collaborative partnerships with teachers. The DCI will work with teachers to plan lessons based on student data. Through analysis, teachers will reflect on instruction and lessons they implementing using dual language instructional practices. This process will be cyclical and characterized by teachers and the director of curriculum and instruction working at various levels based on students' and teachers' needs. The overarching role of the director of curriculum and instruction is to build teacher capacity to implement effective instructional practices that improve student learning and performance through coaching.

The director of curriculum and instruction will have the following roles to facilitate while coaching the teachers:

1. *Curriculum Specialist*- helping teachers use the Common Core State Standards (including the Bilingual Progressions) to plan instruction and assessment as well as help teachers use the curriculum to analyze students' strengths and target areas
2. *Instructional Specialist*- helping teachers design instruction to meet the needs of all students through multiple instructional processes and using SIOP Model and CALLA framework to meet the needs of language learners.
3. *Resource Provider*- assisting teachers with material acquisition, identifying appropriate teaching tools that aide learning and identifying resources, including outside professional development
4. *Data Coach*- facilitating data conversations and supporting teachers with using data to guide and improve teaching and instruction

**Mentoring:** Another way that The American Dream School will invest in teachers is through establishing a comprehensive mentoring program for new teachers. We will partner experienced teachers with novice teachers who will demonstrate effective practice, pedagogy, and knowledge of dual language programs. The mentors will be responsible for holding weekly meetings with the mentees, observe mentees, and debrief with the director of curriculum and instruction and principal about needs, progress, and targets teachers have met.

**Developmental Observations:** Another mode of professional development for teachers at The American Dream School is participation in developmental observations. The developmental observations will be different from evaluative observations. Teachers will engage in developmental observations with peers, the director of curriculum and instruction, director of school culture, and principal. During the developmental observations, teachers will need to follow a structure before, during and after the observations. Before observations, teachers will need to inform each other of the purpose and procedures of the observation as well as establish ground rules. During the observations, teachers will not interrupt instruction as they collect information, formally or informally. After observations, teachers will need to analyze the information collected, prioritize and

provide feedback. These developmental observations will still incorporate the two observable domains from the Danielson Framework. Our goal with developmental observations is to not define teacher quality, but rather create a culture of continuous improvement by modifying the professional development process so that higher quality teaching yields higher student performance.

**Resources:** The principal will ensure that all necessary resources, including time, are accounted for and provided for teachers to successfully participate in a meaningful professional development program. The principal will work with the director of curriculum and instruction and the director of school culture to coordinate efforts, and with human resources (including consultants), and physical resources for staff. Teachers will be encouraged to be proactive about professionally developing themselves and seek outside professional development opportunities that are directly aligned to their targeted professional development goals. The American Dream School will also work with the New York City Special Education Collaborative to obtain resources for both special education and limited English proficient students. Lastly, our directors will also be developed through participating in national, state and city conferences based on their own targeted goals. At The American Dream School, we truly believe in investing in our most important resource: our teachers.

## F. Facilities

The American Dream School will be located within CSD 7, the bulk of which is commonly defined to be the Mott Haven section of the Bronx. In an effort to find the optimal facility solution for our school, the founding team is exploring both DOE co-location and leased facility options in terms of feasibility, availability, and cost within the boundaries of CSD 7. We are also committed to ensuring that the facility in which we ultimately house both our students and faculty meets or exceeds the applicable local codes for both fire and life safety, and accessibility for persons with disabilities. The American Dream School is also dedicated to ensuring that any leased facility would be easily accessible to public transportation to minimize any potential difficulties getting to school for both students and parents. No residential facilities are required.

In order to dedicate as much of our resources as possible towards performing our mission, our preference is to co-locate in an existing DOE facility. According to the latest DOE report from September, 2012 entitled, “Enrollment – Capacity – Utilization, Organizational Report, Bronx, 2011-2012 School Year,”

([http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012-BB\\_CS\\_X.pdf](http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/2011-2012-BB_CS_X.pdf)), primary, primary/middle and middle schools within CSD 7 are being utilized at only 76% capacity. This number drops to 68% for secondary and high schools in the district. These numbers further indicate that there are 12 primary, primary/middle and middle schools and 15 secondary and high schools with reported underutilization rates of over 100 students. The preliminary application for co-located space has been submitted to the DOE.

In the event that co-location in a DOE facility is determined not to be a viable option, market research for potential leased facilities within CSD 7 is underway. Although it is premature to negotiate a lease at this juncture, the founding team has conducted a market survey by both

physically canvassing the CSD 7 area to find available space as well as using market data available from real estate information portals such as LoopNet and CoStar. Preliminary discussions with potential landlords are ongoing and upon receiving our charter, these discussions will accelerate. Additionally, The American Dream School plans to engage the services of a commercial broker to assist with negotiations.

Based on our projected initial population of 100 students and expansion of 100 additional students per year for the next four years, and a programming allowance of 80-85 square feet (SF) per student, the space needs for our first year will be approximately 8,000-8,500 SF, increasing to 40,000-42,500 SF in our fifth year of operation. Our research indicated that available space which meets our square footage needs within the CSD 7 boundary ranges from \$25 to \$35 per square foot, making our high-end rental estimate for year 1 is approximately \$297,500, which is accounted for in our preliminary budget. This rate does not include build out costs, for which the scope of work and corresponding cost will be largely determined by both the condition and prior use of the facility.

RSMeans Building Construction Cost Data 2011 edition represents the national median cost for new junior high and middle school construction to be \$128 per square foot. Adding a 3% cost escalation per year to bring us to the current year, and a multiplier of 33% to account for the New York City construction market, we arrive at approximately \$180 per square foot. A reasonable estimate of renovation costs depending on the extent of work would be between 50 and 75% of the cost of new construction. From this we can extrapolate a renovation cost between \$90 and \$135 per square foot. With this in mind, The American Dream School is paying particular attention to facilities that were previously used for educational purposes in order to reduce the extent of renovation necessary. It is also important to state that these numbers are primarily of use in the conceptual stage, and can potentially change significantly based on economic, environmental, or political factors. Upon lease execution, a construction schedule using the critical path method will be put together between The American Dream School, the landlord, and the general contractor to ensure occupancy can be achieved by August of 2014.

## **G. Insurance**

Based on the insurance policies obtained by other charter schools, and Austin & Co, here is the approximate coverage we expect to secure:

- General Liability: \$1 million
- Directors and Operators: \$3 million
- Umbrella Liability: \$5 million
- Student Accident: \$500,000
- Student Accident Medical: \$25,000 per accident
- Catastrophic Accident: \$1 million
- Property, Automotive, Crime, Business Interruption: \$400,000
- Workman's Compensation: \$2 million

## H. Health, Food and Transportation Services

**Health Services:** The American Dream School will work with the Department of Education and the Department of Health to provide a nurse. The nurse will be responsible for maintaining all of the students' health records, as well as the disbursement of medication to the students. It has been budgeted that in year three we will have a full time nurse on staff. When the nurse is not in the building his or her responsibilities will be assigned to the Director of Operations. At least two staff members will be trained in CPR and on the proper use of the AED equipment.

The American Dream School will store all health records in a locked filing cabinet in a secure room. The locked filing cabinet will only be accessible to authorized staff members. All parents will be expected to leave emergency contact information with the school.

The school will follow all New York State requirements and will ensure that all students' immunizations are up to date. All supporting documentation will be copied and placed in the students' cumulative health record. All updated information will be entered into ATS. A parent may chose not to have their child vaccinated due to religious beliefs and a letter will be placed in their file. A letter may also be presented if a physician believes that the immunization may cause harm to the child.

Strict policies and procedures will be implemented with the distribution and safe keeping of medication. All medication will be kept in a locked cabinet or locked refrigerator. Access to the medication cabinet or refrigerator will be given to authorized staff members. If a student is required to take medication during school hours the distribution of medication will be administered by the nurse. In order for medication to be distributed, a letter must be sent in by the doctor, the parent must sign an authorization form, and all medication must be in the original prescribed bottle. This policy also applies to over the counter medication.

In the absence of the school nurse, the Director of Operations will be the person assigned to administer the medication. The principal will be the back-up person to the Director of Operations. All medication disbursement will be kept in a detailed log, indicating date, student name, name of medication, time of dosage, and the initials of the person giving the medication to the student.

**Food:** The American Dream School will plan to partner with NYC DOE Office of School Food and Nutrition Services to provide breakfast, lunch, and snack. The school will also participate in the Federal School Breakfast program and the National School Lunch program and will ensure that all nutritional requirements are met. The school will help parents complete and collect all school meal application forms and send to the NYC DOE Office of School Food and Nutrition. The American Dream School plans to provide free meals to all students regardless of ability to pay. All school meals eaten will be tracked in a spreadsheet and reports submitted to the DOE in a timely manner.

The school will research outside food vendors to provide food for our students. When considering this option, costs, nutritional requirements, and facilities requirements will be reviewed.

**Transportation:** Transportation services will be provided by the DOE Office of Pupil Transportation to those students eligible for a half-fare or full fare metro-card. Eligibility will be determined by the Office of Pupil Transportation by the address entered into ATS. Parents of students who are ineligible for transportation will be responsible for transporting their child and will be notified of such. Due to our extended school year, we will work with OPT to provide supplemental transportation at cost or make other transportation arrangements. Special education students will receive transportation as mandated in their IEPs. The school will work closely with the CSE to ensure appropriate transportation is provided.

## I. Family and Community Involvement

**Family Involvement :** When it comes to educating children, the work doesn't solely rely on one person. It takes a village and everyone plays an equal and integral part in that work. Although parents aren't physically in the classroom, they are the partners in the extension of what happens in the classroom. "It takes a village" is more than a mere phrase; it is a mantra that from which The American Dream School will build its parental involvement and teacher support. In order to educate a child, intellectually, morally and emotionally, everyone needs to be on board. Therefore, we will work diligently with parents to make sure they have the necessary tools to help their children succeed. This relationship will be fostered through ongoing communication via phone calls, email and letters home. As a symbol of the mantra, "It takes a village", students, teachers, families and school leadership will be asked to sign a Partner Promise. Our bilingual staff will ensure that all materials are translated to ensure effective communication with all students and their families in both English and Spanish.

**Parent Workshops:** In order to assist families in supporting the Five Pillars of The American Dream School and their child's development, monthly parent workshops will be held at the school and hosted and designed with the assistance of the principal, the director of curriculum and instruction, director of school culture and the staff. The workshops may consist of, but are not limited to: learning how to help your child do homework; curriculum night to familiarize parents with the work their child will be coming home with; literacy workshops; and, getting acquainted with the social and emotional needs of their child. At the culmination of each workshop, light refreshments and snacks will be provided. Each workshop will be held in English and in Spanish. Parents will be provided with a toolkit of resources in an effort to facilitate and encourage their child's learning at home.

**Home Visits:** Staff and teachers will conduct home visits to each child and family who enrolls in the school. The visits will serve to familiarize the staff with the students they will soon have in their classrooms, to explain the importance of family involvement, and also serve as an opportunity to

conduct language assessments to better gauge language proficiency levels prior to the beginning of the school year.

**Parent Association:** An active parent association is encouraged at The American Dream School. We will provide the Parent Association (PA) with a space to host their meetings and access to communication tools, including bilingual translation services. The American Dream School will encourage the officers of the Parent Association to maintain open lines of communication between parents and school personnel by setting up meetings with members of the leadership team.

**Community Involvement:** We have already begun the process of building relationships with organizations in the community and have an overwhelming response to community based organizations that believe in the mission of our school and want to partner with us. The American Dream School will continue to build connections with local agencies and non-for-profit organizations, such as MASA MexEd, in order to recruit students as well as to continue to foster strong and productive relationships. It is our belief that as the school demonstrates and fulfills its commitment to the students in the community, it will foster support that can range from financial or pro bono contributions and services for families, and advocacy for our students. Many of the founding team and board members have considerable experience with community outreach and organization. This will further support The American Dream School's roots within the community of Mott Haven.

## **J. Financial Management**

Budgets will be monitored on a monthly basis by the Principal, Director of Operations and the financial management company. Monthly and quarterly financial reports will be sent to the board for review. Any major revisions made to the budget must be approved by the Board of Trustees. The Principal and Director of Operations will evaluate the school's needs for the upcoming year, including staffing, technology, facilities, supplies and materials, and develop a budget based on the previous year's actual spending. The proposed budget will then be given to the board of trustees for approval in May.

The American Dream School intends to contract a financial management company for the first two years of operation. In year three, the financial duties will be split between the Bookkeeper and the Director of Operations. The financial management company will complete all functions, including but not limited to: set-up of payroll; bookkeeping; human resources; creation of fiscal policy and procedure manual; assistance developing the employee manual; recommendations for budget; financial reporting, establishing finance software; and, audit prep.

All financial controls will be detailed in the financial policy and procedure handbook. The Board of Trustees will review and approve all polices in the handbook. All checks over the amount of \$5000 will require two signatures for approval, one being from a member of the board. Procedures will be

in place so that no single individual will have control over two or more phases of a transaction or operation. This will ensure that our funds are safeguarded and used properly and our reporting is accurate.

The American Dream School will hire a certified public accounting firm to conduct an annual fiscal audit of all financial reports. All audits will be conducted in accordance with the government auditing standards.

## **K. Budget and Cash Flow**

We have developed a conservative financial plan featuring comprehensive cash flow. The model demonstrates that we can operate successfully and deliver core academic program with no external funding. Our sources of revenue will come for Federal, State, and City funds. In the budget presented our revenues estimates are based on 95% of our targeted enrollment while our expenses estimated at 100% of enrollment. Per pupil rate has been held at \$13,527 over the 5 year projection.

During our pre-planning year our revenue stream will come from the CSP grant of \$200,000. We plan to use these funds for the following things:

- Hire Principal in February: Principal will act as chief executive and chief academic officer, and will focus on recruitment of staff and students. They will also work with Director of Instruction to plan for school year and professional development.
- Hire Director of Operations in February: Director of Operations will focus on staff and student recruitment, as well as the lottery process. They will also work with the finance management company on the finance policies and the Personnel handbook. This person will also work with the board on securing the facilities.
- Hire Director of Instruction in April: Will focus on professional development and planning of year 1 of curriculum.
- Hire Admin Asst in May: will focus on student data and begin working on student files.
- Accounting cost, working on general ledger, payables, etc.
- Training for board members
- Recruitment of students and staff
- Purchase of materials for planning of yr 1 curriculum and technology for staff
- Insurance, payroll, benefits

Most of our revenue will come in during the beginning of the year.

During year one of operation our revenue stream will come from the CSP grant of \$200,000, Title Funding, DYCD Grant, and NYSTL funding. We plan to use these funds following items

- 60% salaries and benefits (please review our staffing list for positions and number of staff)
- 22% facilities (building space)

- 17% operational and contracted services: (largest line item is technology which includes computers for staff, computer lab for students, and software expenses i.e. Powerschools, school messenger, Microsoft office licenses etc.) Our contracted services include a nurse, accounting management company, legal, payroll, and Special Education Services.

The bulk of our revenue will be received every other month from our per pupil invoice.

During our five year projection of revenue we have been really conservative. Our revenue stream will come from the CSP grant, Title Funding, DYCD Grant, and NYSTL funding. We plan to use these funds following items:

- Salaries with a 3% increase each year.
- ADCS will have a retirement plan and will contribute a 3% match to each employee.
- We will hire a data manger in year two along with a full time counselor, and a Director of School Culture in year 2. We will hire a bookkeeper, full time nurse, full time cafeteria manager, and a parent coordinator in year 3. In Year 4 we have our biggest increase in staff members due to the beginning of our high school. We are adding an additional Principal and Director of School Culture, an Executive Director and an Administrative Assistant. In Year 5 we will add an additional Counselor and school aide.
- Average of 67% will be spent on salaries and benefits
- 22% will be spent on facilities
- 11% will be spent on operation expenses and contracted services

We will have \$75,000 in an escrow account for dissolution.

This budget assumes only the base amount of the \$500,000 CSP grant; however we believe we are eligible for the entire \$750,000 because we meet the requirements. We have a program designed to meet the learning needs and raise achievement of students who are English Language Learners located in the Mott Haven section of the Bronx, where there is an underserved student population.

#### L. Pre-Opening Plan

Below you will find out pre-opening plan.

BO = Board Officers, PR = Principal, Dir = Director of Operations

<u>Assignment</u>	<u>Date</u>	<u>Accountability</u>
Ratify bylaws and code of ethics	July 2013	BO
Appoint Board Officers	July 2013	BO
Begin conducting Leasing negotiations	July 2013	BO
Open bank Account	Aug. 2013	BO
Contract a finance management company	Aug. 2013	BO
Approve fiscal policies and procedures	Aug. 2013	BO
Hire Principal and Director	Feb. 2014	BO
Student Recruitment	Feb. 2014	PR, Dir
Staff Recruitment	Feb. 2014	PR, Dir

Send transportation info. to OPT	Apr. 2014	Dir
Lottery	Apr. 2014	PR, Dir
Curriculum Planning, hire consultant	Mar. 2014	PR, Dir
Contract with food vendor	May 2014	Dir
Contract with Powerschools	May 2014	Dir
Begin purchasing and developing Tech for building	May 2014	Dir
Collection of student data	May 2014	Dir
Contract Insurance companies	June 2014	Dir
Create and begin purchasing master list, supplies & furniture	June 2014	PR, Dir
Approve Human Resource Handbook	June 2014	PR, Dir
Approve Student Handbook	June 2014	PR, Dir
Approve Project Save Plan and submit	June 2014	Dir
Ensure all Registration with State and Fed is complete, NYS exemption certificate, etc.	June 2014	Dir
Contract with uniform vendor	June 2014	PR, Dir
Complete Staff files and fingerprinting	June 2014	PR, Dir
Student and Staff Schedules	June 2014	PR
Family Orientations	June 2014	PR
Obtain all certificates for facilities	June 2014	Dir
Complete and send all summer materials to students	June 2014	PR, Dir
Create and submit per pupil invoice	June 2014	Dir
Set-up classrooms and facilities	July 2014	Dir
Ensure all contracts are executed properly	July 2014	Dir, BO
Teacher Academy	Aug. 2014	All Staff
Students Begin	Aug. 2014	All Staff

### **M. Dissolution Plan**

In the event of a possible dissolution, members of the Board will hold public meetings, in accordance with New York’s Open Meetings Law, to inform community members of the status of our school and field questions from community and family members. The American Dream School will work closely with CSD 7 in the event of dissolution. Families will be referred to their home districts (if not the CSD 7) at the New York City Department of Education’s office of student placement. Our school administration will also provide information about other private, charter and parochial schools that are available for families to consider enrolling their students in. Our guidance counselor and members of the leadership team will work with each family to ensure that all options have been discussed and all questions have been answered.

The American Dream School will work closely with the NYCDOE to adequately transfer all of our students’ documents, including medical records, grades/transcripts, IEP records, and all pertinent information so that our students have a smoother process of enrolling into a community school if the family chooses.

As stated earlier, The American Dream School will set aside \$75,000 in escrow to cover dissolution expenses.

## **Attachment 1:**

### **Admissions Policies and Procedures**

American Dream Charter School (The American Dream School) is a public charter school that will have open admission for students who live in New York City and will not discriminate against any student based on disability, race, ethnicity, national origin, gender, sexual orientation, or any other basis that would be unlawful for a public school.

Each year, there will be 100 seats available for incoming 6<sup>th</sup> grade students. Parents who wish to enroll their child at The American Dream School will need to fill out an application. Applications will be available in English and Spanish and will be posted online and kept at the front desk with our receptionist. Parents who wish to have an application mailed to them may also call the school and request an application. The application will request that parents provide basic information regarding the student's address, prior school, grade level and sibling status. Additionally, the application will have an area to designate if the child is an English language learner and/or immigrant.

#### **Enrollment Period and Admissions Lottery**

Beginning in December, The American Dream School will advertise open registration periods as well as information sessions for parents. Families who wish to learn more about The American Dream School will be encouraged to attend an information session to learn more about the mission and vision of the school and determine if The American Dream School is a good fit for their child. Interested families will then solicit an application and submit within the required timeframe.

Beginning on January 3<sup>rd</sup>, The American Dream School will accept applications for the next school year. All applications received by the deadline (3<sup>rd</sup> week in April of each year) will be placed in the American Dream lottery. The lottery will be held during the last week in April. If the number of applications exceeds the number of seats at American Dream, we will conduct a lottery, which will be conducted by a third party auditor.

Students will be notified via mail of their acceptance by May 1<sup>st</sup>. Parents will then be invited to a more detailed information session regarding the school, where they will complete all required school enrollment paperwork. All required materials will be due by May 31<sup>st</sup> of each year. Students' whose enrollment information is incomplete will be notified and will be placed on the waiting list as we move to enroll the next students on the waiting list.

During the 2014-2015 school year, The American Dream School will accept applications for admission to 6<sup>th</sup> grade, for which 100 students will be accepted. American Dream will grow one grade each year and will accept applications for 6<sup>th</sup> grade each year. While we do not anticipate to enroll students after the 6<sup>th</sup> grade, if we do have vacancies, we are anticipating on filling them using a

waiting list in grades 6-8. If there is no waiting list, we will encourage parents to complete an application for their child in grades 6-8 after the application period to have 100 students per grade.

### **Lottery**

The American Dream School is targeting English language learners and immigrant students to apply for admission. This means that students who have an ELL designation or are immigrants will have a preference should we need to conduct a lottery.

In the event of a need for a lottery, admission preference will be granted in the following manner:

- First Preference: Returning students will automatically have a seat at American Dream
- Second Preference: Siblings of students who are already enrolled at American Dream<sup>1</sup>
- Third Preference: Students who are designated limited English proficient by the NYCDOE and/or are immigrants in Community School District 7
- Fourth Preference: Students who are designated limited English proficient by the NYCDOE and/or are immigrants in New York City
- Fifth Preference: Students who reside in Community School District 7
- Sixth Preference: Students who reside in New York State but outside of Community School District 7

If a lottery is held, names will be pulled from each preference area first until all names are pulled. The lottery will be conducted by a third party auditor. We will then pull from the next preference category and so forth, until all 100 seats have been filled. Students whose names are not chosen from the lottery will be placed on a waiting list and we will keep the waiting list for 3 years. If vacancies arise in grades 6-8, we will use names in our waiting lists to draw names to fill seats.

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<sup>1</sup> Siblings are two or more children that are related by either birth or means of the same father/mother or legal adoption.

**Attachment 10:**

Replication Strategic/Business Growth Plan (not applicable)

**MARIA DEL CARMEN ARROYO**  
COUNCIL MEMBER, 17<sup>TH</sup> DISTRICT



THE COUNCIL  
OF  
THE CITY OF NEW YORK

□ DISTRICT OFFICE  
384 EAST 149<sup>TH</sup> STREET, SUITE 300  
BRONX, NY 10455  
(718) 402-6130  
FAX: (718) 402-0539

□ CITY HALL OFFICE  
250 BROADWAY, SUITE 1768  
NEW YORK, NY 10007  
(212) 788-7384  
FAX: (212) 788-8920

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LANDMARKS, PUBLIC SITING & MARITIME USES  
CO-CHAIR BLACK, LATINO AND ASIAN CAUCUS

February 28, 2013

Dr. John B. King, Jr.  
Commissioner of Education  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Commissioner King,

I am writing this letter to express my strong support of the proposal to establish the American Dream Charter School (TADS) in Community School District 7. I believe that this school is not only an option for families that live in Mott Haven, but it is also a much needed school that specifically targets at-risk youth.

I am impressed by The American Dream School's dedication to serving and servicing a large and growing English Language Learners (ELLs) and immigrant population in our neighborhood through project based learning and field lessons. This is an important part of a child's educational experience that is not always seen in public education. Additionally, having a longer school year and longer school day is what our students need to learn both content and language.

I am convinced that the planning/founding team not only has the capacity to successfully lead The American Dream School, but they have thoughtfully planned out a program that will not only have students in our community do well but excel in everything they set their minds to. Our community is in dire need of a high quality middle school that will focus its energy on educating our ELLs and students in CSD 7.

Lastly, I am deeply impressed by the dual language program approach to learning a new language. There is ample research that supports how language learners benefit from native language instruction and I am confident that students and families in our community will welcome the opportunity this school will provide.

I strongly support the creation of The American Dream Charter School. I believe this school will be a valuable option for our community since there are currently no charter middle schools in our community, and particularly, none that target ELLs students.

I look forward to the approval of TADS' charter application and to working with the school to ensure its success.

Sincerely,

A handwritten signature in black ink, appearing to read "M. A. Arroyo". The signature is written in a cursive style with a large, sweeping initial "M".



# BRONX COMMUNITY BOARD #1

3024 THIRD AVENUE

BRONX, NEW YORK 10455

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CHAIRPERSON



**CEDRIC L. LOFTIN**  
DISTRICT MANAGER

## EDUCATION & YOUTH COMMITTEE MEETING

February 14 2013

4:00 PM

### AGENDA

1. Introductions
2. Presentation
  - Ms. Melissa Melkonian  
Lead Applicant  
American Dream Charter School

**Re:** Proposed new Charter School American Dream.
3. Discussion
4. Adjournment



TEACHERS COLLEGE COLUMBIA UNIVERSITY

New Orleans Cohort  
1515 Poydras Street, Suite 1880  
New Orleans, LA 70112  
504.522.3395

Dear New York State Education Department,

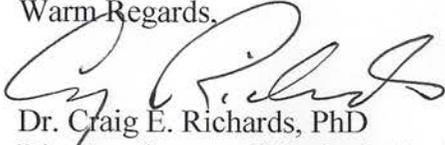
This letter is to express my support for the proposal to establish the American Dream Charter School. The American Dream School seeks to provide access to the highest quality education for the most at-risk student populations in New York, English language learners and immigrant students.

As the Founding Director of The Summer Principal's Academy at Teachers College, I have worked to establish a program that is dedicated to overcoming the gap in education access and achievement between the most and least advantaged groups in this country. To achieve this goal, our aspiring school leaders are encouraged to construct transforming possibilities for student and adult learning, school improvement, social equity, and opportunity. The American Dream School, embodies the transformational mission of the Summer Principals Academy, by creating a school that will prepare at-risk students to excel in college in not only one, but two languages.

Mrs. Melkonian and her team, have the capacity to successfully lead the American Dream School in accomplishing this mission. The most successful schools are able to leverage their most precious resource, the school staff. The planning team, whose members have impressive pedagogical experience, have developed a system where teachers are able to continuously grow and improve. They have included an intensive teacher academy, several full day professional development sessions throughout the year, and daily common planning time for teacher teams. The American Dream School has a plan to thrive because of the soundness of its staffing and teacher development plans. As SPA alumni, the American Dream School will also have access to resources at Teachers College for pedagogical and leadership development.

I look forward to working with the team from The American Dream School. They have my full confidence that they can and will accomplish the ambitious goals they have set for this very deserving population of young people. I am most excited for the learning opportunities that students will have when The American Dream School opens.

Warm Regards,



Dr. Craig E. Richards, PhD

Director, Summer Principals Academy-NOLA

Teachers College, Columbia University

1515 Poydras Street

Suite 1880

New Orleans, LA 70112

cell: 607.437.4520

email: [craig.e.richards@gmail.com](mailto:craig.e.richards@gmail.com)

[www.tc.edu/spa](http://www.tc.edu/spa)

Imagination is our ultimate weapon against the tyranny of reality: The nature of humanity is to become more than itself.

# heketi

COMMUNITY CHARTER SCHOOL

Heketi Community Charter School  
423 E. 138<sup>th</sup> Street  
Bronx, NY 10454

March 1, 2013

To Whom It May Concern:

I am pleased to provide this letter of support for the American Dream Charter School. As an elementary school serving English Language Learners in CSD 7, I am a strong proponent of schools interested in improving outcomes for students who are continually lagging behind their English-speaking peers.

It is my understanding that this middle school will provide a Dual Language model for Spanish-speaking students in CSD 7. In fact, their model is closely aligned with ours, as we also celebrate children's home language and culture as a means of building self-esteem and academic success. Heketi is excited about the opportunity to serve as a feeder school for the American Dream Charter School, in an effort to continue a culturally rich and academically relevant educational experience for our students.

I have reviewed the mission and key design elements of the American Dream Charter School and I believe the model is a good fit for Spanish-Language Learners in our school district. I look forward to improving student achievement from this potential collaboration.

Please feel free to contact me if further questions arise.

Sincerely,



Cynthia Rosario  
Founder & School Director

---

*ONE community focused on success*

423 East 138<sup>th</sup> Street Bronx NY 10454  
718-260-6002  
[information@heketi.org](mailto:information@heketi.org)



# HARLEM RBI

PLAY • LEARN • GROW

February 20, 2013

Dear Board of Regents:

It is my pleasure to submit a letter in support on behalf of the American Dream Charter School.

As a longtime community leader working with new immigrant populations in a high needs neighborhood, I believe strongly in the mission of the school and pleased to endorse this endeavor. American Dream Charter School aims to lower the percentage of students that drop out of high schools, while arming their scholars with critical skills to ensure these young people graduate high school, matriculate to and succeed in college and then in life.

At the organization I run, Harlem RBI, our mission is to use the power of teams to teach and inspire youth to recognize their potential and realize their dreams. Like the American Dream Charter School we make sure that our students learn, give back to their communities and realize their full potential by following their dreams.

I fully support the efforts of American Dream Charter School as they seek authorization for the 2014 school year to provide students in Mott Haven with the opportunities and supports they need and deserve.

Sincerely,

Richard A. Berlin  
*Executive Director, Harlem RBI*  
*Chair, DREAM Charter School*



The American Dream School  
Live the Dream

The American Dream School provides quality education to underserved children, developing academic excellence in English and Spanish, by celebrating, respecting and maintaining native language and culture. Our interactive approach to learning prepares students to excel in college and become leaders in their communities.

## A Proposed Charter School

### Information Session

Monday, December 3, 2012  
6:30PM-7:00PM  
420 E. 145th Street  
Bronx, NY 10454

For more information, call/email  
Melissa Melkonian  
(917) 579-8689  
mmelkonian@theamericandreamschool.org



The American Dream School  
Live the Dream

The American Dream School provides quality education to underserved children, developing academic excellence in English and Spanish, by celebrating, respecting and maintaining native language and culture. Our interactive approach to learning prepares students to excel in college and become leaders in their communities.

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(917) 579-8689  
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The American Dream School  
Live the Dream

#### La Escuela Sueño

Americano ofrece educación de calidad a niños de bajos recursos, el desarrollo de la excelencia académica en Inglés y Español, con la celebración, el respeto y el mantenimiento de lengua y cultura nativas. Nuestro enfoque interactivo para aprender prepara a los estudiantes para sobresalir en la universidad y convertirse en líderes en sus comunidades.

## Una Propuesta Escuela Nueva (Charter School)

### Sesión de Información

Monday, December 3, 2012  
6:30PM-7:00PM  
420 E. 145th Street  
Bronx, NY 10454

Para mas información, llame/email a:  
Melissa Melkonian  
(917) 579-8689  
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### ATTACHMENT 3a

#### Sample 6<sup>th</sup> Grade Weekly Student Schedule

The schedule will be the same Monday through Friday. We identified each different advisory as a letter group to indicate that we have 4 advisories (of 25)

	Group A	Group B	Group C	Group D
8:00-8:30	DREAM Advisory	DREAM Advisory	DREAM Advisory	DREAM Advisory
8:30-10:00	ELA/ Social Studies (ESL push in)	PBL	SLA/Science	SLA/Science
10:00-11:30	PBL	ELA/ Social Studies (ESL push in)	Math	Math
			Physical education	Music/Art
11:30-12:15	Physical Education	Music/Art	Music/Art	Physical Education
12:15-1:00	LUNCH	LUNCH	LUNCH	LUNCH
1:00-1:45	Music/Art	Physical Education	PBL	ELA/ Social Studies (ESL push in)
1:45-2:30	Math	Math		
2:30-4:00	SLA/Science	SLA/Science	ELA/ Social Studies (ESL push in)	PBL

#### Sample 6<sup>th</sup> Grade Teacher Schedule

Time	Professional Responsibility
7:45am	Teachers arrive
8:00am-8:30am	Advisory
8:30am-10:00am	ELA/Social Studies
10:00am-11:30am	Project based learning
11:30am-12:15am	Planning with Coach
12:15pm-1:00pm	Lunch
1:00pm-1:45pm	Co-planning/prep
1:45pm-2:30pm	Math
2:30pm-4:00pm	SLA/science
4:15	Teacher dismissal

### 7th through 12<sup>th</sup> Grade Student Schedule:

The schedule will be the same Monday through Friday. We identified each different advisory as a letter group to indicate that we have 4 advisories (of 25).

	<b>Group A</b>	<b>Group B</b>	<b>Group C</b>	<b>Group D</b>
8:00-8:30	Dream Advisory	Dream Advisory	Dream Advisory	Dream Advisory
8:30-9:15	ELA	PBL	Science	Math
9:15-10:00	PBL		Math	Science
10:00-10:45			Social Studies	SLA
10:45-11:30	Physical Education	ELA	Music/Art	Social Studies
11:30-12:15	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>	<b>LUNCH</b>
12:15-1:00	Music/Art	Math	Social Studies	Physical Education
1:00-1:45	Math	SLA	ELA	PBL
1:45-2:30	SLA	Science	Physical Education	
2:30-3:15	Social Studies	Music/Art	PBL	SLA
3:15-4:00	Science	Physical Education		ELA

### 7th through 12<sup>th</sup> Grade Teacher Schedule:

Using the color coded students schedule above, you can determine what teacher is teaching what. Each teacher will have 3 hours of instruction per day in their content area. They will also have to teach a PBL course and have a 45 minute advisory. The PBL will rotate every 6 weeks to ensure that all students are having experiential and project based learning in various content areas.

Time	Professional Responsibility
7:45	Teachers arrive
8:00-8:30	Advisory
8:30-9:15	Group A
9:15-10:00	Group B
10:00-11:30	PBL
11:30-12:15	Planning with team
12:15-1:00	Lunch
1:00-1:45	Co-planning/prep
1:45-2:30	Group C
2:30-4:00	Group D
4:15	Teacher dismissal

# American Dream Charter School

## 2014-2015 School Calendar

### Notes:

- Aug 11:** Teacher In-service Begins
- Aug 25:** First Day of School for Students
- Sep 1:** School Closed – Labor Day
- Oct 3:** No School for Students (PD Day)
- Oct 13:** School Closed- Columbus Day
- Nov 26-28:** School Closed- Thanksgiving
- Dec 24- Jan 1:** School Closed
- Jan 2:** No School for Students (PD Day)
- Jan 5:** Students return
- Jan 19:** School Closed- MLK, Jr. Day
- Feb 16-20:** School Closed- Winter Recess
- Mar 27:** No School for Students (PD Day)
- Apr 2-10:** School Closed – Spring Break
- May 25:** School Closed- Memorial Day
- Jun 11:** Last Day of Regular Classes
- Jun 12:** No School for Students (PD Day)
- Jun 15:** June Mini-mester Begins
- Jun 26:** Last Day of School for Students
- Jun 30:** Last Day of School for Teachers

### July 2014

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### August 2014

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**Total Inst. Days: 5**

### September 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**Total Inst. Days: 21**

### October 2014

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**Total Inst. Days: 21**

### November 2014

S	M	T	W	T	F	S
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**Total Inst. Days: 17**

### December 2014

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**Total Inst. Days: 17**

### January 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**Total Inst. Days: 19**

### February 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**Total Inst. Days: 15**

### March 2015

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**Total Inst. Days: 21**

### April 2015

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

**Total Inst. Days: 15**

### May 2015

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**Total Inst. Days: 20**

### June 2015

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**Total Inst. Days: 19**

**Total Instructional Days for 2014-2015 School Year: 190**

## Attachment 4: Student Discipline Policy

### Code of Conduct

The American Dream School ensures safety, fairness and will set forth high behavioral expectations for all students. In order for our students to be safe, they must adhere to our code of conduct. Our code of conduct will pro-actively prevent any disruption to learning and hold students accountable for not interfering with the education of their peers. Students must adhere to the following:

1. Respect self, peers, teachers and administrators at all times.
2. Be prepared for school every day and practice academic honesty and integrity.
3. Be on time to school and to all classes every day.
4. Complete all class work and homework ensuring 100% of effort was given.
5. Abide by classroom and school rules at all times.
6. Cooperate with teachers and administrators in the event of a breach of the code of conduct.
7. Always come to school in full uniform.
8. Protect and take care of school property.
9. Do not use obscene language.
10. Represent The American Dream School in and outside of school by always being a scholar.

Students who do not comply with the code of conduct will receive disciplinary consequences. Dependent on the severity of any given infraction, consequences will be handled accordingly. Each teacher will follow the following hierarchy of consequences for behaviors that do not warrant immediate follow up by the principal or director of school culture:

- **Non-Verbal Warning:** Teacher will slightly gesture to a student that he/she is violating the code of conduct.
- **Verbal Warning:** Teacher will speak to the student to remind the student that he/she is violating the code of conduct and that further disruptions will lead to higher consequences
- **Written Warning and Parent Contact:** In order to keep parents informed, all consequences and behavioral strategies will be communicated by phone, email or letter. In return, all parents will be asked to provide a signature for all written communication.
- **Detention:** Teachers will use detentions to facilitate written reflections, missed work, or community service.

In the event that the teacher has exhausted all steps in the hierarchy of consequences, the student will be removed from the classroom and asked to speak with the principal or the director of school culture in a conference. The student's advisory teacher will participate in this conference. This conference may result in one or more of the following consequences:

- **Parent Conference/Conversations:** Parents may be asked to come in to discuss their child's current performance/behavior to ensure that they are maintaining their Partner Promise and students could be kept on track to success
- **Behavior Contract:** A behavior contract may be developed for students who regularly violate the Code of Conduct and require consistent monitoring to modify their behavior. The

behavior contract will clearly describe expected behaviors for the student and a parent or guardian will be required to sign the document

- **Loss of Privileges:** Students who continue to exhibit negative behaviors will face the loss of privileges, including access to extra-curricular programs, field trips, special events and ceremonies.

Additional misbehaviors and possible consequences include, but are not limited to:

Level of Infraction	Behavior	Consequence
1	Rough housing, pushing, shouting Disrupting classroom (behavior interferes with teaching) Failure to complete assignment Failure to follow directions Lateness to class or school Public display of affection Dress code violation	Lunch or after school detention with teacher or staff member that witnesses infraction
2	3 latenesses to school Profanity or abusive language towards peer Disrupting behavior in hallway or common space Using electronic devices in school Failure to serve lunch or afterschool detention given by a teacher	Official Detention (logged into student information system)
3	Cutting class (10 min or more while in school) Failure to serve regular detention Throwing objects in class or cafeteria Attempted fighting or verbal altercation Misbehavior outside of school after school hours (i.e. misconduct on public transportation that is reported back to ADS administration) Vandalism (no cost to school)	Saturday Detention (logged in student information system)
4	Disrespect of a teacher or administrator Vandalism (costing school money to repair) Cutting school Damaging a person's property Failure to serve Saturday detention Bullying, cyberbullying, or harassment	In school suspension (logged in student information system)
5	Physical fighting Theft Possession of stolen property Possession of drugs/alcohol Profanity used towards teacher or administrator	Out of School Suspension (logged in student information system)
6	Multiple, severe, and/or high level infractions Sexual Assault Acts of violence	Long Term Suspension or Expulsion

Regardless of the type of infractions, all consequences will include opportunities for reflection and reconciliation to maintain connections with learning and the school community. The school will

create time and tools to support and document reflection, e.g., verbal reflection protocols for younger students or incident reflection forms that require older students to write what happened, what rules and pillars were violated, and what alternative actions could have been taken. Students will reflect with their advisory teacher to really bring back the accountability.

**Due Process:** Parents will be notified of all consequences that involve removing students from class, activities or the school. Students will be told of all charges against them and asked for their side of the story. The Principal, Director of School Culture or other school official shall consider this explanation prior to taking disciplinary action. For some minor infractions parents may be merely notified and/or a conference requested to assist in resolving the situation.

When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as possible by telephone. Written notification will also be sent to parents/guardians. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request a conference with the Principal . At the conference, the student the student’s advisor, and parent/guardian will be given an opportunity to explain the situation, to present his/her own evidence and listen to evidence presented against his/her. If the consequence is suspension, written notification issued after the conference, if one was had. The written notice and conference shall be in the parent/guardian’s dominant language. This will all be documented in our student information system.

- **Suspension:** The Principal may impose short-term suspension (5 days or less) for a level 4 or level 5 infraction. If necessary, the student will be immediately removed from the class or the school. The parent/guardian will also be notified immediately both via telephone and in writing. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school.
- **Long-Term Suspension:** When the school proposes a long-term suspension (6 days or more), the parent/guardian will be notified immediately or as soon as possible by telephone and in writing. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. Parents will be required to have a conference with the principal.
- **Expulsion:** An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school’s judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. If the Principal decides that an infraction warrants expulsion, a hearing as described above will be held. Based on that hearing, the Principal will make the final decision. That decision may be appealed to the Board. If the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student’s academic performance and student records, upon request of the school or parent/guardian.

### **Students with Disabilities:**

The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Education Act (IDEA"), its implementing regulations and applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the student's district of residence as necessary to ensure compliance with all applicable laws and regulations.

Generally, a student with, or suspected of having, a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. When a student is suspended for more than 10 cumulative days in a school year, additional safeguards are in place. The school will work with the CSE to establish a date for a Manifestation Determination Review (MDR) to ensure that the student's behavior was not tied to or was a manifestation of his/her disability.

A student whose Individualized Education Program (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to an infraction, the matter will be immediately referred to the Committee on Special Education (CSE) for consideration of a change in the guidelines. This may result in another Functional Behavioral Assessment (FBA) to explore other BIP options.

If a student does not currently have an IEP, but prior to the behavior which is the subject of the disciplinary action the school has a basis of knowledge that a disability exists, the student's family may request that the student be disciplined in accordance with these provisions.

### **Dress Code**

The American Dream School has a primary objective of developing a community of learners, dedicated to the highest standards of academics. It is a visible signature of our school to the larger community, an indicator of our unity and of our pride of purpose. Students come to school having a clean-cut and professional image will not be distracted from the purpose of attending school: to get an education. We truly believe that uniforms promote learning. Therefore, school uniforms are expected to fit the student appropriately and be cleaned on a regular basis. Students will understand that principles learned in DREAM advisory transfer to the very notion of how one carries him/herself at school and in public.

The following dress code guidelines apply to all students:

1. Students are to wear The American Dream School uniform every day.
2. Uniforms must be neat and clean (presentable) everyday.
3. All American Dream School shirts are to be tucked in and worn appropriately.
4. All pants must fit around the waist. Boys must wear a black belt every day. Belts should be of appropriate size and nature, i.e., no large-faced images or symbols which may pose as a distraction.
5. Pants may not be excessively baggy and may not cover the shoes.
6. Girls may not wear skirts that are inappropriately short (above the center of their knee) or that have inappropriately long slits (above their knees).

7. Students may not wear hats, caps, du-rags, or other head coverings in the school (except in the case of religious observance)

Students at The American Dream School will wear a school uniform. It is as follows:	
Boys	Girls
American Dream School polo shirt with logo Slacks Black belt Black shoes	American Dream School polo shirt with logo Slacks or Skirt Black shoes <b>-OR-</b> American Dream School jumper with polo shirt Tights (any color) Black shoes

All students are expected to comply with our uniform policy. Students who do not come to school in complete uniform will face the following consequences:

**1st Offense:**

- Student will receive a verbal reminder. Additionally written notification and a copy of our Dress Code will be sent home to parents/guardians. This will be logged into our student information system.

**2nd Consecutive Offense:**

- Parents/ Guardians will be called to discuss the Dress Code and problem-solve strategies to aid the family in complying.
- Parents/ guardians will be asked to bring an appropriate change of clothes. If they are unable to do so, students will be required to wear a clean uniform from the reserve closet at the school, if such a uniform is available.
- Student will have a conference with advisor regarding finding strategies to help him/her come to school in full uniform
- Detention. This will be logged into our student information system.

**3rd Consecutive Offense:**

- Saturday Detention. This will be logged into our student information system.

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Angelo Cabrera

**Charter School Name:** The American Dream Charter School

**Charter School Address:** \_\_\_\_\_

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board of Director

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 are 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.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

### 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.  
*I was invited by Melissa Melkonian and current Team working in the American Dream Charter School.*

5. Please explain why you wish to serve on the board.  
R= I am self-committed to the educational growth of younger generation
6. 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):

7. 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 seven 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.

8. 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**

9. 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:
10. 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:

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.
- *It is important that the organization explained in great detail the bylaws of the charter school and the consequences and procedures regarding conflict of interest. In this case, there are two steps to be follow;*
  - *First, every board member should sign a conflict of interest policy detailing the processes of action.*
  - *Second, it is my responsibility to raise the issue and concern to the rest of the board and clarify the concerns. The decision should be made by the rest of the board based on the conflict of interest policy whether the member can be restraining from pursuing the business, be abstaining from voting on the issue or requires a suspension of the board.*

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.
- *I truly believe in the mission of the school been proposed. I am strong advocate for education especially for children of recent immigrants or English language learners who do need extra support and order to succeed in their academic performance. In most cases, the unfortunate lack of knowledge by the parents on how to navigate the educational system could have long negative consequences on the child obtaining the right educational support. The American DREAM Charter school goals is to support our students, understanding their educational needs, culture, language barriers in order to implement the right teaching approach.*
19. Please explain your understanding of the educational program of the charter school.
- *I am a great supporter for dual language education and the positive benefit on the students' academic and professional bilingual skills. The methodology been proposed to teach the student both in Spanish and English, will prepared to succeed in the current high demand of bilingual professionals in our Latino community in New York and in the USA. But must important, it will prepare to compete in the professional world.*
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.

- *The board should constantly oversees the academic progress of the school and constantly meet with the administration to suggest new changes of approach for the school to succeed in providing the right service to our students.*
  - *For instance, the Curriculum committee should work together with program director and staff to help design new teaching techniques, oversee the program evaluation and many other related topics on programing and education*
  - *The fundraiser committed should work with the finance department and Marketing to find new ways to help the organization to raised funds for the sustainability of the organization (school)*
  - *The Marketing committee should work with the fundraiser committee and the programing to be able to work in a marketing campaign to help the school to increase visibility for funding purposes and community outreach.*

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member.
  - *I have always serve as board member of nonprofit organizations in New York City, this will be my first time to be serve as board of director of an educational institution. I think the function and responsibilities are similar to a nonprofit organization with the exception that serving in a charter school board of directors has a much clear focus in education.*
  - *I have also serve as a board of advisor in several educational task force which has provided me with the understanding of educational organization and their educational focus.*
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, I have read the By-Laws and Policies of the American DREAM charter school*
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

I, Angelo Cabrera (name of proposed board member) 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

*Angelo Cabrera*

Signature

March 5<sup>th</sup>, 2013

Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

**E-Mail Address:** \_\_\_\_\_

**Home Telephone:** \_\_\_\_\_

**Home Address:** \_\_\_\_\_

## Angelo Cabrera

### EDUCATION

School of Public Affairs, Baruch College <i>MPA Program (Master of Public Administration)</i>	New York City, NY 2008 – 2013
Weissman School, Baruch College <i>B.A. Political Science</i>	New York City, NY June 2006
Borough of Manhattan Community College <i>A.A.S, Computer Programming</i>	New York City, NY June 2000
Harvard Kennedy School of Government, Executive Program <i>Leadership Organizing and Action Program Certificate</i>	New York City, NY July, 2011
CORO New York Immigrant Leadership Program <i>Certificate of Community Leadership Certificate</i>	New York City, NY July, 2011
New York Department of Education <i>GED General Equivalence Diploma</i>	New York City, NY 1995

### AWARDS

- Third Workshop for Mexican and Mexican-American Leaders Washington, D.C., October 5<sup>th</sup> - 7<sup>th</sup>, 2008.
- School of Public Affairs & CUNY School of Professional Studies in November 2007 Certificate of Achievement “Leadership Development in the Mexican Community”
- Weissman School, Baruch College Dean’s List (Academic Performance) in April 2005
- New York State Office of the Attorney General in September 2003 Certificate of Merit: Promoting Laundromat Worker’s Rights
- Mexican Consulate New York in 2003. Certificate of Merit: For promoting Educational Programs in the Mexican community
- The Black, Latino, and Asian Caucus of the New York City Council honored Angelo Cabrera with a “City Council Citation” for his hard work and commitment to improve and promote access to higher education in the Mexican American Community.
- IME certification and award for his role and leadership within the Mexican community in New York City 2008.
- The Mexican Community of Yonkers awarded him with a certificate of appreciation for his role and leadership among students and community service to the Mexican community in New York 2009.
- Proclamation by New York State Senator for the District 18<sup>th</sup> Sen. Velmanette Montgomery April 2010.
- Citation by New York State Assembly for the District 51<sup>st</sup> Hon. Felix W. Ortiz, April 2010.
- Cuauthil’s Award by La Union, a Mexican organization in Sunset Park Brooklyn, April 2010.
- Mexican Government (through the Mexican Consulate in New York), Recognitions Award for promoting educational program for the Mexican community in NYC.
- **Iniciativa Mexico Award**, 26<sup>th</sup> place Prize Winner of 57,000 Innovating Projects for Social Change, November 2011. Angelo’s mentoring program for Mexican immigrants in NYC was awarded 1.5 million Mexican pesos

## **MEDIA APPERANCE**

- People en Español Magazine entitled “El Angel de la Educacion” (The Angel of Education }
- Univision Channel 41(Nociero 41, Despierta America, Noticias al Despertar, Es El Momento)
- Telemundo 47 NBC (Noticiero 47 and EL Informador)
- Eyewitness News Channel 7 ABC
- NBC Latino News
- Televisa Mexico
- ABC Channel 7, “Tiempo” with Joe Torrez
- In Motion Magazine from San Francisco
- New York Times
- L.A. Times
- Bronx and Brooklyn News 12.
- Democracy’s Living Room at the Brian Lehrer Show
- WNYC News Reports
- CUNY TV
- Daily News
- Radio Bilingual (National Hispanic Public Radio)
- Diario de Mexico USA Edition
- El Diario la Prensa
- Many Others.

## **WORK AND VOLUNTEER EXPERIENCE**

**Mexican American Students’ Alliance (MASA)** Winter 2001 – Present

*President of MASA and Founder*

Educational Program and a researcher Coordinator for the “Mexican Mentorship Project; Public Relationships Coordinator; Grant Writer; CUNY College Information / Mexican Community Outreach Coordinator; Developed a Dropout prevention program and a partnership with Prof. Robert C. Smith and his organization, the Mexican Educational Foundation of New York (MEXED)

**SPA-Baruch College (Mexican American Leadership Program)** Spring 2012 to Present

*Researcher Partner [Early child Education and the Mexican Community]*

**Member of the Advisory Board for Mexican Abroad (CCIME)** Winter 2009 – 2011

*Sub-Advisor*

**Diario de México USA Edición** Winter 2007 – Present

*Columnist writer*

**New York Mayor’s Office of Immigrant Affairs** Sprint 2010 – Present

*Organizer of the Forum Kwon Your Rights and Responsibilities*

**School of Public Affairs, Baruch College** Spring 2009 – Present

*Coordinator of the Mexican American Leadership Development Program*

**CUNY (City University of New York) /Mexican Consulate Task Force** Spring 2008 - Present

*Member of the Mexican Task Force*

**MASA/CUNY Students Activist** Spring – Summer 2002

*Students Activist and Organizer*

- Organized CUNY Students to reinstate the In-State-Tuition Policy Winter 2001 – summer 2002; Key Leader and participant of the Hunger Strike to secure; the right of undocumented students to go to college; Public Relationship (In charge of media interviews); Worked closely with PRODELFF, CUNY professors and other CUNY students in the lawsuit in behalf of undocumented students vs. CUNY; Summer of 2002. Invited by the then Governor George Pataki to the signing ceremony for the New York State law offering in-state-tuition to immigrant students.

**MASA at City College**

May 2004

*Educational Conference Organizer and Panelist*

- Organized an educational Conference “Facing our Challenge” at City College; Educational Conference Panelist

**CUNY/Daily Citizenship Ca-in Now**

Sprint 2004 – Present

*Immigration Phone bank caller adviser*

- Volunteer to answer phone call to Spanish speakers at the Citizenship Call-in

**CASA Mexico New York**

1998- 2004

*Boar of Director, Director of Promoting Higher Education*

- Educational Program Coordinator; CUNY College Information / Mexican Community Outreach

**AMAT – Mexican American Workers Association**

1998 – 2004

*Community Labor Organizer*

- Organized for the Green Grocery Workers

**CUNY/Mexican Consulate**

1997 – Present

*Student’s College Awareness in the Mexican Community*

- Help the Mexican Consulate to organize the first CUNY Mexican community Outreach were more than 500 people attended in 1997; Member of the CUNY/Mexican Consulate task force and academics.

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Laurie Pastore

**Charter School Name:** \_\_\_\_\_

**Charter School Address:** \_\_\_\_\_

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

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 are 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.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### 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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.   I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was approached by one of the founding members and asked to join the board.**
5. Please explain why you wish to serve on the board. **As a lifelong educator, I have moved from the classroom as a teacher, to my work as a literacy consultant, instructional coach and curriculum writer. In the last ten**

**years I have been able to see the ways in which traditional schools are not serving the needs of key cohorts within urban populations. I would like to support the development and implementation of a school whose purpose it is to serve one of these important and very needy student populations.**

6. 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):

7. 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 seven 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.

8. 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**

9. 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: **I have met several of the prospective board members at planning meetings. I did not know them prior to these gatherings.**

10. 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: **In my work as a literacy consultant, I have historically worked with the Charter Center to make presentations to its members, as well as with several charter schools to support their professional development and growth. I am currently not working with any NYC charter school as a consultant as I have returned to school based service in White Plains, NY.**
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 encourage the board to have an open and candid conversation with that individual, seeking to understand the situation and in order to gather verifiable information that supports or refutes this belief. Then, as a board, I believe we would need to vote to determine the future of this individual's involvement with the charter.**

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. **Briefly, the American Dream Charter School seeks to provide academic opportunities to Spanish Speaking students in Mott Haven by offering a dual language, culturally responsive school experience.**
19. Please explain your understanding of the educational program of the charter school. **The American Dream Charter School will use a dual language platform, as well as a commitment to project based, experiential learning in order to promote the transfer of language, while preserving the ethnic and cultural heritage among this population.**
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. **First and foremost, an effective charter requires a strong strategic plan. The components of this plan that are most important to me and my contribution to the board would be a solid curriculum framework, appropriate and ample teaching**

**resources and materials that match this curriculum, effective methods of assessment and data collection, and regular and systemic professional development for all teachers.**

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. **Overall, believe the primary role of a public school charter board member is to protect and support the school's mission statement. Specifically, however, I believe that the members of a board must agree upon their operating framework; how information will be shared and discussed, how conflicts will be resolved, and how the board will plan to work to promote the success of the charter as well as keep the school focused on its strategic growth plan. Part of this work will include agreeing upon how successes will be measured. Secondly, I believe that each member of the board should come with specific expertise that is necessary for school development, implementation and success. Finally, I believe that the board and its individual members should commit to regular evaluations of their own contributions to the charter, both collectively and individually.**
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 understood the application, the by-laws and all proposed policies.**
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

I, **Laurie Pastore** (name of proposed board member) 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

*L. Pastore*

3/5/13

Signature

Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: [REDACTED]

Business Address: [REDACTED]

E-Mail Address: [REDACTED]

Home Telephone: [REDACTED]

Home Address: [REDACTED]



Sept. '12 to Present **George Washington Elementary School, White Plains Central School District**

**Instructional Coach and Support Teacher**

Works at the district level to revise and refine ELA and Math curricula to align instruction with the new Common Core standards, to analyze and evaluate district based assessment data, and to identify emerging trends and key educational research.

Works at the building level to develop and nurture a supportive professional learning community, to support teachers as they refine their instructional practice, to use data to inform instruction, and to support gains in student achievement.

Sept. '03 to June '12 **LitLife Inc.**

**Director of Curriculum and Implementation**

Worked with large and small public school districts to build and implement K- 8 language arts curricula, aligning instruction to state and Common Core standards, articulating instruction across grade level, and delivering a balance of instruction in genre, behavior, comprehension and convention.

**Literacy Consultant; National Team Leader**

Planned K – 8 staff development initiatives at the district and administrative level, designed support programs to assist teachers in their growth as educators, and worked alongside these teachers to enhance their lesson design, methodology, assessment and differentiation of instruction. The content covered in this support included, but was not limited to, language arts, humanities and content area literacy.

Major Contributions:

**Author, The Complete Year in Reading and Writing – Grades 4 & 5** - wrote two professional books published by Scholastic that present model years of ELA curricula, including scope, sequence, formative assessments, sample lessons and recommended anchor texts.

**Co-author of “The Complete Writing Assessment”** – developed a comprehensive writing assessment kit for grades K – 6 designed to identify student writing strengths and challenges and to target key areas for future differentiated instruction (published 2010)

**Author of a Grade 7 and Grade 8 ELA Curriculum for Struggling Urban Readers and Writers** – created a scope and sequence aligned to the new Common Core Standards and articulated by grade level for the Explore Charter Network (NY); identified all teacher texts and independent reading selections; wrote daily, detailed lessons to support best practice implementation; created standards for academic language and performance based assessments within each unit.

**Pioneered a Humanities Grade 5 – 6 Bridge Curriculum** - addressed the need for a more effective means of integrating social studies and language arts instruction, as well as delivered a stronger, more effective social curricula in middle grade classrooms. This curriculum bridges and unites the elementary and middle school buildings by recognizing the similar developmental stage of middle grade learners.

**Developed several K – 8 Conventions Continua** – worked with several distinct districts to develop a continuum of skills associated with spelling, syntax, grammar and parts of speech and aligned to standards; identified the best means of delivering this instruction; and built instructional guides to support teachers in the implementation of this curriculum.

**Co-developed LitLife's C.A.S.E. protocol for school assessment** - designed an administrative protocol for building based assessment, teacher observation and professional goal setting in four key areas: curriculum, assessment, structures and environment.

**Co-designed a LitLife protocol for Lesson Design and Implementation** – developed a year long procedure for building best practice in instructional methodology; offering teachers clear guiding principles for lesson design, providing personalized feedback, supporting implementation and offering constructive feedback.

Prior Teaching Experiences (NYS Permanent Teaching Certification: Pre-K through 6<sup>th</sup> Grade)

**Concord Road Elementary School – Third Grade; Mentor Teacher (9/98 – 6/03)**

-recognized as a Blue Ribbon School and a Model Professional Development School

**P.S. 321 and P.S. 261, Brooklyn, NY – Third, Fourth and Fifth Grade Teacher**

Education:

BA, **Williams College,**

MS Ed, **Bank Street College (1998)**

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Michael Weippert

**Charter School Name:** The American Dream School

**Charter School Address:** Within CSD 7, Bronx, NY

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

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 are 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.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

### **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 affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

I was contacted by the school leader who explained the mission and what she wished to accomplish, and how the idea was born. She also detailed to me what role I would be able to take on as a board member.

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

To ensure that once established the school is governed properly and has everything it needs to achieve its mission.

6. 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):

7. 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 seven 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.

8. 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**

9. 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: We have previously met during some of the school planning meetings, but I do not know any of them personally, nor had met them prior to any school activities.

10. 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:
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 approach that individual board member with a request for a private meeting in which I would discuss my feelings and observations with them and why they are of concern to me. I would not want to single this person out in a board meeting until I had the chance to hear them out. I would then bring this conflict to the attention of the board chair for either resolution or further escalation.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of our school is to develop academic excellence in both Spanish and English, and prepare students to excel in college, and become community leaders.

19. Please explain your understanding of the educational program of the charter school.

Our school will be using a two-way dual language program (English and Spanish). Students who are native speakers and English language learners will be placed in advisories together. Students will receive an hour and twenty minutes of English language arts as well as an hour and twenty minutes of Spanish language arts daily. In addition, we will focus on experiential and project based learning as core curricular components.

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 successful charter school is one that prepares its students to excel in college and within their community, embraces culture, and creates an environment which

promotes continuous learning. The board will have to govern proactively, ensure transparency, and most importantly focus on accountability of the school leadership in order to ensure that the school remains successful.

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member.

The role of a public charter school board member is to represent the school's mission publicly, hold both other board members and school leaders accountable for their performance, to collaborate effectively to make the school's mission and vision a reality, engage in potentially difficult conversations with school leadership and ensure transparency between the board and school leadership.

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 affirm that I have read and understand all of the above referenced information and documentation.

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

N/A

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

I, Michael Weippert, 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.



3/5/13

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Signature

Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

# Michael Weippert

## Real Estate Work Experience

June 2007 – **U.S. General Services Administration**  
Current **Public Buildings Service, Office of Leasing**

- Managing multiple lease projects from requirements development through lease award, tenant build-out, physical inspection, and occupancy.
- Assisting clients in refining space needs to determine proper real estate solutions including exploring reductions in space, consolidation of facilities, and occupancy of federally owned space.
- Conducting market research to analyze types of available space, vacancy rates, rental rates, and market trends to assess if there is proper supply to meet our demand and that our leases are delivered in accordance with market rental rates.
- Performing financial analysis and negotiating lease terms and rental rates with building owners, representatives and real estate brokers.
- Acquiring emergency leases for FEMA and short-term leases for the US Census.
- Leasing unique space such as antenna locations, vault space, and parking garages.

### Selected Portfolio of Recently Completed Leasing Projects

#### **US Customs and Border Protection (CBP)**

##### **New Office – Rochester, NY**

4,662 rentable sq ft.      Effective: 9/1/2012  
Term: 10 years/5 firm      Value: \$1,317,015.60

#### **Federal Bureau of Investigation (FBI)**

##### **New Warehouse – Latham, NY**

5,000 rentable sq ft.      Effective: 6/27/2012  
Term: 15 years/5 firm      Value: \$780,080.60

#### **Federal Bureau of Investigation (FBI)**

##### **Office Renewal + Expansion – Jamaica, NY**

8,107 rentable sq ft.      Effective: 3/1/2012  
Term: 10 years/5 firm      Value: \$4,183,512.32

#### **U.S. Drug Enforcement Administration (DEA)**

##### **Office/Garage/Laboratory Renewal – New York, NY**

484,000 rentable sq ft..      Effective: 6/3/2011  
Term: 5 years firm      Value: \$85,179,000.00

#### **U.S. Immigration and Customs Enforcement (ICE):Indoor Parking Replacement– New York, NY**

20 garage parking spaces      Effective: 4/1/2011  
Term: 10 years/5 firm      Value: \$2,063,498.28

#### **Defense Contract Audit Agency (DCAA): Office Replacement Lease – Williamsville, NY**

3,080 rentable sq ft.      Effective: 8/1/2010  
Term: 10 years/5 firm      Value: \$530,851.36

#### **U.S. Census Bureau (Census):**

##### **Temporary Office – Ronkonkoma, NY**

7,089 rentable sq ft.      Effective: 10/30/2009  
Term: 14 months/12 firm      Value: \$466,499.12

#### **Federal Emergency Management Agency (FEMA):**

##### **Emergency Temporary Office – Lake Placid, NY**

9,185 rentable sq ft.      Effective: 11/1/2011  
Term: 3 months firm      Value: \$43,628.76

## Other Work Experience

May 2004 – **U.S. General Services Administration**  
June 2007 **Public Buildings Service, Design and Construction Division**

- Drafted and issued advertisements and requests for construction and renovation proposals; evaluated proposals; participated in contractor selection committees; and assisted in negotiations for the awarding of construction contracts.
- Responsible for contract administration, including the issuance of modifications, change orders, and invoice processing, as well as maintaining financial logs to track expenditures and balances for the \$650+ million Brooklyn Court Project.
- Developed presentations and fact sheets to brief public officials and community leaders on project-related financial, logistical, legal, and community issues.

## Education

#### **Hofstra University, Zarb School of Business – Hempstead, NY**

Bachelor of Business Administration, conferred May, 2004.

Degree distinction: Summa Cum Laude.

Member of Beta Gamma Sigma Business Honor Society and Golden Key International Honor Society.

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

**Name:** Richard R. Levine

**Charter School Name:** American Dream Charter School

**Charter School Address:** N/A

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member

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 are 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.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

### **Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé. x **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. x **I affirm.**
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. x **I affirm.**

Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. Founding staff member Nena Gil asked me for help with designing a daily program for American Dream Charter School. She later asked me to attend a meeting of founding staff members and potential board members.

Please explain why you wish to serve on the board. I would like an opportunity to share my experience in schools with a new generation of educators, especially my experience starting new schools and working with newcomers.

4. 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. x **This does not apply to me.**  Yes. (Include description here):

5. 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.**  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 seven 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.

8. 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.**  Yes.

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

### **Conflict of Interest**

9. 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.**  Yes.

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

10. 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. x **Yes.**

If yes, please indicate the precise nature of your relationship here: Nena Gil, noted above is the proposed director of curriculum and instruction at American Dream Charter School. Nena's husband, Cassius Gil, was a colleague of mine at Fannie Lou Hamer Freedom High School in the 1990's. He was a member of my staff at Global Enterprise High School from 2006 to 2008.

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.**  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.

x **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.

x **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.

x **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. x **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.  
x **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.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.

The American Dream Charter School has as its mission the creation of a welcoming, bilingual, bicultural environment that will allow English-Language Learners and immigrant students the supports necessary to academic success.

19. Please explain your understanding of the educational program of the charter school.

American Dream Charter School will offer a dual-language program in English and Spanish. It will be culturally-responsive to students and parents and emphasize experiential learning. Advisory groups will teach students both membership and leadership skills.

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 successful charter school accepts the challenges of its host community and uses its freedoms to find imaginative and original solutions to those challenges. It does this by working with parents and local organizations to create a sustainable model of work. A successful charter school is open and transparent, and shares its experiences with neighboring schools and with the public at large. The Board of the school contributes to this success by

providing counsel to the staff, being open to parents and the community and publicizing every aspect of the school's work.

**Other**

21. Please explain your understanding of the appropriate role of a public charter school board member.

Members of public charter school boards are responsible for ensuring that the school follows the relevant laws of the State of New York. They also hold the school to its own targets and those of the State and City of New York, while providing supports necessary to achieve these outcomes.

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 understood the application of American Dream Charter School, along with the proposed by-laws of the board and the other proposed policies.

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

In considering the application of the American Dream Charter School I believe the Department should pay special attention to the need for charters to serve the needs of new immigrants and English-language learners.





**Teacher**, Bronx and Manhattan 1975-2000

- University Heights High School: Service Learning, Physical Education, Humanities.
- Fannie Lou Hamer Freedom High School: Humanities, Mathematics, Service Learning.
- Vanguard High School: Humanities.
- John F. Kennedy High School: Advanced Placement History, Honors Science and Society, Global History, US History, Biology, Earth Science, One-Room Schoolhouse
- Schomburg Satellite Academy: US History, African-American History, Earth Science, English

**Paraprofessional**, Manhattan 1974-1975

- Manhattan Vocational Technical High School: Title I Reading Lab.
- Haaren High School: Title I Reading Lab.

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**Research and Publications**

*Man Man: A Revolution Betrayed*, by Maina wa Kinyatti, 1991. Editor and Researcher.  
“Alienation of *Ejidos*: A New Mexican *Ley Lerdo*,” 1989, unpublished.  
“Little Help from Article on Anabolic Steroids,” *Pediatrics*, January 1991  
“Indians, Conservation, and George Bird Grinnell,” *American Studies*, Fall 1987  
“Indian Fighters and Indian Reformers: Grant’s Indian Peace Policy and the Conservative Consensus,” *Civil War History*, December 1985  
“Eurocentrism in Regents and RCT’s,” *Schools, Tests and Inequality*, 1995

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**Other**

**Adventure Education Facilitator**  
**Spanish Speaker**  
**Basketball Coach**

<b>School Trustee Background Information</b>
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Luz Maria Rojas

Charter School Name: American Dream School

Charter School Address: Mott Haven, Bronx

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): Board Member

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 are 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.

The Department's consent is required before any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

- Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
- 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.
- Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
- Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **Melissa Melkonian asked me to join both the school's planning team and to be a board member.**
- Please explain why you wish to serve on the board. **I strongly believe in the mission and the vision of the American Dream School.**

- 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):
- 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 seven 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.

8. 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

9. 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:  
**Mr. Steve Zbaida was my former supervisor.**
10. 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:  
**Mrs. Melissa Melkonian and I were colleagues in Intermediate School 52 ad Bronx Preparatory Charter School.**

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.

The Board has to set expectations for its members since its inception in order to be proactive instead of reactive. Monthly board meetings will ensure that all board members meet the set expectations. If said situation presented itself, then the board would have to meet to determine if said member will continue to be part of the board.

### Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.

The students in the American Dream School will be literate both in English and Spanish. As a result, they will have the opportunity to preserve and continue to develop their native language while learning a second language. The expectations set for the American Dream students are that they will graduate from college and give back to their community through their leadership skills.

19. Please explain your understanding of the educational program of the charter school.

The American Dream School educational program is comprised of five elements:

1. Two way dual language program
2. Project and experiential based learning
3. Culturally responsive instruction
4. Data driven instruction and assessment
5. Teacher development and support

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.

The characteristics of a successful charter school are the following:

1. High expectations for every student

2. Support from the parents and the community
3. A safe, healthy and supportive learning environment for both students and staff
4. Rigorous curriculum aligned to the CCLS
5. Qualified teachers
6. Every classroom is equipped with materials and resources for students to learn and for teachers to be prepared
7. Strong school leadership who supports all stake holders

#### Other

21. Please explain your understanding of the appropriate role of a public charter school board member.

The appropriate role of a public charter school board member is to attend and participate in board meetings. A board member has read and review materials including financial reports that pertain to the school in order to ensure that the charter laws and regulations are being followed. In addition to the governance role, a board member should provide a supportive role by raising funds for the school, networking with other leaders, and visit/attend school assemblies and/or functions.

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 affirm that I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.**

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

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

### STATEMENT OF ASSURANCE

I, **Luz Maria Rojas** (name of proposed board member) 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

*Luz Maria Rojas*  
Signature

March 8, 2013  
Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone: [Redacted]

Business Address: [Redacted]

E-Mail Address: [Redacted]

Home Telephone: [Redacted]

Home Address: [Redacted]

# Luz Maria Rojas

## EDUCATIONAL EXPERIENCE:

- 5/06 – 2/08 Teacher's College, Columbia University New York, NY  
Master's Degree in Education, Educational Leadership (Summer Principals Academy)  
Department of Organization and Leadership
- 9/03 – 5/06 Hunter College New York, NY  
Master's Degree in Childhood Education with a Bilingual Extension
- 9/88 – 5/92 Boston College Boston, MA  
Bachelor's Degree in History / Pre-Law

## WORK EXPERIENCE:

- 6/08 – Present Satellite Academy High School/Q.S.H.S.O. Jamaica, NY

### *Assistant Principal:*

- Advise Principal on student population and needs
- Oversee academic and program design for students and teachers
- Review and analyze data to identify programming needs
- Supervision of instruction
- Supervise special education and ELL compliance issues
- Provide and lead professional development
- Serve as an instructional coach
- Coordinate and facilitate departmental meetings to plan instruction
- Support and supervise deans to support school culture
- Coordinate meetings with teachers to discuss students' academic, behavior, and socio-emotional needs.
- Provide guidance to students pertaining to their academic standing, continuing education, and behavior
- Coordinate, implement, and analyze diagnostics to assess students during intake evaluation process
- Testing coordinator, program students, create testing schedules, and administer and distribute testing materials for the entire school
- Member of the Leadership team
- Member of the Attendance Team
- Member of the Inquiry Team
- Member of the School Based Intervention Team

### *Classroom Experience:*

- Advisory Teacher
- English Orientation and Senior Seminar teacher
- Created reading and writing curriculum for Orientation
- Spoken Word/Poetry Club

- 6/06 – 6/08 Bronx Preparatory Charter School Bronx, NY

### *Leadership experience:*

- As the literacy coach, created the ELA Diary Map for the Middle School
- Provided professional development for ELA teachers
- Coordinated and facilitated weekly ELA grade level meetings to plan instruction

- Coordinated inter-visitations among literacy teachers
- As the Interim Assessment Coordinator, created, implemented and graded literacy assessments for the middle school
- As the Academic Enrichment Coordinator, identified the middle school students who were below grade level in both English and mathematics, and placed them according to their needs
- Interviewed and observed demo lessons of potential teacher candidates for the middle school
- As a member of the middle school leadership team, attended weekly meetings and participated in the implementation of decisions to support the school community and the needs of our students
- School/Parent liaison

***Classroom experience:***

- 8<sup>th</sup> grade lead English teacher
- 6<sup>th</sup> grade lead English and History Teacher
- As the 6<sup>th</sup> grade team leader, served as the liaison between the administration and the 6<sup>th</sup> grade teachers

9/00 – 6/06

**New York City Department of Education / I.S. 52M New York, NY**

***Leadership Experience***

*Member of the Comprehensive Educational Plan (CEP) Committee (2003-2006)*

- Worked with the Bilingual Assistant Principal to complete and include the ELA, Bilingual, and Spanish components of the document

*Member of the School Leadership Team (SLT) (2003-2006)*

- Kept the minutes of the meeting
- Served as the liaison between the administration and the staff pertaining to concerns or issues that arose

*Member of the Balanced Literacy Curriculum*

- Coordinated and participated in weekly meetings and literature circles with other ELA/ESL teachers

*Member of the NYSESLAT Planning and Testing Committee*

- Trained ESL teachers in the implementation and correcting these tests

*Member of the Language Allocation Policy (LAP) Team*

- Assisted in gathering the data for said document

*Member of the District 6 Curriculum Writing Committee*

- Co-wrote ELA reading/writing curriculum
- As an assistant coverage coordinator, made sure that there were teachers or substitutes available to cover a class and/or created a special schedule during state tests

***Classroom Experience***

- Bilingual Lead Teacher for opted-out ELLs (2005-2006)
- 6<sup>th</sup> Grade Math, English/ESL and Science Teacher
- Member of 6<sup>th</sup> grade math collaborative lesson planning team
- Member of ESL collaborative lesson planning team
- ESL and Social Studies Teacher (2000-2005)
- 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade ESL Teacher
- Co-created curriculum for SIFE students
- 7<sup>th</sup> grade Bilingual Social Studies Teacher

**Professional Development Activities**

- Participant of the UbD Summer Institute 2012: Creating High Quality Units
- Participant of the UbD Summer Institute 2011: Train the Teachers
- Participant of the Closing the Achievement Gap Workshops
- Participant of the Response to Intervention Series
- Participant of the ASCD Learning-Focused Relationship Supporting Growth for Beginning and Experienced Teachers professional development
- Participant of the ASCD Using Writing to Learn Across the Content Areas professional development

- Presenter at the Spring ELL-Math Initiative Learning Network Conference
- Participant and implemented strategies learned at “Looking at Student Work” ELL Math Network” weekly professional development
- Participant and implemented strategies learned of the Quality Teaching for English Learners, WestEd professional development.

**Professional Certification**

- NYS School Building Leader K-12
- NYS English Language Arts 7-12
- NYS Bilingual Education K-12
- NYS Childhood Education 1-6

**Other Employment History**

2/97 – 8/00

**McCann – Erickson** **New York, NY**

- Assistant Media Planner for the Coca-Cola International Marketing Group.
- Developed and implemented pan-regional media strategies on a worldwide basis.
- Acted as the liaison between the Latin American field offices and the agency.
- Translated documents from English to Spanish and Spanish to English.
- Coordinated events with other McCann offices located in over 50 countries.
- Prepared and updated client estimates and billing.

7/95 – 1/97

**Young & Rubicam** **New York, NY**

- Liaison between the agency and the U.S. Army Recruiting Brigade and Battalion
- Placed local advertising based on brigade and battalion needs.
- Established and maintained contracts with vendors.
- Authorized and processed vendor invoices.
- Prepared, updated and maintained client estimates and billing.
- Resolved client billing and placement discrepancies

**REFERENCES:** Available upon request.

## School Trustee Background Information

Each proposed or prospective charter school board member must provide the information requested below.

**Name: Steve Zbaida**

**Charter School Name: American Dream Charter School**

**Charter School Address: CSD 7**

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): member

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 are 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.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate proposed board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. X 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. x I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. x I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.  
The planning committee approached me.
5. Please explain why you wish to serve on the board.  
I am committed to equity in education.

6. 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. X This does not apply to me.  Yes. (Include description here):

I am a high school Principal and I have worked as an educator in NYC for 19 years.

7. 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.  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 seven 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.

8. 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.  Yes.

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

### **Conflict of Interest**

9. 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. x Yes.

If your answer is yes, please indicate the precise nature of your relationship here: Luz Maria Rojas is a prospective board member who served as an Assistant Principal at my school for 2 years.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

x I / we do not know any such persons.  Yes.

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

Melissa Melkonian provided a professional development workshop for teachers at my school.

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.

xNo.  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.  
x 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.  
x 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.  
x 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. x 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.

x 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.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy.  
All students will graduate bilingual and bi-literate and go to college.
19. Please explain your understanding of the educational program of the charter school.  
It's a dual language school for 6-12 with an emphasis on project based learning.
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.  
Students will excel academically as measured by state and local assessments and ultimately be prepared to be successful in college. The board needs to ensure that the school leadership provides children with the best opportunities to succeed.

### **Other**

21. Please explain your understanding of the appropriate role of a public charter school board member.  
Board members should be aware of student performance in the school and have tools that measure whether the school is achieving its mission.
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 affirm.
23. Please provide any other information that you feel is pertinent to the Department's review.

A Statement of Assurance must be signed by and submitted for each proposed Board Member.

## STATEMENT OF ASSURANCE

I, Steve Zbaida (name of proposed board member) 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 2<sup>nd</sup> Degree, a Class A Misdemeanor.

  
Signature

3/6/13  
Date

*Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business Telephone:** [REDACTED]

**Business Address:** [REDACTED]

**E-Mail Address:** [REDACTED]

**Home Telephone:** [REDACTED]

**Home Address:** [REDACTED]

# STEVEN ZBAIDA, MS.ED.

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## SENIOR LEVEL HIGH SCHOOL ADMINISTRATOR

*Curriculum Development & Implementation ~ Operations Management ~ Strategic Planning*

Highly successful, highly motivated High School Administrator with sixteen years experience in New York City school system, specializing in Science. Gifted educator with excellent interpersonal and communication skills. Well versed in state and national education standards. Proven success in analyzing school data to inform instruction and view data patterns to support school improvement and increase student achievement in over 300 varied educational settings, Operations Management, budgeting allocation and facilities development. Able to inspire special-need students to participate in learning process by translating difficult lessons into accessible and enjoyable events. Creative, outgoing leader, who promotes and facilitates teamwork. Fluent in Hebrew. Skilled in MS Word, Excel, PowerPoint, Access, Outlook, Adobe Photoshop, Dreamweaver, Netscape, Windows and MAC.

## EDUCATION

BARUCH COLLEGE OF THE CITY UNIVERSITY OF NEW YORK, New York, New York

*Master of Science in School Administration and Supervision, 2000*

QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK, New York, New York

*Bachelor of Arts in (1) Accounting & Information Systems, and (2) Economics, 1994*

## LICENSES

School Administration and Supervision (SAS - Permanent)

School District Administrator (SDA - Permanent)

Teacher of Chemistry and General Science (Permanent)

## GLOBAL ACHIEVEMENTS

*Shanghai University SUCCESS Program, China, Summer 2004*

*Fulbright Memorial Fund, Japan, November 2001*

*Woodrow Wilson National Fellowship Foundation in Environmental Science, Costa Rica, Summer 1999*

## PROFESSIONAL EXPERIENCE

NEW YORK CITY DEPARTMENT OF EDUCATION, New York, New York 1994 – Present

*Satellite Academy High School Empowerment School- 02M570*

*Principal (September 2006 - Present)*

- Oversee operation of multi-campus Alternative High School with sites in Manhattan, Queens, and Bronx. Manage and responsible for all aspects of operation including: safety and instruction of 845 students across three boroughs, implementation of safety plan and fire drills, issuance of High School Diplomas and management of all student transcripts and records, programming, budget allocation and spending, staffing, test administration, procurement and purchasing, payroll, school-wide professional development and classroom observation, intake and discharge of students.
- Hire, supervise, train, and review staff of 100 teachers, assistant principals, and office support staff.
- Write grants.
- Support school in meeting City, State, and Federal Accountability and NCLB requirements.
- Facilitate professional development to assistant principals, teachers, and administrative staff on accountability, assessment, instruction, and improving student achievement.
- Support multi-campus inquiry teams to analyze, plan and implement school improvement measures for increasing student achievement.

- Analyze school data to inform instruction, view data patterns to support school improvement and increase student achievement (including ELL and Special Education students).
- Oversee the development and implementation of school goals and Comprehensive Educational Plan.
- Oversee the writing of all school reports/plans.
- Handle all official communication with outside agencies (State and local governments, ISC, CBOs, and outside consultants).
- Supervise PM school, Vacation Course Program, Academic Intervention Services, and Summer school.

***Satellite Academy High School Empowerment School- 02M570***

***Assistant Principal Organization –Central Office (April. 2005 – September 2006)***

- Managed all aspects of facility operations.
- Designed school budget (GALAXY) to ensure we are in compliance with all mandates and meeting student needs.
- Oversaw all Central Office operations (payroll, test administration, procurement (FAMIS), attendance, intake, discharge (407s, PIFs), and issuance of diplomas).
- Planned and oversaw school-wide professional development activities.
- Supervised, trained, reviewed staff of 100 teachers, assistant principals, and office support staff.
- Wrote educational grants.
- Planned school-wide events (prom, graduation, HIV/AIDS day, and culture day).
- Met with campuses and wrote the school’s Comprehensive Educational Plan (CEP).
- Oversaw the writing of all school reports/plans (VATEA, PART 154, LAP, Attendance Plan, School Safety Plan, etc.)
- Observed instructional classrooms.

***ALTERNATIVE SCHOOLS AND PROGRAMS - DISTRICT 79***

***Curriculum Instructional Specialist (Educational Administrator IV) - Science (Aug. 2003 –April 2005)***

- Recruited, hired, trained, and retained high quality faculty.
- Formulated science curricula projects in collaboration with The Baccalaureate School for Global Education.
- Developed science portion of regional education policy and ensured programs of study comply with national mandates.
- Customized science curricula / resources materials and trained teachers to meet needs of special interest students, including academically challenged, foreign-speaking, incarcerated.
- Established science resource center at Bronx Regional High School; maintained inventories of science books, equipment, and supplies for teachers.
- Represented district at citywide science meetings; point of contact on BAP e-mail information-sharing system.
- Devised and administered science budget for projects; plan science-related school trips.
- Developed science website, "school without walls," that included LE (Biology) laboratory manual, ELL forensics curriculum, environmental science projects.
- Wrote grants to obtain funding for classrooms/school initiatives, including collaboration with Brooklyn Center for Urban Environment on urban ecology studies.
- Initiated collaborative partnerships with national and international organizations, including American Museum of Natural History, Brooklyn Botanical Gardens, Bronx Zoo, Cornell University, & Shanghai University, China.

***AUXILIARY SERVICES FOR HIGH SCHOOL (ASHS) GENERAL EQUIVALENCY DIPLOMA PROGRAM***

***Center Administrator (Feb. 2003 - Aug. 2003)***

- Hired, trained, and supervised staff; allocated budget.
- Managed all aspects of facility operations (building safety, fire drills, student records, attendance, programming.)

***HIGH SCHOOL DIVISION OUTREACH PROGRAM***

***Science Assistant Principal (Feb. 2001 - Aug. 2003)***

***Science Staff Developer (Sept. 1998 - Feb. 2001)***

- Supervised, trained, reviewed staff of 20 science teachers.
- Oversaw all aspects of science instruction (wrote curriculum, facilitated after-school training workshops, allocated budget, inventoried equipment, wrote grants & science education plan, organized class trips.)
- Presided over language assessment testing and services for foreign-speaking students.

- Represented school at national and international conferences (National Science Teachers Association, China, Japan, Costa Rica).

***Learning Village (Website) Administrator (Feb. 2000 - Aug. 2002)***

- Wrote and edited lessons for website; trained and registered new users.

***Calibration Meeting Participant in Urban Systemic Initiative (Feb. 1998 - Feb. 1999)***

- Aligned New York City science curriculum with state requirements.
- Mentored teachers on testing new methods.
- Evaluated student work according to science standards.
- Designed rubrics (student assessment tool) based on science standards.

***Science Teacher at Math Science Institute, Stuyvesant High School (Sept. 1997 - June 1998)***

- Prepared minority students for high school entrance exams.
- Designed hands-on science activities for Junior High School students.

***Science Teacher for New York City Board of Education (Sept. 1994 - Sept. 1998)***

- Taught 9<sup>th</sup>-12<sup>th</sup> grade students, designed labs, set up equipment.

## **ASSOCIATED PROFESSIONAL EXPERIENCE**

***TOURO COLLEGE & QUEENS COLLEGE OF THE CITY UNIVERSITY OF NEW YORK***

***Instructor (Feb. 2003 - Present)***

- Conduct undergraduate and graduate classes in Math, Science, and Technology teaching methods for special need student groups.

***NEW FRONTIER COLLABORATIVE PROGRAM AT BROOKLYN COLLEGE***

***Instructor / Curriculum Developer (Sept. 1997 - June 1998)***

- Conducted workshops to further knowledge of temporarily-licensed science teachers.
- Developed interdisciplinary math/science forensics curriculum.

## **Attachment 5b: By-Laws**

### Bylaws Of American Dream Charter School (The American Dream School)

#### **Article I**

##### Name

1.1 Name. The Name of the Corporation is American Dream Charter School (The American Dream School) (hereinafter the “Corporation”).

#### **Article II**

##### Members

2.1 The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the “Trustees”). 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**

##### Powers of the Board of Trustees

3.1 Powers. The School shall be managed by the Board of Trustees. Trustees shall have no power as individuals and shall act only through the Board of Trustees. All powers and activities of the Corporation shall be exercised and managed by the Board, Subject to the limitations of these Bylaws, the Articles of Incorporation, the Education Law and the Corporation’s Charter. The Board of Trustees 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 of Trustees’ ultimate authority.

Without limiting the generality of the powers hereby granted to the Board of Trustees, but subject to the same limitations, the Board of Trustees shall have all the powers enumerated in these By-laws, and the following specific powers:

3.1.1 To elect and remove Trustees;

3.1.2 To select and remove officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;

3.1.3 To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

3.1.4 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;

3.1.5 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;

3.1.6 To carry on the business of operating the Corporation and apply any surplus that results from the business activity to any activity in which the Corporation may engage;

3.1.7 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;

3.1.8 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;

3.1.9 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 By-laws.

### 3.2 Composition of the Board

3.2.1 Number of Trustees. The number of voting Trustees shall be not less than five and not more than eleven. The Board of Trustees may (but is not required to) include a parent/guardian representative and/or interested members of the community. The Director of the school shall be a non-voting member of the Board.

3.2.2 Terms. Each Trustee shall be elected for a term of one to three years. At the first Annual Meeting, the Trustees shall be divided into three approximately equal classes to serve one-, two-, and three-year terms respectively so that thereafter, one-third of the Trustees' terms shall expire at the time of the Annual Meeting over the subsequent three years.

Trustees may be elected for successive terms. New Trustees may be elected at any time to fill vacancies. If a Board member is elected at a time other than the annual meeting, his or her 3-year term shall be calculated starting from the date of the most recent annual meeting.

3.2.3 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.

3.2.4 Eligibility: The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3.2.5 Resignation. A trustee may resign at any time by giving written notice to the Chair of the Board or the Secretary. Any resignation shall take effect upon receipt of notice or at any later time specified in that notice. Unless otherwise specified in the notice of resignation, affirmative acceptance of the resignation shall not be necessary to make it effective. If the resignation specifies a later effective date, a successor may be elected prior to such effective date to take office when the resignation becomes effective.

3.2.6 Removal. A trustee may be removed from office at any time by a vote of a majority of the trustees then in office, in a manner consistent with the laws of New York.

3.2.7 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 By-laws, 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.

3.3 Compensation of Trustees. Trustees shall serve as Trustees without compensation.

## **Article IV**

### Principal Office

The Corporation's principal office shall be at the actual School or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

## **Article V**

### Meetings of the Board

5.1 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. Videoconferencing

shall be used as requested by the Trustees.

5.2 Annual Meeting. An annual meeting of the Board shall be held each year on a date to be specified by the Board for the purpose of electing Trustees, making and receiving reports on School affairs, and transacting such other business as comes before the meeting.

5.3 Regular Meeting. Regular Meetings shall be held at least once every calendar month on dates determined by the Board. For this purpose, the Annual Meeting shall count as a Regular Meeting.

5.4 Special Meeting. A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-fifth of the entire Board.

5.5 Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

5.6 Notices. Public notice of Board meetings shall be consistent with the Public Officers Law. Notices of Board Meetings shall be given to the Board as follows:

5.6.1 Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

5.6.2. 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, and 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.

5.7 Waiver of Notices. 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.

5.8 Action by the Board without a Meeting. Any action required or permitted to be taken by the Board of Trustees or any Board Committee may be taken without a meeting if all members of the Board of Trustees or the Board Committee consent in writing to the adoption of a resolution authorizing the action. The resolution and the written consents thereto by the members of the Board of Trustees or Board Committee shall be filed with the minutes of the proceedings of the Board or Board Committee. Action by the Board of Trustees without a meeting shall occur only to the extent permitted by the New York Open Meeting Law.

5.9 Open Meeting Laws. All meetings of the Board of Trustees shall be conducted in accordance with the New York Open Meeting Law and any other applicable similar law, as amended from time to time, or any successor statute. Except as otherwise permitted by law:

5.9.1 No quorum of the Board of Trustees shall meet in private for the purpose of deciding on or deliberating toward a decision on any matter, and

5.9.2 No executive session shall be held until:

5.9.2.1 the Board of Trustees shall have first convened in an open session for which notice shall have been given in accordance with law;

5.9.2.2 a majority of the Trustees at such meeting shall have voted to go into executive session;

5.9.2.3 the vote of each trustee shall have been recorded on a roll call vote and entered into the minutes; and

5.9.2.4 the Chairperson (or other person presiding over the meeting) shall have cited the

purpose of the executive session and shall have stated whether or not the Board of Trustees shall reconvene after the executive session. Executive sessions may be held only for purposes permitted by law.

## **Article VI**

### Actions by the Board

6.1 Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

### 6.2 Action by the Board.

6.2.1 The vote of a majority of the trustees present at a meeting at which a quorum is present shall be the act of the Board. Except as otherwise provided in these Bylaws or in the Articles of Incorporation of this Corporation, or by law, no business shall be considered by the Board at any meeting at which a quorum is not present, and the only motion which the Chair of the Board shall entertain at such meeting is a motion to adjourn. The trustees present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of trustees from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or these Bylaws.

6.2.2 Board Participation by Other Means: Trustees may participate in a Board meeting through use of video-conferencing equipment to the extent permitted by the Public Officers Law (the Open Meetings Law), so long as all Trustees participating in such meeting can simultaneously hear one another, provided members of the public can observe and hear the Board meeting at least one site where at least one Trustee is participating in the meeting. In such circumstances, a quorum of the Board of Trustees may be established by Trustees physically present and/or Trustees participating by videoconferencing. Participation in a meeting pursuant to this section constitutes presence in person at such meeting.

### 6.3 Committees

6.3.1 Appointment of Committees. The Board may create committees for any purpose. The Chair of the Board shall appoint members to and designate the chairs of such committees, with the consent of the Board. A Board committee will consist of not fewer than two Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than three Trustees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

6.3.1.1 The election of Trustees;

6.3.1.2 Filling vacancies on the Board or any committee which has the authority of the Board;

6.3.1.3 The amendment or repeal of the By-laws or the adoption of new By-laws; and

6.3.1.4 The appointment of other committees of the Board, or the members of the committees.

6.3.2 Standing Committees. The Standing Committees of the Board shall include:

6.3.2.1 An Executive Committee responsible for setting Board direction, evaluating the Board's effectiveness, and nominating new Trustees;

6.3.2.2 A Finance Committee that presents monthly and annual financial statements to the Board and proposes the annual budget for Board approval;

6.3.2.3 An Academic Committee that monitors the academic achievement of students based on data from the School's comprehensive assessment program as well as the progress of the School's overall educational program in relation to the goals and objectives stated in the School's charter application;

6.3.2.4 A Community Outreach Committee that monitors the involvement of the community and parents, ensuring that both have a voice in the school.

6.3.3 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 By-laws and the Open Meetings Law with respect to the calling and notice of meetings.

#### 6.4 Standard of Care

6.4.1 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.

6.4.2 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:

6.4.2.1 one or more officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

6.4.2.2 legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

6.4.2.3 a Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Certificate of Incorporation or By-laws, as to matters within its designated authority, provided the Trustee believes the Board Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph 6.4.1, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

6.4.3 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 6.4.1. 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.

6.5 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 School, 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 obligation imposed by any applicable federal, state or local law.

6.6 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:

6.6.1 a self-dealing transaction;

6.6.2 a conflict of interest;

6.6.3 indemnification of that Trustee uniquely; or

6.6.4 any other matter at the discretion of a majority of the Trustees then present.

6.7 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**

7.1 Officers. The officers of the Corporation shall be a Chair of the Board (hereinafter "Chair"), a Secretary, and a Treasurer. The Chair of the Board must be a Trustee. The Corporation also may have such other Officers, as the Board deems advisable. One person may hold two or more offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board.

7.1.1 Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board or these Bylaws may prescribe. If present, the Chair shall preside at Board meetings.

7.1.2 Secretary. The Secretary shall:

7.1.2.1 keep or cause to be kept, at the School'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;

7.1.2.2 keep or cause to be kept a copy of the School's charter and By-laws, with amendments;

7.1.2.3 keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation;

7.1.2.4 give or cause to be given notice of the Board and committee meetings as required by the By-laws and the Open Meetings Law; and

7.1.2.5 have such other powers and perform such other duties as the Board may prescribe.

7.1.3 Treasurer. The Treasurer shall:

7.1.3.1 keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements;

7.1.3.2 make the books of account available at all times for inspection by any Trustee;

7.1.3.3 deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates;

7.1.3.4 disburse or cause to be disbursed the School's funds as the Board directs;

7.1.3.5 render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition;

7.1.3.6 prepare or cause to be prepared any reports on financial issues required by an agreement on loans;

7.1.3.7 serve as Chairperson of the Finance Committee; and

7.1.3.8 have such other powers and perform such other duties as the Board may prescribe.

7.2 Election and Term. The officers of the Corporation shall be elected by the Board at an annual meeting and shall serve at the pleasure of the Board.

7.3 Removal and Resignation. The Board may remove an Officer, either with or without cause, at any time. 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 Board, the resignation taking effect upon receipt of the notice or at a later date specified in

the notice.

7.4 Vacancies. A vacancy in any office for any reason shall be filled by the Board.

### **Article VIII**

#### Non-Liability of Trustees

The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

### **Article IX**

#### Indemnification and Insurance

9.1 The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

9.2 Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, the School shall prescribe and maintain insurance to indemnify Trustees and officers of the School, on any terms and conditions set forth in a resolution of the Board of Trustees.

### **Article X**

#### Self-Dealing Transactions

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board, in accordance with applicable federal and state law. "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

10.1 is approved or authorized by the Board in good faith and without unjustified favoritism, and

10.2 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

11.1 Fiscal Year. The fiscal year of the School begins on July 1 of each year and ends June 30.

11.2 Execution of Instruments. Except as otherwise provided in these By-laws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. 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 School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

11.3 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 School may be signed by the Chair of the Board, the School Leader, Treasurer, or any Trustee designated for that purpose. In the instance that that the School 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.

11.4 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 By-laws. Without limiting the generality of the foregoing, words in these By-laws 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 School and a natural person. The captions and headings in these By-laws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

11.5 Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board may adopt from time to time, the terms “written” and “in writing” as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the Corporation, the Corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the Corporation, the Corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

11.6 Conflicts of Interest. Any Trustee, officer, or Board Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board of Trustees or Board Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation’s interest. The Board of Trustees or the Board Committee, as the case may be, to which such disclosure is made shall thereupon determine, by vote of a majority of its members (other than any member disclosing such matter), whether the disclosure indicates that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, Paragraph 6.6.2 shall apply. No such person shall use his or her personal influence on any Trustee voting on any such matter. The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board of Trustees may adopt formal policies requiring:

11.6.1 Regular annual statements from Trustees, officers and key employees to disclose existing and potential conflicts of interest; and

11.6.2 Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this Section, a person shall be deemed to have an “interest” in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation. To the extent of any conflict between any provision of these By-laws and those provisions of the General

Municipal Law, those provisions of the General Municipal Law shall control.

11.7 Interpretation of Certificate of Incorporation and Law. Whenever any provision of the By-laws is in conflict with the provisions of the Certificate of Incorporation, the provisions of the Certificate of Incorporation shall control. Whenever any provision of the By-laws is in conflict with provisions of applicable law, the provisions of applicable law shall govern and control.

**Article XII**

Amendment

A majority of the Trustees may adopt, amend or repeal these By-laws, subject to approval by the Charter Entity.

CERTIFICATE OF SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of The American Dream 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: \_\_\_\_\_

## **Attachment 5c:**

### **Code of Ethics**

The American Dream School Board of Trustees recognizes that in order to have an effective school, we must uphold the mission that is set forth for students and families. By ensuring that all members of The American Dream School, whether paid or unpaid employees or Board of Trustees, abide by a strict code of conduct, the public will gain confidence in any and all affairs as it pertains to the school.

The following guidelines must be adhered to by every paid/unpaid employee and/or members of the Board of Trustees:

1. **Accepting Gifts:** Any paid or unpaid employee and/or members of the Board of Trustees cannot accept gifts that have over a \$75 value in a 12 month period. Gifts could be inferred to influence the nature of one's work within the scope of The American Dream School. Gifts from students that are purely sentimental in nature are acceptable. Also, letters or cards expressing gratitude to employees or members of the Board are acceptable.
2. **Confidentiality:** Every paid or unpaid employee and/or members of the Board of Trustees must not disclose personal information about any member of The American Dream School Community for any reason, including for personal gain. Any information that is discussed in executive leadership or executive committee meetings must also not be disclosed.
3. **Representation:** Every paid or unpaid employee and/or members of the Board of Trustees cannot enter into an agreement for compensation in relation to any matter before the Board of Trustees, including matters that are dependent upon action(s) by the school.
4. **Disclosure:** Every paid or unpaid employee and/or members of the Board of Trustees who has official opinions to go before the board- must be publicly disclosed on the official record of the school. The disclosure must state the nature and extent of any private or other interest that members have.
5. **Investments:** Every paid or unpaid employee and/or members of the Board of Trustees should not have any investments (financial, business, or other private transaction) that conflict with official duties as a representative of the school.
6. **Employment:** Every paid or unpaid employee and/or members of the Board of Trustees must not solicit or negotiate employment or services when that employment or service conflicts or impairs official duties.
7. **Conflict:** Every paid or unpaid employee and/or members of the Board of Trustees must avoid public appearance of conflict between personal interests and the ability to uphold the mission of The American Dream School.

8. **Law:** Every paid or unpaid employee and/or members of the Board of Trustees must uphold all state and federal laws as it pertains to public education.
9. **Students:** Every paid or unpaid employee and/or members of the Board of Trustees must conduct all affairs of the school with the best interest of the students.
10. **Conflict of Interest:** Every paid or unpaid employee and/or members of the Board of Trustees must avoid being placed in a position of conflict of interest.
11. **Opinions:** Every paid or unpaid employee and/or members of the Board of Trustees must respect the opinions of all members of The American Dream School community.

**Attachment 6a:**

CMO Information (not applicable)

**Attachment 6b:**

Proposed Management Contract with CMO (not applicable)

**Attachment 7:**

Partnership Information (not applicable)

## **Attachment 8a:**

### **Hiring and Personnel Policies and Procedures**

#### **Hiring**

##### **Commitment to Equal Opportunity**

The American Dream School believes that all people are entitled to equal employment opportunity. The American Dream School follows state and federal laws prohibiting discrimination in hiring and employment. The American Dream School does not discriminate against employees or applicants in violation of those laws.

##### **Recruitment**

The American Dream School knows that it is only as good as our employees, so we search widely for talented and motivated individuals to fill vacant positions. Our recruitment methods include posting job openings on websites, attending job fairs, hosting job fairs, and other networking.

Although these methods have served well in the past, we know that the marketplace is ever changing and that finding high-quality people is an evolving process. The American Dream School encourages its employees to share their ideas about what more can be done to find and recruit talented and motivated individuals.

The American Dream School conducts all recruiting in a fair and nondiscriminatory manner.

In addition to looking outside the company for new hires, we also look within. After all, it is already known, the value and quality of the current employees. The American Dream School will post all internal job openings on our website. In addition, internal job postings are also shared with staff via email.

##### **Hiring Guidelines**

At The American Dream School, we seek to hire the most qualified teaching staff for our scholars. The hiring process could, at times, be lengthy, but this is to ensure that we screen for and ultimately place only the most qualified personnel in our classrooms.

Below are the guidelines for vetting, interviewing, and ultimately hiring teachers.

1. Screen Cover Letters and Resumes. Look for:
  - (1) the area in need
  - (2) NYS certification in that area
  - (3) Years of experience teaching at that level (at least two- exceptions can be made)
  - (4) Bilingual (Spanish) a plus
2. Identify candidates who meet the criteria. Invite candidates for a phone interview.
3. Document the progress made with each candidate in a spreadsheet for each position we are interviewing for. Include date, name, position applying for, certification area, phone interview, in person interview, outcome.
4. Touch base with principal to debrief phone interviews and regarding scheduling demo lessons

5. Invite qualified teachers for a demonstration lesson.
6. Make determination if candidate needs another demo, interview or if he/she is not a good fit for the school.

### **Proof of Work Eligibility**

Within three business days of the first day of work, staff must complete Federal Form I-9 and show documentation proving identity and eligibility to work in the United States. The federal government requires The American Dream School to do this.

At orientation, staff should have received a blank I-9 Form and instructions on completing it.

### **Fingerprint and Criminal Background Check**

As required by law, all faculty (including substitute teachers), staff, and consultants working in the school must pass a fingerprint and criminal background check as a condition of employment.

Consultants who are either independent contractors or agents of a company who have unsupervised access to students, and whose work involves spending time in the school, must be fingerprinted and have a criminal background check.

Parents who have a consistent, regular presence in the school and who work with children in an unsupervised capacity must undergo fingerprinting and criminal background checks. It is not the policy of The American Dream School to require fingerprinting and background checks on parent chaperones and volunteers for general community activities with children, as they do not have consistent, regular, unsupervised access to students. This policy and practice is consistent with those required of public schools within the NYC Department of Education district. Instructional volunteers who may have both regular and unsupervised access to children at The American Dream School must be fingerprinted and have a criminal check completed on their backgrounds.

There is no exception to this policy. Employment is conditional until clearance is received.

All employees are required to notify the Principal/Head of School within 48 hours of any arrest on a criminal charge.

### **The American Dream School Teacher Partner Promise**

Teachers will make the following commitment to students, families and staff of The American Dream School:

1. I understand I will be evaluated based on the Danielson Framework for Teaching.
2. I will dress and speak as a professional.
3. I will utilize hierarchy of consequences in my classroom to manage classroom behavior.
4. I will create and/or maintain a curriculum binder that will be submitted periodically to the director of curriculum and instruction.

5. I will return student work in a timely fashion. Students will have time to review, retake and revise when necessary.
6. I will maintain frequent communication with parents by calling home, sending e-mail and/or writing through various forms of letters or reports to insure families are informed. In addition, I will provide a phone number and e-mail address where parents can reach me beyond school hours.
7. I will have all my grades up to date by in our student information system in time for all reports.
8. I will make direct phone calls to parents if a student has a 73 average or below at the beginning of each month.
9. I will check all school-related communications at a minimum of twice every 24 hours.
10. I will give at least 48 hours notification if I know in advance I will be absent. I will provide a self directed lesson plan and materials for each class that needs to be covered.
11. I will call a principal's cell phone by 6:00 a.m. in case of an emergency absence (sudden illness, family concern, etc.)
12. I will provide two self directed lesson plans and materials to be used with each class in case of an emergency absence.
13. I will arrive to school, classes, meetings, duties, etc. on time.
14. I will be open to short visits by teachers, parents and guests without advance notification. When extended visits or particular questions need to be addressed arrangements will be made with me in advance.

These commitments represent many of the essential, functional elements of our work as faculty members.

## **JOB DESCRIPTIONS**

**Title:** Principal

**Primary Function:**

The Principal will use leadership, supervisory, pedagogical and administrative skills to promote and enhance the overall educational development and uphold The American Dream School's mission.

**Reports to:**

Board of Trustees

**Minimum Qualifications:**

- A valid NYS teaching certificate
- A valid NYS SAS or SBL certificate preferred
- Masters Degree; minimum five years teaching, administrative experience a plus.
- Experience teaching or leading grades 6-12 is preferred
- A proven record of successful leadership and achievement
- Bilingual in Spanish and English

**Preferred Qualities:**

- Possess strong leadership and team skills
- Be able to handle multiple responsibilities effectively and efficiently
- Demonstrate excellent leadership, management, and organizational skills and the ability motivate people
- Have excellent integrity and demonstrate good moral character and initiative
- Demonstrate knowledge and understanding of curriculum development and program evaluation, adolescent growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research relating to learning
- Knowledge in educating of English language learners and newcomers
- Experience teaching or leading in a bilingual or Dual Language program
- Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.

**Responsibilities:**

- Conduct meetings of the staff as necessary for the proper functioning of the school
- Protect instructional time by minimizing interruptions to the instructional process
- Coordinate teacher and student schedules to promote maximum learning and minimize conflict, including students with disabilities and English language learners.
- Maintain high visibility in the school
- Host school-wide events and/or workshops for parents, teachers, or students
- Recruits, screens, and assists in the hiring, training, and evaluation of teachers
- Chairs meetings (e.g. curriculum, safety, site advisory, special district committees, etc.) for the purpose of coordinating activities and ensuring that outcomes achieve school, district and/or state objectives
- Delegates responsibility for a variety of administrative functions to Director of Curriculum and Instruction and other personnel for the purpose of managing the workload more efficiently
- Develops budgets and financial forecasts for the purpose of providing financial guidance and recommendations to Board of Trustees

- Evaluates assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized
- Facilitates communication between personnel , students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Manages school administrative functions (e.g. facility maintenance, budget, staffing, etc.) for the purpose of maintaining safe and efficient school operations within charter
- Prepares a wide variety of materials (e.g. quantity reports, student activities, correspondence, etc.) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Presents information to the Board of Trustees (e.g. budget overviews, accounting processes, distribution formulas, etc.) for the purpose of communicating information, gaining feedback and ensuring adherence to accountability measures
- Represents the school within community forums for the purpose of maintaining ongoing community support for educational goals and/or assisting with issues related to school environment
- Researches alternate funding source s for the purpose of maintaining the efficient operation of the school
- Supervises instructional personnel for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's mission
- Provide for adequate supervision and acceptable student behavior at all school functions planned and operated by school personnel
- Represent The American Dream School at fundraising functions
- Supervise pupil-personnel staff to ensure proper guidance, attendance and programming of students
- Supervise non-instructional staff to ensure the safety and cleanliness of the physical plant and the security and maintenance of school equipment and supplies
- Provide for the safety of students and staff by designing and implementing plans for daily and emergency mishaps

**Title:** Director of Curriculum and Instruction

**Primary Function:**

The Director of Curriculum and Instruction (DCI) is an instructional, operational and strategic leader who sets the pace for pedagogy, instruction, delivery of lessons, and data driven instruction. The DCI will insure that teachers are supporting language development using SIOP and CALLA lesson planning ; determine if students are becoming biliterate, as well as meeting the expectations of the project based learning curriculum work. The DCI is responsible for supporting and guiding teachers in developing units and lessons that meet the mission of the school. The DCI must have strong skills in data analysis for creating targeted lesson to improve student performance.

**Reports to:** Principal

**Minimum Qualifications:**

- A valid NYS teaching certificate
- A valid NYS SAS or SBL certificate preferred
- Masters Degree; minimum five years teaching, administrative experience a plus.
- Experience teaching grades 6-12 is preferred
- A proven record of successful leadership, coaching, and achievement
- Bilingual in Spanish and English

**Preferred Qualities:**

- Possess strong leadership and team skills
- Have superb organizational and self-management skills and be able to handle multiple responsibilities effectively
- Training in and implementation of the Common Core State Standards
- Experience with data analysis and using data to target instruction and inform decision making
- Experience working with TESOL, SIOP, and CALLA framework , Dual language experience a plus
- Proven track record of closing the achievement gap

**Responsibilities:**

**1. Data Analysis and Curriculum Alignment**

- Implement and support curriculum and assessment procedures as mandated by state and federal guidelines
- Use data systems to organize and analyze data to be used by school staff to inform decision making, program modification and planning for targeted, differentiated instruction
- Monitor the pacing and implementation of the education program as outlined in the curricular framework
- Support and train content area teachers to increase their knowledge and level of comfort with data, as well as discuss data trends to inform program implementation, modification and planning for targeted and differentiated instruction
- Maintaining policies and practices for grading, reporting, and promotion
- Suggest methods by which to alleviate educational deficits and recommend resources in the development of academic intervention and academic enrichment services
- Be knowledgeable of special education identification process for students being referred to the learning specialist(s)

**2. Professional Development**

- Establish priorities and a schedule for school wide professional development framework for all content areas for short term and long term goals
- Work closely with the Principal to determine school-wide professional development needs, as well as the individualized professional development needs of staff members, to meet all network and school related goals.
- Provide a wide variety of instructional coaching focused on data analysis, best practices, and targeted and differentiated instruction, as well as high expectations for student achievement and behavior
- Research and provide access to professional development for teachers in order to achieve school-wide academic goals
- Assist teachers in the development and realization of Individual Professional Development Plans
- Establish a culture of constant observation, feedback, constructive criticism and reflection of teaching and learning as a profession

### **3. Operational Leadership**

- Assist Principal in the development of an instructional budget
- Oversee use of materials and resource allocation
- Coordinate all state and school-based assessments
- Implement a test sophistication curriculum school wide

### **4. Fostering a Culture of High Academic Expectations**

- Support teachers in developing parent workshops in all content areas and include parents in the ongoing process of planning and supporting special programs
- Host events and/or workshops for parents, teachers, or students that promote teaching and learning
- Support the teachers in developing field lessons to enhance the curriculum in all content areas

### **5. Staff Supervision and Evaluation**

- Assists the principal in the supervision and evaluation of classroom instruction.
- Demonstrate objectivity in personnel evaluation using formal and informal observations
- Recruits, screens, and assists in the hiring, training, and evaluation of teachers
- Complete any other tasks or duties as assigned by the principal

**Compensation:** Competitive salary and benefits

**Title:** Director of School Culture

**Primary Function:** The Director of School Culture is responsible for shaping and sustaining The American Dream School's distinctive culture and ensuring that the students internalize the school's values and aspirations for academic excellence.

**Reports to:**  
Principal

**Qualifications:**

- A valid NYS teaching certificate
- A valid NYS SAS or SBL certificate preferred
- Masters Degree; minimum five years teaching and/or administrative experience
- Experience in working with and/or teaching grades 6-12 is preferred

**Qualities:**

The Director of School Culture must:

- Be relentlessly committed to preparing every student for college by communicating the vision to the 6-12 community including families, staff, and students
- Be aligned with the education philosophy and core beliefs of The American Dream School
- Possess strong leadership and team skills
- Be a leader who is self aware and is knowledgeable of how to treat all members of the school community
- Knowledgeable of his or her strengths and weaknesses and is perceptive about how he or she is regarded
- Have superb organizational and self-management skills and be able to handle multiple responsibilities effectively
- Have strong planning and execution skills
- Be a goal-oriented and effective problem-solver
- Be dependable
- Be driven to improve the minds and lives of students from underserved communities
- Dedicated to doing whatever it takes to help all the school's students achieve academic success
- Be passionate about academic learning and insistent on academic excellence and rigor at all times

**Responsibilities:**

**1. School Culture and Communication**

- Defines and builds a transformative school culture consistent with the American Dream School's principles and inspired and informed by the top-performing urban schools in the country
- Designs and implements programs that recognize and reward students
- Designs and implements the school's DREAM Advisory program
- Devises school-wide rituals, including advisory, community meetings, and celebrations that promote the culture and sustain the school's values.
- Shapes and manages the physical environment to underscore the school's culture and aspirations, which includes but is not limited to daily supervision of school events, oversight of the student life office, and direct supervision of deans
- Meets with students referred by teachers and collaborates to create student improvement plans

- Communicates and meets with the students' parents/guardians
- Organizes parent meetings
- Ensures that consequences are fairly and consistently implemented throughout the school
- Maintenance of The American Dream School calendar and coordination of special events
- Writes and disseminates school wide communication
- Complete any other tasks or duties as assigned by the principal

## **2. Teacher Preparation and Support**

- Designing and delivering professional development to promote teacher growth and enhance program effectiveness in the areas of classroom management, organization, and incorporation of the 5 pillars of the school.
- Serve as a resource to teachers on issues of school culture, classroom management, discipline, and relationships with students
- Coaches teachers and staff in holding all students to high and consistent behavioral expectations
- Coordinating recruitment and retention of staff
- Support teachers in establishing essential classroom elements

## **3. Student Development and Activities**

- Builds a support network for students that includes development of a student government and student leadership team
- Promotes a sense of urgency in learning
- Coordinate with the Director of Curriculum and Instruction for all field lessons and trips
- Oversight of extracurricular programs
- Supervise planning and implementation of field lessons
- Planning and facilitation of community meetings and advisory organization
- Maintenance of community partnerships
- Participate in disciplinary hearings for all students
- Maintain and adhere to a budget for school events
- Organize and help facilitate meaningful transitions for students

**Compensation:** Competitive salary and benefits package

**Title:** Teacher

**Reports to:** Principal

**Qualifications:**

1. MUST be NYS Certified to teach in Special Education, English as a Second Language, Common Branch, Literacy, English Language Arts, History, Math, Science or Physical Education (bilingual extension preferred).
2. Background/knowledge in content area.
3. Knowledge of bilingual (Dual Language) special education learning strategies is preferred.

**Teacher Responsibilities:**

- Skilled at interpretation of assessment data to drive instruction
- Review data to make instructional decisions to address student weaknesses
- Prepare and deliver focused instruction
- Knowledge in intervention strategies and actual implementation.
- Create and monitor student progress towards achieving instructional objectives and goals on student plans
- Familiar with RTI process and Tiered Instruction
- Familiar with SIOP lesson planning and CALLA techniques preferred
- Communicates effectively within the educational community and with parents on a regular basis
- Collaborate with content area teachers and assigned classroom teacher(s) for instructional planning and delivery
- Collaborate with director of curriculum and instruction for instructional planning and delivery
- Monitor and maintain accurate records on student achievement, articulating the progress and success
- Foster a classroom climate conducive to learning.
- Perform other job related duties as assigned by the principal and the director of curriculum and instruction

**Title:** Director of Operations

Position Overview: The Director of Operations is responsible for overseeing those aspects of school administration that do not directly relate to classroom instruction or student behavior. Responsibilities include oversight of the school budget, management of student information and data analysis, oversight of special programs, coordination of technology services and facility issues, and HR support. The Director of Operations is part of the leadership team, and reports directly to the Principal.

**Reports to:** Principal

**DUTIES & RESPONSIBILITIES:**

**School Start-up**

- Collaborate with Principal and Administrative Assistant to develop systems for administrative communications and processes
- Support all operational and logistical projects for start-up operations: develop, refine, and teach the procedures for school support operations
- Develop School Safety Plan and support training of faculty and staff to ensure compliance with local and federal regulations (e.g. fire drills, emergency planning)
- Prepare student/family information packets and other essential school documents in collaboration with Principal (e.g. staff handbooks, new student forms, food service program forms, etc.)
- Work with Principal and Facilities team to coordinate building logistics and building set-up for school launch, including furniture orders and building preparations
- Develop systems for troubleshooting IT, facilities, and equipment issues

**Daily School Operations and Management**

- Oversee administrative functions, processes, and staff
- Manage communications with external vendors and service providers
- Oversee compliance of operations and programs, including data submission to regulatory agencies and completion of school-specific sections of state reports and grant/funding proposals
- Plan, organize, and coordinate school events and partnerships
- Develop school-based marketing and messaging materials for visitors, teacher recruits, and families
- Prepare reports on school operations

**Financial Administration and Budgeting**

- Responsible for procurement of supplies, materials, and equipment: research, negotiate, bid purchases, track delivery, and inventory items
- Ensure ongoing monitoring and implementation of third-party contracts, including facilities maintenance, food program, transportation, school uniforms and security
- Proactively monitor the school budget and assist Principal in future budget planning
- Organize documents for accounts payable; monitor payables in relation to the budget
- Manage and reconcile petty cash funds
- Review monthly financial reports and update financial estimate templates; work with Principal and Financial team to verify accuracy of funding and budget
- Coordinate with other staff to manage grant applications and reporting as appropriate
- Provide financial oversight (e.g. invoice approval, developing substitute teacher budget)

### **Technology and Facilities**

- Oversee and assist with day-to-day operations of facilities and technology projects and staff
- Coordinate maintenance of buildings and technology
  - Support work-order ticket system as needed
- Facilitate school security, safety drills, etc.
- Procure, inventory, and manage technology items and arrange supplemental tech support (e.g. copiers, printers, laptops, cameras, doc cams, projectors, etc.)

### **Food Service Program**

- Oversee meal eligibility process, including application evaluation, eligibility verification, and collection of student fees, servicing of food program, and reporting regulations
- Manage relationship with food service vendor and maintain accurate documentation for program
- Work with other staff to track meal data, submit monthly reimbursement claims, and process meal reimbursements

### **Student Information and Assessment**

- Work with school staff to manage tracing and reporting of student information in databases, including course schedule maintenance and special education programs
- Provide support in distribution and utilization of student information and assessment results
- Maintain the calendar of campus activities & events
- Oversee enrollment process; work with Principal, administrative staff and teaching faculty to meet enrollment targets and complete enrollment process
- Oversee collection of student information, entry into data systems, and maintenance of student and school records

### **Human Resources**

- Support Principal in planning and implementing faculty orientations, professional development activities, and staff transitions as necessary
- Assist Principal with the processing of new hire paperwork and maintenance of personnel files
- Manage day-to-day activities and periodic/annual performance reviews of non-instructional staff as appropriate
- Work with school leadership to develop and implement human resource management policies and procedures (e.g. compensation, personal/sick days, screening, background checks, etc.)

### **KEY QUALIFICATIONS & COMPETENCIES:**

- Bachelors degree or higher from an accredited institution
- 3 - 8 years of work experience, preferably in business or operations management in an urban education setting
- Adaptable, innovative and takes initiative to solve problems in a complex and fast-paced work environment.
- Detail-oriented with excellent problem solving and critical thinking skills
- Passion for contributing to a team-oriented, mission-driven school culture
- Self-motivated; commitment to continuous personal growth and professional development
- Strong proficiency in Microsoft Office, email clients, and comfortable with data systems
- Exhibits professional and approachable demeanor; strong verbal and written communication skills
- Demonstrated ability to multitask; ability to work independently and in teams
- Evening and weekend availability may be required

## Education

- Teachers College at Columbia University* New York, NY  
Ed.M. in Organizational Leadership (Summer Principals Academy)
- Mercy College with the New York City Teaching Fellows* Dobbs Ferry, NY  
Masters in Teaching with a focus in Bilingual and Special Education
- Coursework included educational practice, theory, and leadership, bilingual education, teaching learning-disabled students, differentiated instruction, Backwards Design
- Trinity College* Hartford, CT  
B.A. in Political Science and Public Policy
- American University* Washington, D.C.  
• Summer semester in Justice and Law with internship
- Bard College* Annandale-on-the-Hudson, NY  
International Honors Program
- Lived and traveled to study globalization in developed and developing countries, with a focus on England, Tanzania, India, Philippines, and Mexico for one year.

## Work Experience

- Bronx Preparatory Charter School* Bronx, NY July 2006 - present  
**Assistant Principal** (Title changed from Learning Enhancement Director)
- Member of the school leadership team
  - Advise Head of School, Middle School and High School Principals on student population and needs
  - Oversee academic and program design and implementation for grades 5-12
  - Supervision of instruction using the Danielson Framework for all teachers in every subject area
  - Review and analyze data to identify programmatic needs
  - Manage complete special education services and English as a Second Language services grades 5-12
  - Use diagnostics to assess students as part of the special education evaluation process
  - Provide and lead weekly professional development
  - Serve as primary instructional coach pertaining strategies for students with diverse learning styles
  - Support and supervise Deans of Student affairs to support and maintain school culture
  - Supervise and direct all afterschool programming, including 15 athletic teams
  - Conduct various parent workshops on communication and helping students with academic tasks
- New York City Special Education Collaborative* New York, NY December 2011-June 2012  
**Bronx Borough Director**
- Monthly Meetings – Schedule and plan for borough-specific meetings
  - Professional Development – Deliver one webinar and one borough-specific professional development session per year. Organize one borough specific session at the annual special education conference
  - Recruitment of Non-Member Schools – Work to achieve a 95% participation rate of borough-specific charter schools in the NYC Special Education Collaborative
  - Intra-borough Schools Visits – Organize at least two intra-borough school tours, focusing on special education and interventions
  - Data Collection – As needed, collect data specific to CSE issues, related services and other issues as they pertain to special education implementation in NYC charter schools
  - Monthly Check-ins – Participate in a monthly check-in with the Executive Director.
- Inwood Intermediate School* New York, NY August 2005 – July 2006  
**Lead Math Teacher**, including Special Education
- Developed regional professional development plan and provided all regional administrators with appropriate staff development necessary for implementation for Special Education students and ELLs

- Planned math lessons with teachers including special education and bilingual education
- Participated in lab site days with Marilyn Burn's Educational Associates.
- Identify appropriate strategies for the instruction of English Language Learner's (ELLs)
- Identify appropriate strategies for the instruction of students with special needs

*Inwood Intermediate School*  
Bilingual Special Education Teacher

New York, NY

August 2003 – July 2005

- Teach 5th-8th grade bilingual special education in a self contained classroom
- Teach 5th-8th grade bilingual special education in a self contained classroom
- Implement student's individualized education plans (IEP)
- Differentiate instruction for students
- Participate in yearly IEP conferences
- Establish appropriate modifications and goals for each student
- Conduct small group instruction for students with multiple handicaps
- Assist students with daily life skills
- Conduct formal assessments
- Participate in IEP conferences for each student
- Plan instruction in 5 subject areas for English Language Learners

*New York City Department of Education*  
**Girls Volleyball, Basketball, and Swim Coach**

New York, NY

September 2003 – July 2006

- Coach 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade girls in three sports
- Schedule games with neighboring schools
- Monitor students' academic performance throughout school year

### **Professional Development Activities**

- Danielson's Framework for Teaching and Observation Certification (completion date June 2012)
- Participated in the Schools Attuned Integrated Leader program
- Trained by Lindamood-Bell Learning Processes for instruction of phonemic awareness, symbol imagery, and reading comprehension strategies
- Attended a First Amendment Schools conference in Alexandria, VA
- Trained by Wested, Quality Teaching for English Language Learners (QTEL)
- Member of the Association for Supervision and Curriculum Development
- Member of the National Conference for Teachers of Mathematics
- Member of the English Language Learner Network for NYC's Department of Education
- Attended a Differentiated Instruction Professional Development Institute through ASCD and planned for in-school PD with Carol Tomlinson

### **Professional Certification**

- NYS School Administrator/Supervisor K-12
- NYS Special Education K-12
- NYS Bilingual Education K-12
- NYS Childhood Education (1-6)
- Pending certification for NYS Generalist 5-9
- Pending certification for ESOL K-12
- Schools Attuned certified

### **Personal**

- Speak Spanish fluently (native speaker)
- Played Varsity Softball at Trinity College for three years
- Winner of National Writing Essay Contest for The Center for the Study of the Presidency
- Participated and fundraised almost \$20,000 for the Leukemia/Lymphoma Society by running in Olympic sized triathlons (1 mile swim, 25 mile bike, 6.2 mile run) in New York City since 2004
- Traveled, lived, and studied in England, Tanzania, Rwanda, Kenya, India, Philippines, Mexico, Fiji, Vanuatu, Belize, Australia, Costa Rica, Spain, Egypt, Jordan, Dominican Republic, Thailand, Vietnam, Cambodia, and Hong Kong
- 6 time Half-Marathoner and NYC Marathoner