



**FAMILY HANDBOOK
2018-2019**

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I. MISSION AND VALUES

DREAM MISSION

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

DREAM HISTORY

DREAM Charter School was founded in 2008 by Harlem RBI, an academic and sports summer and after-school program with more than 20 years of experience in East Harlem. Harlem RBI provides inner-city youth with the opportunities to Play, Learn and Grow. Harlem RBI uses the power of teams to coach, teach and inspire youth to recognize their potential and realize their dreams.

DREAM VISION

DREAM Charter School develops a community of lifelong learners who make positive change in their communities and the world. DREAM graduates understand that a healthy and resilient body enhances an active and critical mind. Our graduates have the skills and habits of mind to tackle complex challenges, engage in spirited debate, innovate and inspire.

DREAM CORE VALUES

Diversity: We believe in inclusion and we recognize the unique strengths of all people.

Respect: We show respect for ourselves and seek to understand and honor other's perspectives.

Effort and Enthusiasm: We work hard and persevere through challenges; we learn from our mistakes and are not afraid to take risks. We love to learn.

Achievement: We have a relentless drive to fulfill our potential and reach our goals.

Mindfulness: We are aware of our needs as learners, our impact on others, and our responsibility to the community.

All within a **Team:** We believe in the power of collaboration and community.

DREAM LIST

When youth leave DREAM Charter School and Harlem RBI, the organization expects them to be:

- High School graduates
- College graduates
- Physically and mentally healthy
- Career ready, with the knowledge and skills to find and maintain a job
- Good teammates, friends, and family members, cultivating positive relationships with peers and adults
- Confident, competent and caring members of their communities
- Active citizens, who participate in their community's social and political life

II. ACADEMICS

ACADEMIC VISION

Pre-Kindergarteners entering DREAM Charter school this year will graduate college and begin their professional careers in 2035. It is our responsibility to ensure that all DREAM scholars are prepared academically, socially, emotionally and technologically for any career they choose.

DREAM scholars will attend and succeed in high-performing high schools so they are prepared for any college or career of their choice. Students, staff and families are valued and respected as partners and learners in our school. Through our rigorous, individualized academic programs, every student is able to succeed physically, emotionally and academically. Students are critical thinkers and learning is active, challenging, meaningful, public and collaborative. As a result, we are a community of healthy, life-long learners, and engaged citizens who actively work to improve East Harlem and the world beyond.

CURRICULUM OVERVIEW

PRE-KINDERGARTEN:

DREAM's Pre-K uses Every Child Ready, a common core aligned curriculum, in our program. Our school year is broken down into ten Thematic Units. Each unit theme lasts 4 weeks and will be incorporated into all components of the school day. Each thematic unit will include a field trip within the community, as well as an exhibition day where families are invited into the classroom to learn about the unit through the lens of student work and interactive play experiences.

Unit	Unit Theme	Sample Essential Questions	Sample Accompanying Books
1	Getting Ready to Learn	<ul style="list-style-type: none"> What can you do to stay healthy and safe at school? 	David Goes to School by David Shannon
2	Family & Community: Living and Working Together	<ul style="list-style-type: none"> How do responsibilities change as people grow up? 	Big Wolf & Little Wolf by Nadine Brun-Cosme
3	Construction: Blueprint to Building	<ul style="list-style-type: none"> How do builders plan to make buildings and other structures? 	B is for Bulldozer by June Sobel
4	Color & Art: All the World's a Palette	<ul style="list-style-type: none"> What process can you use to create artwork? 	Chameleon's Colors by Chisato Tashiro
5	Culture: Not the Same; Not All That Different	<ul style="list-style-type: none"> What are the different cultures in our classroom? 	Everyone Cooks Rice by Norah Dooley
6	Earth Science: Our Planet	<ul style="list-style-type: none"> What are natural resources? How can people protect the Earth? 	Growing Vegetable Soup by Lois Ehlert
7	Space & Astronomy: Blast Off Into Outer Space	<ul style="list-style-type: none"> What is gravity? Why is gravity important? 	Papa, Please Get the Moon for Me by Eric Carle
8	Archeology & Paleontology: Pathways to the Past	<ul style="list-style-type: none"> How did Earth change during the time of dinosaurs? 	Bones, Bones, Dinosaur Bones by Byron Barton
9	Animal Kingdom: From Squeaks to Roars	<ul style="list-style-type: none"> What are different habitats animals live in? 	Click, Clack Moo by Doreen Cronin
10	Anatomy & Physiology	<ul style="list-style-type: none"> What are the five senses? What nutrition do people need? 	The Crocodile and the Dentist by Taro Gomi

The Every Child Ready curriculum shows scholars that school is a fun, safe, predictable place where they can succeed. The curriculum values instruction in early science and math, social-emotional development and approaches to learning, and a real-world focus. Rich, engaging content develops children's early language and literacy skills. The content and structure of Every Child Ready reflects children's desire to learn about their world and their role in it, with opportunities to question and explore ideas. Throughout the day, teachers deliver short periods of explicit, engaging instruction. Facilitated and independent play is interspersed with these instructional periods, allowing children to explore and practice skill and concepts, resulting in mastery.

Component	Time	Description
Morning Meeting / Centers Meeting	10 Minutes	<ul style="list-style-type: none"> During morning meeting, teachers provide children with an advanced organizer for the day, as well as address phonological awareness instruction and the "Question of the Day." Teachers are encouraged to select a quick and engaging community-building activity daily.
Centers I with Small Group I	60 minutes	<ul style="list-style-type: none"> One teacher facilitates a literacy or language small group, while the remaining team member facilitates free-choice center activities.
Sounds, Songs, and Symbols	25 minutes	<ul style="list-style-type: none"> Children receive explicit and embedded instruction for phonological awareness, phonics, shared writing, math, word play, and poetry. These 25 minutes consist of several short, engaging activities.
Snack	(15 minutes)	
Outdoor Play	40 minutes	<ul style="list-style-type: none"> Teachers continue high-quality conversations and interactions during outdoor play.
Story	25 minutes	<ul style="list-style-type: none"> "Story" includes a fiction or non-fiction read aloud each day.
Journaling	15 minutes	<ul style="list-style-type: none"> Children respond to a prompt or participate in free writing. One child's work is highlighted during this time as part of "Author's Chair."
Lunch & Nap		<ul style="list-style-type: none"> With Book Browsing the last 20 minutes (2 hours)
Book Browsing & Journaling/ Writing	(10 minutes)	
Gross Motor & Centers Meeting	15 minutes	<ul style="list-style-type: none"> Children have the opportunity to participate in guided gross motor activities that reinforce core, theme-related vocabulary and/or social-emotional skills.
Centers II with Small Group II	55 minutes	<ul style="list-style-type: none"> Afternoon small groups are dedicated to explicit, hands-on instruction of math and science skills and concepts. One teacher leads small group instruction, while the remaining team member facilitates free-choice centers.
Let's Explore	15 minutes	<ul style="list-style-type: none"> This time is allotted for whole group interactive instruction focused on science concepts, or social-emotional skill development exploration, experimentation, or read alouds.

STATEMENT OF PARTNERSHIP

Your child's school is in partnership with AppleTree Institute. As part of the regular program, your child's teachers will assess your child's academic and social skills. AppleTree Institute reviews the data internally and with your child's teacher to improve instruction. De-identified data are also shared with staff, consultants, educators, and in educational reports. Within this partnership, AppleTree Institute reserves the right to photograph/videotape students, faculty, staff and facilities in connection with the activities of the school and to reproduce such images to promote, publicize, or explain the school or its activities. These images may appear in any of a variety of formats and media now available or that may be available in the future, including but not limited to print, broadcast, videotape, and electronic/on-line media. Parents who do not wish to have their child included in the above coverage should inform the principal in writing.

ELEMENTARY SCHOOL:

Our academic program is developed around six thematic units in each grade. Students will read a cannon of the texts to create a foundational bank of shared literary experiences. Together, the six units will expose students to a wide variety of fiction and non-fiction texts, while learning the skills demanded by the common core standards. Texts read within the thematic units will provide an interdisciplinary connection between content.

	K	1	2	3	4	5
Unit 1	A Colorful Time for Rhythm and Rhyme	Alphabet books and children who read them	A Season for Chapters	Stories Told Again and Again	Tales of the Heart	Playing with Words
Unit 2	Exploring with Friends in the Neighborhood	The Amazing Animal World	Wild West	Inspired by the Sea	Literature Settings: Weather or Not	Renaissance Thinking
Unit 3	Tell a Story 1-2-3	Life Lessons (fables)	Building Bridges Between Unlikely Friends	Creative, Inventive, and Notable People	Animals are Characters, Too: Characters who Gallop, Bark and Squeak	Clues to a Culture
Unit 4	American Symbols and Celebrations	Winds of Change (switch with unit 5)	Long Journey to Freedom	The people, the Preamble and the Presidents	Revolutionaries from the past	America in Conflict
Unit 5	Great Big World	American Contributors	Hand Me Down Tales From Around the World	A Feast of Words on a planet Called Earth -- and BEYOND	Stories of the Earth and Sky	Exploration, Real and Imagined
Unit 6	Wonder's of Nature: Plants, Bugs, and Frogs	Around the World with a Glass Slipper	The Human Body	Fantastic Adventures with Dragons, Gods and Giants	Literary Hero's	Coming of Age

Math

In order for our scholars to develop an in-depth mathematical understanding, DREAM uses an inquiry-based math curriculum that is built on the belief that scholars need to make sense of a problem and develop their own strategies to solve the problem. Scholars

are challenged to reflect upon and defend their strategies, analyze the strategies of other and make generalizations about mathematical concepts and ideas. We do this through three mathematics blocks in our day, Story Problem, Math Workshop and Math Routines. Within each block, teachers facilitate meaningful discussion through careful questioning to help scholars develop and solidify their own understandings about math.

Science and Specials

Elementary School scholars receive two blocks a day in which they receive instruction in Science, Physical Education, Art and Music. We refer to these courses as our Science and Specials program. Our science block is inquiry based and is aligned to national science standards, allowing students to explore science concepts through real-world, hands on experiences. It is through our Science and Specials program that we accomplish our goal of providing scholars a well-rounded education that includes science, technology and the arts.

MIDDLE SCHOOL:

Our school year is broken down into ten Thematic Units. Each unit theme (Survival, Culture, Perspectives, Institutions, Balance, Identity, Greed, Ethics, Bridges, and Citizenship) will serve as a consistent thread that is integrated into all academic subjects, as well as Homeroom, Advisory, and Community Gatherings.

Unit	Dates
Survival	August 28 – September 29
Culture	October 2 – November 2
Perspectives	November 6 – December 1
Institutions	December 4 – December 21
Balance	January 3 – January 26
Identity	January 29 – February 16
Greed	February 26 – March 29
Ethics	April 3 – April 27
Bridges	April 30 – June 1
Citizenship	June 4 – June 22

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

English Language Arts

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

Mathematics

Our Mathematics program is broken down into two periods—Math in Context (MiC) and Problem Solving. At DREAM, we believe in the idea that students understand mathematics in a deeper way if they are able to construct their knowledge through exposure and experiences. The (MiC) curriculum uses realistic, real-world contexts that engage and motivate students and uses various representations that will encourage retention and flexible thinking. During the Problem Solving period, students are presented with a purposefully planned word problem, are given time to solve, and then engage in discourse with their classmates about their strategies.

Social Studies & Debate

Our Social Studies curriculum is based on the Common Core State Standards and the National Curriculum Standards for Social Studies. The integrated unit themes will drive the topic of each unit, as the content for each grade will combine Global History, US History, and Geography. The goal for this block is not for our students to memorize facts and dates, but to explore, debate, and understand the concepts that underlie important time periods and events in history. The design of the curriculum allows for students to make connections between events that occurred in different places across different eras. They will be encouraged to develop their own theories on human behavior and motivation and learn to present and defend their ideas in an informed way.

Science

Our Science curriculum is based on the Common Core State Standards and NYS Science Scope and Sequence. Our units in science will include physical setting and living environment content,

with an emphasis on inquiry and problem solving skills. Each unit will focus on two of our integrated themes and will challenge students to apply science content to their personal lives. They will be encouraged to reflect on how their choices today impact both their health and environment tomorrow. Students will learn to support their viewpoints with evidence and use inquiry as a driving force for exploring the natural world.

Advisory

At DREAM, we believe that advisory is an invaluable part of the Middle School experience. As such, we have dedicated 30 minutes each week to allow teachers and non-instructional staff to build meaningful relationships with small groups of scholars. This time will be used to review and reflect on student performance, build social skills, and create trusting relationships.

Electives

Students will have one elective period per day. Middle School scholars will have the opportunity to choose between Art and Music as their elective. Because DREAM is a health and wellness school, all scholars must take PE. Each quarter students may choose to switch between Art and Music.

ASSESSMENTS

DREAM believes in employing multiple assessments to monitor scholar progress, inform instruction, and ensure that all scholars succeed. These assessments may be embedded in instruction, such as informal checks for understanding and exit tickets as well as more formal assessments. Teachers analyze the results of assessments to inform their instruction, identify scholars in need of extra help, and to assess the overall effectiveness of the school's curriculum. Results of assessments will be shared with families.

The assessments DREAM Charter School administers include:

PRE-K:

The Early Childhood Screening Inventory-Revised (ESI-R): administered within the first 45 days of the school year. The purpose of this screening is to identify potential developmental delays, possible giftedness, and English language acquisition support and needs.

ECR:Language and Literacy: *The ECR-LL is an AppleTree Institute created assessment designed to measure children's progress toward mastery of language and literacy. ECR:LL includes developmentally appropriate performance indicators of children's skills across: Rhyming, Syllables, Elision, Phoneme Blending, Phoneme Substitution, Expressive Language, Exposure to Print, and Narrative Comprehension.*

ECR:Math: *The ECR-M is an AppleTree Institute created assessment designed to measure children's mastery in mathematics. ECR:M includes developmentally appropriate performance indicators of children's skills across mathematical thinking in the areas of number concepts, Patterns, Functions & Algebra, Measurement, Geometry & Spatial Sense, and Data Analysis & Probability.*

Pearson Work Sampling System: A portfolio assessment that collects information on the child's work and compares it to grade-specific guidelines. This helps to identify what children are learning, what they are beginning to master, and what they still need to work on.

KINDERGARTEN – 8TH GRADE:

Unit tests: administered at the end of each unit in order to assess learning of skills and content in a particular unit

Interim Assessments: administered 4 times a year in order to assess mastery of reading/writing and math standards

Fountas & Pinnell Benchmark Assessments: a test of reading and understanding that gives teachers information about scholars' reading levels; administered 4 times a year.

Measures of Academic Progress (MAP): an assessment that gives us a sense of how our scholars' academic achievement and growth in literacy and math compares to that of other scholars across the country; administered three times a year in September, February, and May to

scholars in grades K-2.

New York State Assessments: the tests administered across NYS in both literacy and math in order to determine mastery of grade level standards; administered once a year during the Spring.

GRADING SYSTEM

Pre-K & Elementary School	Middle School	Percentage	Comments
4 (90-100%)	A+	97%	Above Grade Level
	A	93%	
	A-	90%	
3 (80-89%)	B+	87%	At Grade Level
	B	83%	
	B-	80%	
2 (70-79%)	C+	77%	Below Grade Level
	C	73%	
	C-	70%	
1 (69% and below)	D+	67%	Significantly Below Grade Level
	D	63%	
	D-	60%	
	F	59% and below	

REPORTING GRADES TO DREAM FAMILIES

DREAM Charter School families receive frequent updates regarding their child's academic and social-emotional performance in the following forms:

- Yearly report on performance as measured by New York State standardized tests.
- Quarterly report cards to communicate academic and character grades.
- Frequent updates on the results of unit tests, quizzes, graded writing pieces, graded projects, etc.

HOMEWORK

PURPOSE OF HOMEWORK

- To enrich and extend school experiences.
- To develop good study habits and organizational techniques.
- To give families an opportunity to see what their child is learning in school.
- To give families and students to opportunity to work together to further child's learning.

- To provide opportunities for scholars to complete objectives missed due to absences from the classroom.
- To practice and apply concepts and skills recently learned.
- To build responsibility, excellent character, and perseverance.

HOMEWORK FOLDERS AND READING LOGS

All scholars are provided with a DREAM homework folder. Homework folders are designed to teach scholars essential organizational skills. All homework will be sent home daily in the provided homework folder. **All assigned homework must be completed and returned in the folder with a parent/guardian signature.**

REQUIRED DAILY READING

Homework includes **required reading every night**. We believe that this nightly reading has a significant impact on scholars' overall success.

Reading time requirements:

(including weekends and holidays)

20 minutes for Pre-Kindergarten

20 minutes for grades K-2

30 minutes for grades 3-5

30 minutes for grades 6-8

HOMEWORK AND DAILY READING GUIDELINES

The average amount of time required for homework (including required daily reading) tends to vary according to the grade level, and of course, the speed of the scholar. Please contact your child's teacher, if your scholar's homework time varies greatly from the anticipated homework time.

Anticipated Homework Time

	Minutes	Components
PK	30	10 minutes for assignment and 20 minutes for reading These times include required daily reading and may vary based on individual needs.
K	30-40	20 Minutes of Independent Reading Math Worksheet
1-2	40-50	30 Minutes of Independent Reading Math Worksheet Reading Comprehension Passage
3-5	50-60	30 Minutes of Independent Reading Math Worksheet Reading Comprehension Passage
6-8	90	<i>These times include required daily reading and may vary based on individual needs.</i>

HOMEWORK RESPONSIBILITIES AND DEFICIENCY

Family support for homework is vital to ensure success in school. The success of the homework program depends upon the cooperative efforts of scholars, families, teachers, and administrators. All homework is expected to be completed promptly and with the highest degree of quality.

Family members are not to do their child’s homework.

PRE-K & ELEMENTARY

A scholar who consistently does not meet grade level homework expectations is not getting the practice and reinforcement needed. Families will be contacted if scholars are not meeting homework expectations and may also receive in-school consequences. An additional family conference may be held to develop strategies to build good study habits. Incomplete class work and/or homework will be reflected on report cards.

MIDDLE SCHOOL

A scholar who consistently does not meet grade level homework expectations is not getting the practice and reinforcement needed. Students who do not show best effort or have incomplete or missing homework will have the following DREAM Dollar amounts deducted from their weekly paychecks:

Infraction	DREAM Dollar Deduction
Not best effort/incomplete	-\$1
One missing assignment	-\$2
Two or more missing assignments	-\$5

Families will be contacted if scholars are not meeting homework expectations. An additional family conference may be held to develop strategies to build good study habits. Incomplete class work/and or homework assignments will be reflected on report cards.

PRE-K AND ELEMENTARY SCHOLAR HOMEWORK ROLE:

- Develop a positive attitude toward learning.
- Your homework assignment is part of your learning experience. Treat homework as an opportunity to enrich and extend your skills, knowledge and interests.
- Try your best on homework assignments.
- Make up work missed due to absence.
- Bring your homework folder to school daily.

MIDDLE SCHOOL SCHOLAR HOMEWORK ROLE:

- Ask questions in class when you do not understand or are not sure of an assignment.
- Do your assignments on time or before they are due.
- Make up work missed due to absence.
- Bring your homework and books to school daily.

FAMILY HOMEWORK ROLE:

- Check all homework folders daily.
- Provide a consistently quiet place for your child to study and complete assignments.
- Make sure the needed materials are available.
- Show a genuine interest in your child's homework.
- Be a monitor: Watch for signs of frustration and provide guidance.
- Be a motivator: Encourage your child to develop increased independence.
- Encourage responsibility for making up assignments missed due to absence.
- Supervise, review, and sign your child's homework and reading log.

FAMILY CONFERENCES

Mandated Family Conferences take place three times a year and are a critical component of the home-school partnership that is essential for our scholars' academic, social, and emotional growth. Report cards will be issued during Family Conferences so that families can review the information with their children's teachers and get answers to their questions. Please do not feel that these mandated conferences are the only opportunity to talk with your child's teacher. DREAM teachers are available to schedule additional conferences by appointment throughout the year.

- Q1 Family Conferences - November 7
- Q2 Family Conferences - January 31
- Q3 Family Conferences - April 18
- Q4 Family Conferences - June 18

PROMOTION & RETENTION

In order for a scholar to be promoted to the next grade level, he/she must have mastered all of the standards covered in his/her current grade. These standards include mastery of concepts and skills in reading, writing, math, science and social studies. Scholars must also be reading within the proficiency range for his/her grade according to the Fountas and Pinnell Benchmark Assessment. In addition, scholars must maintain an average attendance of at least 90%. NYS Exam results may also be considered when determining promotion.

Families will be notified by January if a scholar is in danger of being retained. Families will be asked to come in for a family conference to discuss the possibility of retention. The scholar's teacher will share with the family the goals and strategies they have developed in order to support the scholar before a final promotion decision will be made. Teachers and administrators will work with the family to develop a plan for support at home. In June, families whose scholar are being retained will be asked to come in for an additional family conference to discuss the end of year promotion decision and will also be notified of the decision in writing. DREAM reserves the right to retain scholars who did not make sufficient progress between January and June, and may not have been previously considered promotion in doubt.

There is no promotional or retention criteria for Pre-K.

PROMOTION CRITERIA

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

The Light's Retention Scale will be used to consider social and emotional development but will not be a primary factor in promotion.

SPECIAL EDUCATION AND RELATED SERVICES **PRE-KINDERGARTEN**

DREAM's Pre-K will offer special education services through the New York City Department of Education for children 3 to 5 who have disabilities or developmental delays that impact their ability to learn. These services are provided free of charge by the DOE. DREAM will support you in contacting and working with the Committee on Preschool Special Education (CPSE) who is responsible for coordinating special education evaluations and services for children age three to five in New York City.

ELEMENTARY

DREAM's K-5 special education program offers Integrated Co-Teaching (ICT) classrooms with one special education teacher and one general education teacher in the classroom to service all scholars. We foster independence and encourage scholars to build on the belief that every person has a unique potential and a larger purpose in life. DREAM Charter School is committed to improving academic skill levels of scholars with differing abilities by working alongside the New York City Department of Education Committee on Special Education (CSE) developing, implementing, and accounting for Individualized Education Plans (IEPs). DREAM offers an Integrated Co-Teaching Inclusion Program, Special Education Teacher Support Services

(SETSS), as well as a variety of Related Services, including Speech and Language Therapy, Occupational Therapy, Counseling, and Physical Therapy* according to individual needs.

*Related Service Agreements (RSA) from the CSE may be provided to secure providers for a specific support service that cannot be provided at DREAM Charter School during the school day.

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

MIDDLE SCHOOL

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

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

*Related Service Agreements (RSA) may be provided for scholars by the CSE who need to secure providers for specific support service that cannot be provided at DREAM Charter School during the school day.

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

RESPONSE TO INTERVENTION

Along with providing supports and resources for students with Individualized Education Plans (IEPs), DREAM Charter School also provides support and early identification for all students who may exhibit learning and behavior needs. The common goal of Response to Intervention (RtI) is to help all students achieve high standards. The Response to Intervention (RtI) process begins with high-quality instruction and universal screening of all children in the general education classroom. This screening is performed through direct observation and collection of

data. Once identified, struggling learners are provided with innovative interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Some services include but are not limited to conferencing, small group work, individual check-ins, behavior plans, differentiated and targeted questions, differentiated homework, and annotated texts. Progress is closely monitored to assess both the learning rate and level of performance of individual students. If a student is still struggling they receive more rigorous and frequent intervention outside of the classroom in addition to interventions in the classroom. If there is no response to the interventions, the child is then referred to the Committee of Special Education (CSE) for further testing and evaluation.

504s

Each school year, DREAM Charter School identifies and evaluates qualified students under Section 504 who are in need of accommodations to participate in DREAM Charter School programs on an equal basis with their non-disabled peers. Students who may be in need of such accommodations are evaluated by a school-based 504 team and, when appropriately approved by the parent, are provided accommodations pursuant to a written 504 Accommodation Plan (504 Plan) that outlines the accommodations the student will receive. A student is qualified individual with a disability under 504 only if s/he has a physical or mental impairment that substantially impairs a major life activity. If the 504 Team determines that the student has a physical or mental impairment that substantially impairs a major life activity, it must next decide what, if any, accommodations are necessary for the student to participate on an equal basis with her/her non-disabled peers. 504 Plans must be reviewed on an annual basis.

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM

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

At DREAM our ESL services are offered through push-in and/or a pull out model.

DREAM's ESL Program includes the development of strategies through daily reading, writing, speaking and listening activities. These strategies include the development of oral language, teaching of grammar, syntax and structure in the English language and the development of academic language and vocabulary.

Each spring, our emergent bilingual scholars are required to take the New York State English as a Second Language Achievement Test (NYSESLAT). This exam evaluates English proficiency. The scholar continues to take the NYSESLAT until he/she is considered proficient. Once a scholar reaches proficiency determined by the NYSESLAT, he/she can still receive ESL supports for an additional two years.

FIELD TRIPS

Class trips are an important part of teaching and learning at DREAM. Teachers organize and arrange trips to coincide with the materials that they are teaching. All scholars are expected to attend all field trips. Field trips range from walks in the neighborhood to visits to the City's cultural institutions, such as museums and theatres. Classes will travel on foot, by school bus, city bus, subway or chartered bus.

Teachers will notify parents of upcoming trips and give specific information regarding lunch, transportation, admissions fees, etc. Please notify your child's classroom teachers if assistance is needed to cover any trip costs or fees.

Teachers will also request parent chaperones to accompany the class and to assist in supervision. Family chaperones will be needed on many trips and play a vital role in maintaining the safety and educational value of the trip.

FIELD TRIP CHAPERONE GUIDELINES:

- Siblings of any age are not permitted. This is an insurance issue.
- Follow the instructions of the teacher who organized the trip.
- Turn off all cell phones.
- Limit adult socializing.
- Do not purchase souvenirs or food for your child or any scholars on the trip, unless requested to do so by the teacher.
- Remember that chaperones are there for all scholars – not just one's own.

HIGH SCHOOL PLACEMENT

As a part of DREAM's Mission to prepare students for high-performing high schools, colleges and beyond, the school provides support throughout the high school admissions process. The goal of High School Placement at DREAM is to ensure each student matriculates to the highest-performing, best-fit high school for them. DREAM hosts interactive workshops for parents and students, takes families on high school trips, provides individualized materials for learning about quality schools, consults families on all their options, assists with applications, essays, interviews, application fees, financial aid paperwork and provides free test prep for crucial admissions exams. For more information, reach out to Senior Manager of High School Placement, Hannah Gray Miller, by emailing hgmiller@wearedream.org.

DREAM ALUMNI

No matter where students attend high school, DREAM supports Alumni on their path to college by providing support to students through their high school career. Alumni attend a free, 4-day High School Bridge Workshop where they learn critical academic, socio-emotional and interpersonal skills that will help them transition to 9th grade. Events for Alumni are provided throughout the year, and in some cases Alumni will be assigned a Mentor to help Alumni remain on track for 4-year high school graduation and college matriculation. For more information, reach out to Senior Manager of High School Placement, Hannah Gray Miller, by emailing hgmiller@wearedream.org.

AFTER SCHOOL ENRICHMENT PROGRAM - GRADES K-8

REAL KIDS GRADES PRE K-5

REAL Kids provides after school programming to DREAM families on a first come – first served basis. Although all families are welcomed to apply, there is a limited amount of seats available. Enrollment opens at the start of the school year, and program begins on October 2nd. REAL Kids will operate M-Th from 4:00-5:45 PM and Fridays from 1:00-5:30 PM. Starting this year, REAL Kids will also provide services to a limited number of little DREAMers in PreK.

Every day youth will enjoy a nutritious snack followed by structured homework help time. This year, REAL Kids is pleased to offer literacy intervention for scholars who would benefit from extra support. Along with team activities designed to promote social-emotional skill building, scholars will also participate in a rotating schedule of fitness, arts, and literacy enrichments. Every Friday, REAL Kids celebrates with youth during Runs Rally, a community event that rewards positive behavior and teamwork.

DREAMBUILDERS GRADES 6-8

DREAM will run an optional after school enrichment program. The program will operate M-Th 4:00-5:50 PM and Friday 1:00-5:45 PM. After school sessions begin on September 18th and students must enroll for the entirety of the school year.

The DREAMBuilders Program focuses on helping youth in grades 6-8 form supportive relationships with their peers, families and community members. Program components include

participation in academic support activities, teambuilding, enrichment clubs and service-learning projects. All participants also participate in health and wellness activities.

SUMMER PROGRAM - RISING 1ST - 5TH GRADERS

Summer program participation is highly recommended for all DREAM scholars. Scholars in grades K -4 have the priority enrollment in DREAM's REAL Kids program, which provides academic enrichment and team building activities in the morning to combat summer learning loss and develop positive social skills. In the afternoon, youth participate in baseball as a team sport, as well as a variety of enrichment activities, such as dance, drama, cooking, or play centers. On Fridays, teams embark on fun and educational field trips around the city, giving everyone a chance to enjoy the summer!

SUMMER PROGRAM - RISING 6TH - 8TH GRADERS

Participation in summer programming is mandatory for all middle school students. DREAM University is a 4-week summer program that meets Monday-Friday from 8am-5 PM on the campus of Manhattan College. Students receive reading/writing, math and life skills instruction from experienced teachers in the morning and participate in a variety of sports and recreation activities in the afternoon under the supervision of DREAM's Health & Wellness Department and in collaboration with Manhattan College's PE Department.

III. SCHOOL CULTURE

ATTENDANCE POLICY

PURPOSE

DREAM scholars' success depends upon their daily attendance and on-time arrival at school. Each scholar must attend school regularly and on-time to reap the maximum benefit of DREAM's rigorous instructional program. All time out of school is counted as an absence, including illness with doctor's notes, suspensions, vacations, religious holidays, bereavement and excessive late arrivals. Attendance is the responsibility of the families and scholars who attend DREAM. DREAM's attendance policy aims to provide communication, early intervention, and family collaboration to address attendance issues.

EXPECTATIONS – PK:

- All family and scholars strive for 100% attendance with 0% lateness rate.
- Doors will open at 8:00 AM each day
- Families will contact the school by 8:30 AM if their scholar will be absent/late.
- Scholars are considered late if they arrive after 8:30 AM.

EXPECTATIONS – K-8:

- All family and scholars strive for 100% attendance with 0% lateness rate.
- Doors will open at 7:30 AM
- All scholars will transition to their classrooms by 7:55 AM each day school is in session, unless directed otherwise.
- Families will contact the school by 7:55 AM if their scholar will be absent/late.
- Scholars are considered late if they arrive after 7:55 AM.

POLICY HIGHLIGHTS:

DREAM will reward scholars who have 100% attendance rates and will implement other incentives that reward scholar attendance and on-time arrival.

There are four types of excused absences: (1) illness with doctor's note stating school exclusion; (2) bereavement with documentation; (3) religious holiday observation with documentation; and (4) court proceeding with documentation.

All absences are unexcused until a family provides documentation. Documentation provides a legal basis for the absence used in Department of Education reporting.

If, at any point during the year a scholar's attendance rate falls below 90%, DREAM will issue formal letters of warning to families.

Scholars who are chronically absent and/or late may be recommended for retention or expulsion. Family involvement and responsiveness will be a key indicator for how the school will manage excessive absence and/or lateness. In some cases, DREAM will use its discretion to determine if the attendance warrants a referral to the Administration for Children's Services (ACS).

INTERVENTION:

Families of all late/absent scholars will receive notification from DREAM on the day of the lateness/absence.

Formal warning letters may be issued to the families of scholars who, at any point during the year, have been late or absent 10% or more of the school year. Families may be asked to meet with DREAM staff to collaborate on an Attendance Plan and sign an Attendance Pledge aimed at preventing excessive absence and/or lateness.

Families and scholars who continue to be chronically absent and/or late may be required to meet with the Chief of Schools to review their attendance plans. During this meeting, the Chief of Schools will determine whether or not continued enrollment at DREAM is warranted.

SCHOLAR EXPECTATIONS

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

Diversity: We believe in inclusion and we recognize the unique strengths of all people.

Respect: We show respect for ourselves and seek to understand and honor other's perspectives.

Effort and Enthusiasm: We work hard and persevere through challenges; we learn from our mistakes and are not afraid to take risks. We love to learn!

Achievement: We have a relentless drive to fulfill our potential and reach our goals.

Mindfulness: We are aware of our needs as learners, our impact on others, and our responsibility to the community.

All within a Team: We believe in the power of collaboration and community.

DISCIPLINE CODE

The DREAM Discipline Code is located in the Appendix Section of this handbook.

At DREAM we define discipline as the process of teaching our scholars the right way to do something. Our definition is also captured in the meaning of self-discipline: “the ability to make oneself do things all the way through.” We believe that the foundation of teaching students the right and successful way to do things is built upon collaborative relationships between scholars, families and staff.

We recognize that our rigorous academic classroom environments require high expectations, clear routines, and consistent response. Classroom expectations at DREAM aim to reduce the complications and distractions from teaching and learning. At DREAM, scholars make choices either to meet DREAM standards or not meet DREAM standards. Mistakes and poor choices are expected parts of childhood development but we work to help scholars learn that poor choices have consequences and good choices lead to positive rewards and opportunities.

At DREAM, scholars who choose not to meet our defined standards will not be permitted to disrupt the education of others and will receive consequences, counsel, and skill-based education. As a member of the school community all scholars who choose to misbehave in a manner that requires them to leave the class environment are required to take part in a reflection process that focuses on eliminating the specific problematic behavior by increasing awareness, skill, and planning for future success and growth.

MIDDLE SCHOOL BEHAVIOR SYSTEMS

In Middle School we implement a number of behavior systems that are different from the Elementary School.

DREAM CHECK

Each week middle school scholars receive a paycheck to indicate their performance for the week. Scholars receive 20 dollars per day.

POSITIVE RECOGNITION AND REWARDS

DREAM Bank:

All DREAM dollars earned are entered into a DREAM Bank. Scholars’ weekly pay is used to determine Friday Enrichment, Friday Extension, and DREAM Bands. All DREAM dollars earned are entered into a DREAM Bank to be spent at the DREAM store (weekly) and at quarterly DREAM Auctions. DREAM dollars can be saved throughout the year.

Deductions

Deductions may be earned in the following categories at the point levels explained below:

- Absent = -20
- Tardy = -5
- Out of Uniform = -5
- Homework assignments
 - Not best effort/incomplete = -1
 - One missing assignment = -2
 - Two or more missing assignments = -5
- Behavior = see below
 - Scholars earn demerits for behaviors such as: being unprepared for class, not following directions, noise-making, failure to SPORT, etc.
 - Point value = -1
 - Scholars earn level two demerits for issues of lack of respect to peer, teacher or property, hallway without pass, academic dishonesty, etc.
 - Point value = -6
 - Scholars earn level three demerits for inciting a fight, class cutting, disruption during an exam, unauthorized use of phone, etc.
 - Point value = -12

Merits

Scholars earn DREAM Dollars for specific character value-related actions such as perseverance, integrity, curiosity, support of a classmate, practicing mindfulness, advocating for self respectfully, contributing to group goals, etc.

- Point value = +3

Credits add points to the weekly score, but do not “erase” demerits in terms of them leading to detention

DEAN’S OFFICE REFERRALS

Middle school scholars are sent out of class for two reasons: Acute behavioral events (see Discipline Code) and repeated low level behavior in the form of the accumulation of four points lost through single and double demerits in a single class (note, this is total deductions, not net. Credits do not counteract this)

DAILY DETENTIONS

- The school holds an afterschool detention from 4:00 PM - 4:45 PM Monday through Thursday.
- Detention is earned by accumulating two dean’s office referrals or committing a Level III infraction

- Detention is served the following day (e.g. Detentions earned on Monday are served on Tuesday.)
- Families are notified each day before a detention is to be served.
- Families receive one “detention free pass” per quarter. Families may call to excuse from detention for any reason. This is tracked in our office and detention is not rescheduled.

WEEKLY CONSEQUENCES

Scholars who end the week with a score below 75 serve an extended detention in form of “Friday Extension” on Friday afternoon.

UNIFORM POLICY

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

TOPS – PRE-K

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

TOPS – ELEMENTARY

All K-5 scholars must wear a short or long sleeve black or red DREAM uniform t-shirt each day school is in session. DREAM t-shirts must always be the top layer. Solid white or black long sleeve t-shirts may be worn underneath black DREAM t-shirts. No patterns, designs, or other colored long sleeve shirts will be accepted. DREAM cardigans may also be worn with uniform t-shirt underneath. DREAM scholar sweaters are available for purchase, but scholars are not permitted to wear them inside the building. DREAM scholars are not permitted to wear non-DREAM sweatshirts or sweaters as a top layer in school.

UNIFORMS – PRE-K & ELEMENTARY EXPECTATIONS

Bottoms

All scholars must wear khaki uniform bottoms. Boys must wear khaki pants and girls may wear khaki pants or khaki pleat and tab skirts. Khaki skirts must be no more than 3 inches above the knee and must be worn with shorts underneath as our young scholars frequently sit on the

floor. Pants must fit the waist, must not be overly baggy and must not drag on the ground. Cargo pants or pants with side pockets are not permitted. No underwear may be visible. Black belts are suggested but not mandatory.

Socks

All scholars must wear black or white socks. Female scholars may wear solid black or white tights. Scholars may not wear socks, tights, leggings, etc. in other colors or with designs.

Belts

Belts are not mandatory in the Elementary school. If scholars choose to wear a belt it must be black.

Sneakers

Elementary School scholars must wear plain all black sneakers with laces or Velcro straps. **The sneaker must be entirely black.** No other colors are permitted on the sneaker. In inclement weather, scholars may wear boots to school, but must change into sneakers when they enter the school building.

Outer Wear

Scholars may not wear anything on top of their DREAM t-shirt when inside the school building. Hats and coats cannot be worn during the school day. All clothing, especially outerwear, should be labeled with the scholar's name. DREAM is not responsible for lost clothing.

Book Bags

Large backpacks on rollers are not recommended. Soft sturdy backpacks are encouraged.

Jewelry, Makeup and Accessories

Scholars should leave sentimental and/or valuable jewelry at home, as these items can easily be lost or damaged. Scholars are not allowed to wear necklaces, large earrings, or wrist bracelets. Large pieces of jewelry, especially large earrings or necklaces, are not allowed as they can pose safety issues for scholars. Any jewelry that is distracting to scholars or gets in the way of learning is not allowed. DREAM is not responsible for lost or stolen jewelry. DREAM has the right to temporarily confiscate jewelry that does not meet the uniform code. Confiscated jewelry will be returned to parents/guardians.

Make-up, lipstick, lip-gloss, fake nails, or glitter are not permitted.

Accessories such as purses, handbags, suspenders, umbrellas, or scarves must be stored with scholars' coats and book bags at the start of the day, and may not be used or worn during the school day.

UNIFORMS – MIDDLE SCHOOL EXPECTATIONS

Tops

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

Middle School scholars will be rewarded for showing consistent exemplary behavior and leadership by having the opportunity purchase alternate uniform choices over the course of the year.

Bottoms

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

Socks

All scholars must wear black or white socks. Female scholars may wear solid black or white tights. Scholars may not wear socks, tights, leggings, etc. in other colors or with designs.

Belts

All Middle School scholars must wear black belts, and tuck their polo shirts in.

Sneakers

Middle School scholars must wear plain black sneakers. **The sneakers must be entirely black** with no additional colors or designs. In inclement weather, scholars may wear boots to school, but must immediately change into sneakers when they enter the school building.

Outerwear

Scholars may not wear anything on top of their DREAM t-shirt when inside the school building. Hats and coats cannot be worn during the school day. Scholars are expected remove hats as they enter the school building. ALL CLOTHING, especially outerwear, should be labeled with the scholar's name. DREAM is not responsible for lost clothing.

Book Bags

Large backpacks on rollers are not recommended. Soft sturdy backpacks are encouraged.

Jewelry, Makeup and Accessories

Scholars should leave sentimental and/or valuable jewelry at home, as these items can easily be lost or damaged. Scholars are not allowed to wear necklaces, large earrings, or wrist bracelets. Large pieces of jewelry, especially large earrings or necklaces, are not allowed as they can pose safety issues for scholars. Any jewelry that is distracting to scholars or gets in the way of learning is not allowed. DREAM is not responsible for lost or stolen jewelry. DREAM has the right to temporarily confiscate jewelry that does not meet the uniform code. Confiscated jewelry will be returned to parents/guardians.

Make-up, lipstick, lip-gloss, fake nails, or glitter are not permitted.

Accessories such as purses, handbags, suspenders, umbrellas, or scarves must be stored with scholars' coats and book bags at the start of the day, and may not be used or worn during the school day.

CONSEQUENCES FOR UNIFORM INFRACTIONS – ELEMENTARY SCHOOL

Scholars who enter the school without the permitted uniform will be logged into a database. Scholars who do not have the proper uniform t-shirt will be given a black t-shirt to wear for the day.

Scholars who are not in the proper pants will be given a pair of sweatpants. Any scholar who is permitted to borrow a shirt or sweat pants must report to the Dean's office at the end of the school day to exchange clothing.

Families will be notified each day that a scholar is out of uniform.

Repeated infractions will require a family meeting with members of School Leadership.

Scholars who are out of uniform will not be eligible for incentives that day.

CONSEQUENCES FOR UNIFORM INFRACTIONS – MIDDLE SCHOOL

Upon entrance to schools scholars will have their uniforms checked for compliance. Scholars who enter the school without the permitted uniform will be logged into a database, lose five DREAM dollars and be sent to the Dean's Office to receive a uniform replacement for the day. For example if a scholar is not wearing a uniform polo shirt they will be given a black t-shirt to

wear for the day. Similarly scholars may be given replacement shoes, belts, socks, or undershirts. Scholars who are not in the proper pants will be given a pair of sweatpants. Any scholar who is permitted to borrow a shirt or sweat pants must report to the Dean's office at the end of the school day to exchange clothing.

Families will be notified each day that a scholar is out of uniform. Repeated infractions will require a family meeting with members of School Leadership.

Scholars will lose five DREAM dollars for being out of uniform for that day.

COMMUNITY GATHERINGS and MORNING MEETINGS

DREAM's Elementary School will hold Community Gatherings **once a month throughout the school year**. These Community Gatherings will begin promptly at 8:15 AM.

The DREAM Middle School meets as a community **ten times per year from 8:00-8:45 AM**.

DREAM welcomes family members to attend our Community Gatherings. The purpose of our Community Gathering celebration is to connect and share our values as an entire school. During these meetings, scholars will be awarded certificates and other special recognitions. Scholars will sing songs, and sometimes perform.

DREAM will notify families of Community Gathering dates in advance.

IV. SCHOOL OPERATIONS

ARRIVAL AND DISMISSAL PROCEDURES FOR PRE-K

PRE-K ARRIVAL

Please note that there is no supervision for scholars prior to 8AM.

Scholars arriving at the school building should walk down 101st Street and enter the PS 50 school building through the downstairs door to the left of the ramp. Parents are to walk their child to the door where the Director will greet students and families each morning. Parents will then walk students to their classroom where the teacher will greet the student and family and parents will drop off student for the day. The DREAM entrance will be open from 8-8:30 AM. Scholars arriving after 8:30 AM will be considered late. Breakfast will be available from 8-8:20 AM.

PRE-K DISMISSAL

All scholars in Pre-K must be picked up by a parent, guardian, or authorized adult . The Pre-K school day ends at 3:45 PM Monday-Thursday and 12:45PM on Fridays.

Students are dismissed from their classrooms. Families are able to enter PS 50 through the lower level entrance at 3:45 PM Monday-Thursday, and 12:45 PM on Fridays.

ARRIVAL AND DISMISSAL PROCEDURES FOR ELEMENTARY AND MIDDLE SCHOOL

ARRIVAL

Please note that there is no supervision for scholars prior to 7:30 AM.

All scholars will enter through DREAM's main entrance on the 2nd Avenue facing side of the building. The main entrance will be open at 7:30 AM for breakfast and arrival. Breakfast will be served from 7:30-7:50 AM. Scholars arriving after 7:55 AM will be considered late.

DISMISSAL

Doors will be locked from 3:15 PM - 4:00 PM

K- 5 Scholars will be dismissed in the cafeteria at 4:00 PM, Monday-Thursday. Dismissal will be in the cafeteria at 1:00 PM on Fridays. However, when Real Kids is not in session in September and June, grades 3-5 are dismissed through the gym.

Middle School Scholars will be dismissed to the back courtyard at 4:00 PM, Monday – Thursday. Dismissal on Fridays is at 1:00 PM.

All scholars in grades K-4 must be picked up by a parent, guardian, or authorized adult. Scholars who have turned 10 and are in grade 5 or higher may apply for the privilege to walk home unaccompanied by an adult. Please note that DREAM is not responsible and cannot be held liable for the safe transit of scholars who walk home from school alone. DREAM reserves the right to deny or restrict walking privileges if a scholar’s unsupervised behavior in/around the school building after school hours is deemed to be unsafe.

Early Dismissal

In order to fulfill our promise to provide your child with the highest quality education that will prepare them for the life of their dreams, we ask your help to ensure that your scholar arrive on time and remain present for learning until 4:00 PM each day that school is in session.

DREAM does not accommodate early pick ups between 3:15 - 4:00 PM Monday - Thursday and between 12:00 - 1:00 PM on Fridays. All scholars must be picked up by a parent, guardian, or authorized adult (age 18 or older). We highly value the learning that takes place between these times. We ask for your help in scheduling doctors’ and other necessary appointments after school hours, or during Friday's following our 1:00 PM dismissal.

BIRTHDAYS

On the last Friday of every month DREAM classrooms may host a class-wide birthday celebration. DREAM welcomes families into classrooms to celebrate birthdays for that particular month. Families may choose to bring snacks for all students in the class. Invitations to outside parties may be distributed in the classroom only when all scholars in the class are invited to attend.

CELL PHONE/ELECTRONIC DEVICE USAGE

DREAM scholars may bring cell phones and other electronic devices to school at their own risk. DREAM is not responsible for cell phones and electronic devices that are lost, stolen or damaged on school grounds.

Electronic devices must be secured in a scholar’s bookbag at all times. Cell phones may not be used during the school day, except in the case of an emergency. If it is determined that a scholar is using a cell phone for a non-emergency or is using another electronic device at any time, it will be confiscated and the student’s parent/guardian must come to the school for retrieval.

If a scholar is found to be using a cell phone during the school day, he/she may be asked to check the phone in with the Dean upon arrival for a period of time.

BREAKFAST, LUNCH and SNACK PROGRAM

DREAM provides free breakfast and snack to all scholars in Pre-Kindergarten, Kindergarten, and 1st grade. Lunch is also provided to all DREAM scholars. Families that qualify for free or reduced lunch will not be charged a fee if a child eats the school lunch. Families that do not qualify for free or reduced lunch, as determined by the NYCDOE's School Food regulations, may be billed for meals consumed. **All families must complete and submit a student lunch meal application at the beginning of each year to determine whether or not they qualify for free or reduced lunch.** Until the application is completed, families may be charged full price for each lunch meal. Scholars may bring their own breakfast or lunch to school; however, these meals must comply with DREAM's nutrition policy.

LUNCH MONEY

DREAM reserves the right to collect lunch money from the families of scholars who do not qualify for free or reduced lunch. Families have a variety of payment options available to them, including providing cash, check or money order directly to DREAM. All payments must be submitted in a sealed envelope with both the scholar's and family's names on it as well as the amount of money enclosed. Teachers will give the money to an operations staff member as soon as possible to ensure that payments are recorded and safeguarded, and so that receipts are generated in a timely fashion.

DREAM CHARTER SCHOOL COMPLAINT PROCESS FOR ALLEGATIONS REGARDING DISCRIMINATION FOR DREAM'S FOOD SERVICE

If any member of the DREAM community feels that a Civil Rights violation has occurred regarding food service, then a formal complaint can be made. There are many options in filing a Civil Rights complaint. You may make a complaint to any staff member at DREAM Charter School.

The complaint will be shared with the Manager of Operations, who will then follow proper reporting procedures for the Civil Rights complaint. Complaints should be made within 180 days from the act of discrimination. Complaints may be written, verbal or anonymous. DREAM will investigate the complaint within 90 days.

Complaints (when not anonymous) should include the name, address, and telephone number or other means of contacting the person alleging discrimination, as well as the location and name of the organization or office that is accused of the discriminatory practices. The nature of the incident or action or aspect of program administration that led the person to allege discrimination should also be included in the complaint. Any other pertinent information to the alleged situation should be shared.

DREAM's Manager of Operations will report any allegations to the USDA and the NYSED.

CALENDAR

The 2018-2019 school calendar may be found in Appendix A.

TOILETING/CHANGE OF CLOTHES - PRE-K

Prior to the start of school we strongly encourage you to foster bathroom independence with your child at home. When your child is using the bathroom at home, please ensure your child can use the bathroom independently, clean themselves (wiping) and fasten clothing to the best of their ability. Hand washing will be addressed in the first days of school, but building that habit early on will help your child develop these important health skills. In the event of a bathroom accident, we will notify you and assist your child in changing into a fresh uniform. Please make sure that you maintain an extra set of uniform clothing at DREAM at all times. Students will be given a large Ziploc storage bag at the beginning of the year where an extra change of clothes can be stored. If a child has more than two bathroom accidents in a week a member of the DREAM staff will contact you to come up with a plan to support toileting success for your child in school. Please be advised that students must come to school wearing underwear; pull-ups or diapers may not be worn unless a doctor's note is provided.

CHANGE OF CLOTHES - ELEMENTARY/MIDDLE

In the event of a bathroom accident or other issue requiring a change of clothes, we will notify you and assist your child in changing into a fresh uniform. Please note that families will be responsible for laundering and returning borrowed clothing within a week, or the family will be charged for the change of clothes.

COMMUNICATION

Developing a strong, open, and honest relationship with you is very important to us at DREAM. Your everyday involvement in your child's learning is a critical part of his or her success! We encourage you to be in regular communication with teachers and out of classroom staff.

During regular hours of operation, DREAM Operations staff is available to answer calls to the main phone line, (212) 722-0232. At all other times you may leave a message in the general school voicemail box. You may also contact a particular staff member via email or in some instances, by cell phone.

We will not interrupt teachers during the school day, but teachers will return phone calls and emails. Families are welcome to visit their child's class and to request conferences with teachers with advance notice. To meet this expectation, teachers will return phone calls and requests in writing/email to arrange for visits and conferences at a mutually agreeable time.

DREAM's Pre-K office phone number is (646) 518-0739.

While you will find most DREAM staff at arrival and dismissal every day this is not an ideal time to talk with our staff. At this time, we are working to supervise our students and stay focused on children's needs. If you do have questions or concerns, we encourage you to contact your child's teachers by phone or email.

DREAM utilizes multiple methods to communicate with families, including automated telephone calls, text messaging and emails. At the beginning of each school year, families will have the

option to opt-in to receiving communication from the school via text message or email through our beginning of the year paperwork. At any point in the school year, if a family chooses to opt-out of a method of communication, this should be completed with the Family Support Coordinator in the main office.

OFFICIAL SCHOOL NOTICES

Notices from the Chief of Schools, Principals, Deans, Teachers and other DREAM staff are sent home regularly. **All notices contain important information, please check your child's backpack, your voicemails, texts and your email everyday and respond to all messages within 48 hours.**

EARLY DISMISSAL DURING FIELD TRIPS

On field trip days, family members are often invited to attend as chaperones. In these instances, students must travel to/from the field trip with their teachers and class. Families should **not** attempt take students home early from a field trip location and families are strongly discouraged from picking up students early upon their return to DREAM.

EMERGENCY CONTACT INFORMATION

Families are responsible for notifying DREAM immediately with changes to family contact information throughout the school year. Any changes to family and emergency contact information including phone numbers, addresses, medical information, and email addresses should be communicated immediately to the Operations Team in the Main Office for your child's safety.

EMERGENCY PREPAREDNESS

Each year, the Safety Plan is revised for each school building. All staff members are trained each year on emergency procedures. Students are trained in the following drills in case of an emergency: evacuation, shelter-in, and lockdowns. If you have questions about safety at either DREAM or PS50 (PK), please contact the Manager of Operations.

EXCUSED ABSENCES

Whenever a student is not in school, he/she is missing important learning time. DREAM recognizes that sometimes absences from school are unavoidable. **While all student absences, excused and unexcused, will be counted in determining a student's overall attendance average, excused absences will not be considered when determining whether or not a family requires attendance support and intervention by the school.** A student's absences from school will be excused under the following circumstances only:

- Illness with a doctor's note indicating that a student must remain at home for a specified period of time
- Bereavement of an immediate family member (up to 3 days)
- Court Proceeding requiring a student's attendance
- Religious Holiday observance with prior notification to the school
- 8th Graders going on high school tours or visits

FAMILY EDUCATION RIGHTS AND PRIVACY ACT (FERPA)

FERPA is a federal law that gives parents certain rights regarding your scholar's education records. As a parent/guardian, you have the right to review your child's education records or to request the amendment of records believed to be inaccurate or misleading. Student records are private, and DREAM does not share student information unless parent consent is given. If you have any questions regarding student records or more information about parent/guardian rights to records, please contact the Family Support Coordinator or Manager of Operations.

HEALTH

An updated immunization and physical form (including up-to-date shots) is due at the beginning of each school year and immediately after a scholar's birthday for scholars in grades K, 6, and 7. DREAM will immediately notify you if your child becomes sick or has an accident that requires medical attention. If your child is sent to the school nurse and it is determined that he/she has a fever, is contagious, or otherwise cannot remain in school for the remainder of the day, you will be contacted to pick up your child as soon as possible. If your child is injured during the school day, a supervising staff member will complete a Student Injury Report that will be kept on file at school. You may also request a copy of the report for your records.

It is important for DREAM staff to know if your child has an ongoing medical issue that requires special attention. Please make sure that you notify DREAM if your child has any allergies or requires medication to be administered on a regular basis or in the event of an emergency. This information will be relayed to your child's teachers as well as the school nurse.

DREAM is committed to providing the support necessary to scholars with asthma to ensure optimal health and safety during the school day and after school hours. DREAM requires all families, staff and scholars to comply with the following asthma administration procedures.

- 1) Any DREAM family that has a child with diagnosed asthma must submit an updated Medication Administration Form at the start of each school year. This form must indicate whether or not a child may self-administer asthma medication and must be signed by a medical professional. The Medication Administration Form will be kept on file in the nurse's office.
- 2) Any DREAM family that has a child with diagnosed asthma must provide DREAM with an asthma pump in its original packaging. DREAM requests that families also provide a spacer and mask. Asthma pumps, spacers and masks will be stored in the nurse's office. DREAM requires expired medication to be replaced immediately and for all medication to be labeled with the child's name and date prescribed.

In the case that a student has lice or other similar issues, the family affected will be notified immediately. Students found to have live head lice will be excluded from school and not allowed to return until they are lice-free. Students will be reexamined in 14 days to confirm that they have remained lice-free. Students with nits and no evidence of live head lice will not be

excluded from school. If other families have the possibility of being affected, then DREAM will send notification home. DREAM takes every effort to ensure the health and safety of all students.

DREAM partners with the Department of Health to provide a school nurse to our students. We follow all regulations and procedures of the Department of Health.

DREAM is subject to DOH regulations, that all students must be up to date with their immunizations. It is mandated that each scholar renew their physical and immunizations before the beginning of each school year and upon their birthdays.

Any questions or concerns about the school nurse should be directed to the Manager of Operations.

HOURS OF OPERATION

School hours for scholars are the following:

PRE-K

8:30 AM-3:45 PM, Monday-Thursday

8:30 AM-12:45 PM, Friday

K-8

7:55 AM-4:00 PM, Monday-Thursday

7:55 AM-1:00 PM, Friday

Please note that main office inquiries are after 8:15 AM.

LIMITED ACCESS POLICY

At certain times during the school year, it may become necessary for DREAM to temporarily or permanently limit the access of a visitor to the school building. Limited access is warranted when a person's conduct disrupts DREAM's learning environment and/or places the safety of staff, students and/or other family members at risk.

If an incident occurs requiring limited access, notification to the family member involved will be provided in person, when possible, and in writing. The limited access letter will outline the nature of the event, the start and end dates of the limited access and the terms and conditions for continued attendance of the visitor's scholar.

At the conclusion of the limited access, the visitor will either receive a letter indicating that the limited access has been rescinded or that additional conduct has required an extension of the limited access.

LOST AND FOUND

DREAM will make every effort to collect and return lost clothing and other property. Families can assist the school by labeling all items brought into the building. Lost and found items will be kept at the Security Desk for K-8. For Pre-K, items are kept in the main office at PS50.

Lost and found items will be donated to a local organization on the last Friday of each month. Please be sure to check before the end of a month if your child is missing something.

MCKINNEY-VENTO ACT

New York's Education for Homeless Children and Youth program provides support to ensure that homeless children and youth who live in temporary housing have equal access to the same free, appropriate, public education - including public preschool - provided to other New York children, with the opportunity to meet the same challenging state content and student performance standards. Some examples of temporary housing include:

- Sharing the housing of others due to loss of housing, economic hardship or other similar reason,
- Living in motels, hotels, trailer parks, camping grounds,
- Living in emergency or transitional shelters,
- Abandoned in hospitals,
- Living in a public or private place not designed for sleeping,
- Living in cars, parks, abandoned buildings, bus or train stations, etc.
- Migratory living in circumstances described above

Every school district, BOCES and charter school is required to have an LEA liaison whose duties include the removal of barriers to the enrollment, attendance and success of homeless children and youth in school. At DREAM, the McKinney-Vento liaison is the school's Operations Coordinator.

MANDATED REPORTING

DREAM cares deeply about the health, safety, and well-being of our scholars, families, and community. Under New York law all school employees are required to report suspected child abuse, maltreatment, or neglect when they have a reasonable belief that such abuse is occurring or has occurred.

METRO CARDS

DREAM does not provide busing to scholars for travel to/from school unless required under an Individualized Education Program (IEP). DREAM does receive full and half fare MetroCards from the NYCDOE's Office of Pupil Transportation. These MetroCards are distributed to families for student use only based on the distance between DREAM and the scholar's residence. DREAM is unable to provide MetroCards to families that do not qualify under the NYCDOE's regulations. If a MetroCard is lost, you can contact the DREAM Operations team to request a new card.

MetroCards are not provided for students in Pre-K.

MIDDLE SCHOOL BINDERS POLICY

At the beginning of each school year, all Middle School scholars receive a binder for all of their materials. Scholars should keep these binders in the best condition possible.

If a scholar loses or damages their binder, they will need to pay \$20.00 in order to get a replacement. If a scholar leaves the school, his/her binder should also be returned.

MISSING/DAMAGED/UNCLAIMED PERSONAL PROPERTY

In the event that personal property is lost or damaged on school grounds or at a school event, DREAM reserves the right to investigate whether or not the loss or damage was caused by an action or inaction of a DREAM staff member. If it is determined that DREAM staff did not cause the loss or damage, DREAM will not provide reimbursement for the lost or damaged personal property. **DREAM will hold all unclaimed property in the lost and found storage until the last Friday of each month. After the last Friday of each month, DREAM reserves the right to discard or donate unclaimed property.**

PRE-K NAPTIME

Each day Pre K children will have a rest period for approximately 45 minutes. DREAM will provide children with their own cot. This time may be used to sleep or rest quietly. If children do not wish to sleep, they will be given a silent activity so as to not disrupt the other students. Families are asked to provide a cover for their child during this rest period that will be stored in each child's cubby during the day.

SCHOLAR RECORDS REQUEST

Families are able to request records including medical forms, physicals, letters of enrollment, etc. at any time by calling, emailing, or stopping by the school to speak with the Family Support Coordinator. The Operations Team will return the requested documentation to a family within 48 hours.

SECURITY PROTOCOLS & SCHOOL VISITATION

Expectations

As with any member of the DREAM team, everyone can and should fairly expect courteous, respectful and helpful interactions with members of the security team. Other things that one should expect include:

- Dedication and vigilance to the safety of the youth and adults in our building;
- Support if/when a tense or threatening situation arises;
- To be greeted when you come into the building (including visitors and non-visitors);
- A clean and orderly security station;

Along with those affirmative expectations, you can expect *not* to see the following from the security team:

- Escalation of difficult/tense situations;
- Ordering or delivering food;
- Distracted by phone calls, personal visitors;
- Using personal devices, including headphones, phones, tablets;
- Management of/hanging out with youth;

Compliance

Visitors to our building are expected to comply with and show respect towards our security team. The security team has the most important job in the building - keeping our kids and community safe. For that reason, we expect all visitors to do as they are asked by our security team. If/when we encounter situations where visitors do not do as they are asked by security, we reserve the right to deny them access to our building and/or to involve the authorities.

Physical Presence

There will be two members of the security team on duty during any form of DREAM programming when we have youth in the building. There is also a regular schedule for one member of the team to walk the building to ensure safety generally and to check that all doors are secure.

Blake Hobbs Park is not actively monitored by the security team. During recess, the security team will monitor the space as closely as possible, understanding that the expectation of diligence to the security of the building does not change. If a member of our community has a safety concern about something taking place in the park, they should notify security and expect support.

Blake Hobbs Park

The security team will keep the gates to Blake Hobbs Park locked when school groups are using the park exclusively.

At all other times, including between school and after-school dismissals, the park will be open to the public. Blake Hobbs Park is a public park, and keeping it available to the community when we are not using it is a part of who we are and the relationship with our community that we want to have.

Visitors

All visitors to the building must be signed in by the security team.

Visitors - Definition

A visitor is defined as anyone who is not an employee or participant in DREAM programs. This includes, but is not limited to:

- Parents/family members of participants

- Vendors
- Board members
- Volunteers
- New staff that the team is not yet familiar with

Visitors to the building who have scheduled business will be signed in and announced to the person they are visiting before they are allowed upstairs. The person they are visiting will then be responsible for coming to the lobby to greet the visitor. If the person that they are visiting does not confirm that they have a meeting with any visitor, that visitor will not be permitted to enter. Visitors to the building who do not have business (unannounced sales calls, bathroom requests) will not be signed in, nor allowed to stay.

Signing In - Definition

To be signed in, a member of the security team must get the following information from the visitor:

- Full name
- Date of visit
- Time of arrival and exit
- Government-issued ID number
- Purpose of visit

When a visitor is signed in, they should receive some kind of wearable identification, and they should be expected to wear it visibly. This allows everyone else in the building to know that the person they are seeing has signed in appropriately. If a visitor is found not to be wearing their identification, the security team reserves the right to ask that person to leave the building.

In the event a visitor has something they need to deliver to a student, the visitor will sign in to the building and deliver the item to the desk of the Family Support Coordinator. The School Operations team will facilitate the delivery. This same procedure should be followed when a student is arriving late for school.

Bathroom Usage

During school hours, entrance into the building for the sole purpose of using the bathroom will not be permitted. After dismissal, members of the DREAM community who need to use the restroom may sign into the building and do so. However, the security team reserves the right to prohibit visitors who are not members of the DREAM community from entering the building to use the bathroom. The ultimate decision in regards to allowance lies in the discretion of the security team.

Signing In - Events

When the organization hosts large-scale events (e.g. family conferences, literacy night, expo night), the staff running the event will track attendance instead of security. While it is still the

responsibility of the security team to sign in unrelated visitors, and to monitor the crowd, they will not individually sign in all guests to these larger events.

The security team reserves the right to ask individuals waiting in the lobby for the conclusion of a school or program-related event to leave the lobby.

Building Hours

School Days

On school days, 1991 2nd Avenue opens at 7:30am to all students, and families of students grades K-3. Security is present to support staff if they come earlier, but they will not allow visitors into the building before that time. It is important that staff have the ability to prepare for the coming day without interruption, and we leave time before 7:30 to do that. It is also important for the lobby to be clear to ensure that our arrival procedures are effective - this includes tracking the students who arrive, and security having a clear view of what is happening to ensure safety. At 7:45am, all visitors will be asked to leave the lobby.

On school days, 1991 2nd Avenue is locked for 45 minutes before school dismissal (3:15 M, T, W, Th; 12:15 F). Once again, this is to ensure that the lobby is clear for classes to get to their dismissal locations, and to enable security to have a clear view of what is happening in the building.

On school days, after-school programming dismisses at 5:45pm. Security will once again need to clear the lobby to ensure that groups can get to their dismissal locations and that the security team can effectively monitor the entrance and lobby.

Non-School Days

On days when we do not have school (weekday holidays, weekends), security staff will be present when we have programming. The hours of those days will vary based upon the schedule of when we will have staff and youth here. The expectations, however, will remain that the lobby is clear before and during transitions so that security has the best possible opportunity to keep everyone safe.

SUPERVISION OF CHILDREN AT SCHOOL EVENTS

DREAM requires adult supervision of all scholars by a family member during special meetings and school-wide events. Scholars may not be dropped off and left unsupervised for events that take place outside of the regular school day.

V. HEALTH & WELLNESS

The health of young people is strongly linked to their academic success, and the academic success of youth is strongly linked with their health. Thus, helping scholars stay healthy is a fundamental part of DREAM's mission. Schools cannot achieve their primary mission of education if scholars and staff are not healthy.

DREAM uses the Center for Disease Control's Coordinated School Health Program (CSHP) model to achieve the following objectives:

- Improve health knowledge, attitudes, and skills
- Improve health behaviors and health outcomes
- Improve educational outcomes
- Improve social outcomes

DREAM uses the CSHP model for planning and coordinating school health activities. This coordinated school health framework centers around eight critical, interrelated components:

- Health Education
- School Health Services
- Family and Community Partnerships
- Wellness Programs for Staff
- Healthy School Environments
- Counseling, Psychological and Social Services
- Physical Education
- Nutrition Services

DREAM HEALTH & WELLNESS COUNCIL

The DREAM Charter School and DREAM Shared Services Wellness Council is entrusted to provide the guidance, the tools, and the opportunities our youth, staff, and families need to thrive during their lifetimes. The Wellness Council provides and promotes support for our DREAM community's physical, social, emotional health. We seek to facilitate the continual growth in all of these areas for each of our community members.

Wellness Council meets monthly to provide ongoing advisement to school leadership regarding all matters related to DREAM's Coordinated School Health Program. Wellness Council membership includes teachers, administrators, social workers, school health and food staff, as well as DREAM families and stakeholders from universities, medical organizations and nutrition programs.

DREAM NUTRITION POLICY

In order to maximize learning and healthfulness in DREAM students, staff, and families, DREAM encourages and models healthy nutritional practices.

DREAM scholars are not permitted to bring junk food into the school building. Junk food includes, but is not limited to candy, cake, chips, popcorn, soda, sugary fruit drinks, doughnuts, and fast food. DREAM staff will confiscate any junk food brought in and return it at the end of the school day. (Scholars may be provided with a healthy alternative if needed.) DREAM staff is also strongly encouraged to avoid bringing junk food into the school building

and are not permitted to eat junk food in front of students. We also asked that no one bring foods containing fish and/or nuts into the building in order to ensure the safety of community members who have severe allergies. Families are also required to comply with DREAM's nutrition policy when bringing their own food for personal consumption into the building.

PHYSICAL EDUCATION ELEMENTARY SCHOOL

Whole-child education addresses the body, mind and spirit. While physical education addresses the knowledge (cognitive) and social (affective) aspects of the child, its main focus is on physical development and skills (psychomotor).

The goal of physical education is to develop physically educated individuals who will be life-long lovers of movement, with the knowledge, skills and confidence to enjoy a lifetime of physical activity.

Physical Education is an integral part of DREAM's curriculum. Scholars are expected to participate in Physical Education when they are in school. Scholars must have a note from a caregiver or medical professional in order to be excused from Physical Education. Notes should specify what a scholar may do, as well as what he/she may not do in Physical Education for the duration of the illness or injury. Physical Education may not be withheld as a punishment or used as a time to complete other work. Scholars must have sneakers to participate in Physical Education.

Twice daily, classroom teachers support Physical Education at DREAM, supporting learning experiences with purposeful movement breaks developed with the guidance of the DREAM Physical Education Specialist.

MIDDLE SCHOOL

Middle school is, for most scholars, a difficult transition out of adolescence. Physical Education for Middle School scholars will focus on bringing the skills focused on in elementary school to life within team sports and cooperative education. Cooperative education is the cornerstone to developing a sense of team. Team, is a value of DREAM that will be further explored and developed in Middle School. Teachers reinforce the vocabulary, critical thinking skills, and problem-solving skills necessary to meet the National Physical Education Standards.

RECESS

Recess is an essential component of DREAM's comprehensive school physical activity program and of the total education experience for elementary and middle school scholars. Recess is an important part of the school day, providing students discretionary time to engage in physical activity that helps them develop healthy bodies and enjoyment of movement. It also allows children the opportunity to practice life skills such as cooperation, taking turns, following rules, sharing, communication, negotiation, problem solving, and conflict resolution. Furthermore, participation in physical activity may improve attention, focus, behavior, and learning in the classroom. Pre-K scholars have 30 minutes of recess daily. Elementary and Middle School students have 20 minutes of recess daily.

ATHLETICS

DREAM is committed to providing each scholar a healthy experience that goes beyond the classroom. Interscholastic sports will be offered during each season to every Middle School scholar. Scholars must maintain a GPA of at least a “B” in order to be eligible to practice and play. Scholars who participate but fall below a “B” average, are considered on academic probation. Scholars are expected to attend every practice and game but are NOT permitted to participate until they have met the criteria to be reinstated.

SOCIAL WORK/COUNSELING

DREAM has experienced and talented school social workers on staff. Our social workers provide individualized support and attention to scholars and families, and are available to find resources for our families in the local community. DREAM supports the social, emotional, and behavioral well being of our scholars by providing individual counseling, small group counseling, workshops, in-class presentations, and family outreach.

If DREAM thinks that a family could benefit from the support of a counselor, we may ask the social worker to contact the family directly, or we will provide families with the contact information for the social workers.

VI. FAMILY ENGAGEMENT

DREAM FAMILY ENGAGEMENT POLICY

DREAM views families as partners in their children's education and knows that our scholars succeed when families are actively involved in their children's learning and our school. For that reason, DREAM has a family engagement policy (see Appendix D) and requires all families to sign a family contract that describes DREAM families' roles and responsibilities and encourages participation in DREAM's classroom and school-wide activities and events. DREAM also has full-time Family Engagement staff who are responsible for developing and coordinating family engagement at DREAM Charter School.

OPPORTUNITIES FOR FAMILY ENGAGEMENT

DREAM offers many opportunities for families to become involved and engaged in our school and community!

VOLUNTEER

DREAM encourages all families to volunteer at least two hours throughout the school year. Volunteering helps to build our school community, and offers a unique opportunity for you to support your child's learning and interact with school staff. Families may earn volunteer hours by chaperoning field trips, assisting with school or classroom activities or events, and/or participating in the school's Family Action Council.

DREAM FAMILY ACTION COUNCIL (DFAC)

The DREAM Family Action Council (DFAC) is a group of highly involved families who plan school-wide activities and events to enrich our school community, organize an involved and active DREAM family body, and provide DREAM with family feedback on school-wide policies and decisions. DFAC is open to all DREAM families interested in working together to make families' dreams a reality at our school.

DREAM FAMILY CAFÉS

DREAM offers monthly opportunities for families to meet informally with the School Leadership Team to build relationships, learn about new school initiatives and ask questions.

DREAM FAMILY WORKSHOPS/EVENTS

DREAM offers school wide family workshops and events to provide families with educational tools and connections to community resources. *(For a list of workshops offered this year please check the DREAM Family Guide.)*

DREAM FAMILY FRIDAYS (PK – 5TH GRADE ONLY)

DREAM offers opportunities every quarter for families to visit DREAM classrooms to observe classroom activities.

DREAM RAISING READERS (PK – 5TH GRADE ONLY)

DREAM invites family members into the classroom to read a book with scholars in an effort to promote literacy and show our scholars that we are a community of readers.

DREAM FAMILY LEGAL CLINIC

DREAM partners with Volunteers of Legal Services and Skadden, Arps, Slate, Meagher & Flom LLP to provide on-site, one time, free legal consultations to DREAM families dealing with housing, immigration, public benefits, and other legal issues throughout the year.

CLASSROOM CAPTAINS

Classroom Captains are family volunteers who communicate information about important classroom and school-wide events to other families in their child's class. Classroom Captains may be in contact with you to ask for your assistance with school and classroom events and activities.

APPENDIX

APPENDIX

APPENDIX A: SCHOOL CODE OF CONDUCT & DISCIPLINE CODE

APPENDIX B: SCHOOL CALENDAR

APPENDIX C: WHO CAN ANSWER MY QUESTIONS?

APPENDIX D: PROCESS FOR SHARING CONCERNS & FINDING SOLUTIONS

**APPENDIX E: DREAM CHARTER SCHOOL'S LEA AND TITLE I SCHOOL PARENT INVOLVEMENT
POLICY (2015-2016)**

APPENDIX F: PARENTS RIGHT TO KNOW

APPENDIX G: PRE K DREAM FAMILY CONTRACT

APPENDIX H: K-8 DREAM FAMILY CONTRACT



APPENDIX A: SCHOOL CODE
OF CONDUCT & DISCIPLINE
CODE
2018-2019



DREAM Charter School Discipline Code

Level I	Level II	Level III	Level IV
<p>These behaviors are off-task, inattentive or minor distractions that do not involve blatant disrespect to peers or impact the learning of self or others.</p>	<p>General infractions of safety, respect and effort that disrupt the learning environment, classroom property, or the sanctity of learning for self or others.</p>	<p>Egregious and deliberate infractions of safety, respect and effort that could impact the rights of other scholars to learn.</p> <p><i>May include serious or repeated Level I or II infractions.</i></p>	<p>Serious or dangerous infractions that may include willful or malicious acts that have the effect of materially or substantially disrupting the education environment</p> <p><i>May include serious or repeated Level III infractions.</i></p>

Consequences

<p>Immediate redirection, in-class reflection, or Dean’s Office referral if persistent to the point of disrespect or classroom disruption;</p>	<p>Dean’s Office referral, time out of class, loss of privilege, student/administrator conference, parent contact, detention, restitution or in-school suspension or out of school suspension for repeated, serious, dangerous or deliberate infractions;</p>	<p>Automatic Dean’s Office referral, time out of class, loss of privilege, in-school suspension or out of school suspension;</p>	<p>Automatic Dean’s Office referral, in-school or out of school suspension, or expulsion.</p>
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DREAM CODE OF CONDUCT & DISCIPLINE CODE

A. CODE OF CONDUCT

Level I Infractions:

These behaviors are off-task, inattentive or minor distractions that do not involve blatant disrespect to peers or impact the learning of self or others. Level I infractions include:

- Body control - not staying on rug / line spot, out of seat without permission
- Classroom disruption - tapping pencil, verbal and non-verbal distraction or communication, calling out, making faces, noise making with shoes, etc.
- Failure to meet classroom expectations - unprepared, improper materials or desk set up, failure to SPORT, chewing gum
- Internet misuse
- Moving in school environment - running, skipping, hopping any other movements other than walking in the hallways and stairs, traveling through school inappropriately, failure to meet bathroom expectations
- Public display of affection – holding hands, hugging, or kissing
- Respect for environment – playing with snack, food, beverages, littering

Level II Infractions:

General infractions of safety, respect and effort that disrupt the learning environment, classroom property, or the sanctity of learning for self or others. Level II infractions include:

- Repeated Level I offenses that have risen to the level of disrupting the learning of others
- Academic dishonesty/forgery – lying or cheating on work
- Class cutting/out of supervision - leaving class without notification to staff
- Disrespect to peers – inappropriate language, behavior, outbursts that distract other from learning, teasing, name calling, etc.
- Disrespect to staff - inappropriate reaction to directions, intentional non-compliance
- Inappropriate physical contact - pushing, shoving, tripping, etc.
- Theft – under \$100
- Threat to person or property - intimidating or hostile language, taking another scholars property without permission
- Vandalism – graffiti

Level III Infractions:

Egregious and deliberate infractions of safety, respect and effort that could impact the rights of other scholars to learn. Level III infractions include:

- Serious or repeated Level I or II offenses
- Assault - physical attack, pulling out chair, deliberate hitting, pushing, biting, kicking, or other behavior resulting in the intentional harm to scholar/staff

- Unauthorized/repeated use of portable communication device
- Bullying - repeated unwanted, aggressive behavior that involves a real or perceived power imbalance
- Contaminating food
- Extortion
- Fighting or inciting a fight
- Foul language or gestures
- Harassment - related to race, ethnicity, religion, gender
- Hazing
- Leaving school grounds or running away/hiding from staff
- Misbehavior during emergency drills
- Tantrum behavior - throwing items, pushing, furniture, or verbal abuse
- Theft over \$100
- Threat to DREAM employee

Level IV Infractions:

Serious or dangerous infractions that may include willful or malicious acts that have the effect of materially or substantially disrupting the education environment. May be grounds for expulsion or removal from school. Level IV infractions include:

- Serious or repeated Level I, II, III offenses
- Acts of gross misconduct at other schools or in the community
- Arson
- Assault and battery with substantial bodily injury
- Creating a biohazard
- Bomb threat
- Creating a false alarm about an emergency situation
- Physical attack on DREAM employee
- Possession, use, or distribution of alcohol, marijuana, prescription drugs, controlled/dangerous substances, imitation controlled substances, other intoxicants, or drug paraphernalia
- Possession, use, or distribution of explosives
- Possession or use of weapons or instruments as such

B. POSSIBLE CONSEQUENCES

1. Level I Infractions

Level I infractions should be addressed immediately by school staff. Initial negative behaviors may be addressed within the classroom. Acknowledging all misbehavior in the classroom is mandatory, but it is up to the discretion of the teacher to determine if the situation demands a consequence. DREAM's elementary school staff utilize the color chart behavior system and the middle school staff issue demerits for misbehavior.

1a. In-Class Reflection (Elementary School)

Elementary School scholars who earn a marking of orange on the color chart are asked to step away from the immediate lesson to address their behavior. The purpose of this reflection is to separate the scholar's behavior from the class community with an aim to disrupt the current cycle of behavior or habit loop. Scholars are asked to reflect on their behavior, their goals for their learning, and to identify the way they can repair their behavior and successfully re-enter the lesson with their classmates.

2. Dean's Office Referrals

DREAM will not tolerate disruption of academic time. In the event that a scholar is sufficiently disruptive and the teacher has tried appropriate strategies, the teacher may send the scholar out of class. A Dean's office referral is completed, providing an objective description of the incident or behaviors as well as outlining the types of strategies and interventions that were used by the staff member. Appropriate consequences, education, and skill building will be provided to address the presenting behavior.

3. Detention

Elementary School Detention: Each school day a lunch and recess detention is held. Detention is served during lunch and recess the day of the infraction, unless infraction occurs after lunch, at which point detention will be served the following day. In the case that two detentions are earned on the same day, the student may serve lunch/recess detentions on consecutive days and may remain in the Dean's Office for the remainder of the academic day.

Middle School Detention: Middle School scholars earn after-school detention if they earn two referrals in a given day or commit a Level III infraction. Detention takes place from 4:00pm to 4:45pm in the Middle School, Monday through Thursday. Detention earned after 2:30pm is served the following day. Detention earned on a Friday, will be served on the following Monday. Families receive one "detention free pass" per quarter. Families may call to excuse from detention for any reason. Tracked in office. Detention is not rescheduled.

4. In-school suspensions

Infractions that may warrant an in-school suspension include, but are not limited to:

- Repeated Level I or II Infractions
- Level III Infractions
- Repeated offenses for which the scholar has already earned in-school suspension or multiple detentions.

In order for the scholar to re-enter the DREAM community and return to class following an in-school suspension the scholar may have to complete specific reflection, restorative or other requirements, which will vary depending on the infraction committed.

Once the conditions are met, the scholar will be welcomed back into the community. If these requirements are not met and the scholar returns to school, the scholar may be assigned further or continued consequences.

Scholars are responsible for completing academic work missed during the suspension. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a scholar does not complete this work, the scholar may face standard academic consequences.

4a. Due process for in-school suspension

When an in-school suspension is given, the school will provide the student with a written notice of the charged misconduct. The student and parent, on request, must be given an opportunity for an informal conference with the dean of students and/or principal at which time the student and/or parent can present the student's version of the event and to ask questions of the complaining witnesses.

Informal conferences must take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the students notice and opportunity for an informal conference should take place as soon after the suspension is reasonable practicable.

A student should not be suspended for a period in excess of five school days unless such student and the parent have had an opportunity for a fair hearing, upon reasonable notice, at which student has the right of representation by counsel, with the right to question witnesses against such student and to present witnesses and other evidence on his/her behalf. The school's Chief of Schools will designate a hearing officer to conduct the hearing. A record of the hearing must be maintained. The Chief of Schools' decision is appealable to the board of the school and the board's decision is appealable to the school's authorizer.

5. Out-of-school suspension

Infractions that may warrant an out-of-school suspension include, but are not limited to:

- Level III and IV Infractions
 - Repeated or severe Level I or II infractions
 - Repeated offenses for which the scholar has already earned in-school suspension
- The Chief of Schools or his or her designee has the authority to suspend scholars for 1-10 consecutive days. Suspension extending beyond 10 days will require a hearing to determine appropriateness of consequence.

In order for the scholar to re-enter the DREAM community and return to class following the suspension, the scholar may have to complete a suspension packet which may consist of reflective work, targeted skill-building work, restorative actions, academic work, success plan work, and/or other appropriate work as determined by the Dean's Office. An administrator may contact the family to schedule a re-entry meeting. Once the above conditions are met, the scholar

will be welcomed back into the community. If these requirements are not met and the scholar returns to school, the scholar may be assigned further consequences.

Scholars are responsible for completing academic work missed during the suspension. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a scholar does not complete this work, the scholar may face standard academic consequences.

5a. Due process for out-of-school suspension

When an out-of-school suspension is given, the school will provide the student with a written notice of the charged misconduct. The student and parent, on request, must be given an opportunity for an informal conference with the dean of students and/or principal at which time the student and/or parent can present the student's version of the event and to ask questions of the complaining witnesses.

Additionally, parents/guardians are given the opportunity for alternative instruction, consisting of one hour per day (K-5) or two hours per day (6-8) during the suspension period. Parents must sign the suspension letter authorizing alternative instruction, and plan to bring the student to school for the agreed upon times for alternative instruction. If a signed letter is not returned, then the parent/guardian waives the requirement for alternative instruction.

Informal conferences must take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the students notice and opportunity for an informal conference should take place as soon after the suspension is reasonable practicable.

A student should not be suspended for a period in excess of five school days unless such student and the parent have had an opportunity for a fair hearing, upon reasonable notice, at which student has the right of representation by counsel, with the right to question witnesses against such student and to present witnesses and other evidence on his/her behalf. The school's Chief of Schools will designate a hearing officer to conduct the hearing. A record of the hearing must be maintained. The Chief of Schools' decision is appealable to the board of the school and the board's decision is appealable to the school's authorizer.

6. Long-term suspension

Infractions that may warrant a long-term school suspension include, but are not limited to:

- Level III and IV infractions
 - Repeated or severe Level III or IV infractions
 - Repeated offenses for which the scholar has already earned out-school suspension
- The Chief of Schools or his or her designee has the authority to suspend scholars for 1-10 consecutive days. Suspension extending beyond 10 days will require a hearing to determine appropriateness of consequence.

In order for the scholar to re-enter the DREAM community and return to class following a long-term suspension, the scholar may have to complete a suspension packet which may consist of reflective work, targeted skill-building work, restorative actions, academic work, success plan work, and/or other appropriate work as determined by the Dean's Office. An administrator may contact the family to schedule a re-entry meeting. Once the above conditions are met, the scholar will be welcomed back into the community. If these requirements are not met and the scholar returns to school, the scholar may be assigned further consequences.

Scholars are responsible for completing academic work missed during the long-term suspension. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a scholar does not complete this work, the scholar may face standard academic consequences.

6a. Due process for long-term suspension

In accordance with its charter, DREAM Charter School will use the following protocol for long-term suspensions:

1. When any DREAM staff member becomes aware of conduct punishable by a long-term suspension, the dean of students, school principal or Chief of Schools must be notified. Upon notification, the Chief of Schools or designee must investigate and document the incident. During the investigation, the Chief of Schools or designee will collect information about the incident, review information about prior incidents involving the student, and make a determination whether the current conduct warrants a long-term suspension. An investigation should take no more than 48 hours to complete and the student may be removed from school in the interim.
2. Upon determining that a student's actions warrant a long-term suspension, the Chief of Schools or designee shall immediately notify the student's parent(s)/guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s)/guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in an expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s).
3. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The Chief of Schools will designate an impartial hearing officer to conduct the hearing. The hearing officer's report will be final, and DREAM will accept the final decision. The hearing officer's decision to impose a long-term suspension may be challenged by the parent(s) or guardian(s) and appealed to the Board of Trustees or a Committee of the Board. The appeal shall be scheduled within ten (10) school days of the implementation of the long-term suspension or expulsion.

4. DREAM will ensure that alternative educational services are provided to a child who has been served a long-term suspension. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility or a suspension room at DREAM.

7. Expulsion

Infractions that may warrant a dismissal or expulsion include, but are not limited to, willful or malicious acts that have the effect of materially and substantially disrupting the educational environment in the school, on school transportation, or at school activities. The infraction may be Level II, III, IV depending of the severity or persistence of the act.

DREAM Charter School students may be expelled for infractions such as those listed below:

- a. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability
- b. Fighting/engaging in physically aggressive behavior
- c. Engaging in intimidation, coercion or extortion or threatening violence, injury or harm to another or others
- d. Engaging in behavior which creates a substantial risk of or results in injury
- e. Engaging in intimidating and bullying behavior – threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability
- f. Using force against or inflicting or attempting to inflict serious injury against school personnel
- g. Using force against or inflicting or attempting to inflict serious injury upon students or others
- h. Engaging in a pattern of persistent Level II, III behavior

7a. Due process for expulsions

In accordance with its charter, DREAM Charter School will use the following protocol for expulsions:

1. When any DREAM staff member becomes aware of conduct punishable by an expulsion, the dean of students, school principal or Chief of Schools must be notified. Upon notification, the Chief of Schools or designee must investigate and document the incident. During the investigation, the Chief of Schools or designee will collect information about the incident, review information about prior incidents involving the student, and make a determination whether the current conduct warrants expulsion. An investigation should take no more than 48 hours to complete and the student may be removed from school in the interim.

2. Upon determining that a student's actions warrant an expulsion, the Chief of Schools or designee shall immediately notify the student's parent(s)/guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s)/guardian(s). Such notice shall provide a description of the incident or incidents, which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in an expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s).
3. At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence. The Chief of Schools will designate an impartial hearing officer to conduct the hearing. The hearing officer's report will be final, and DREAM will accept the final decision. The Hearing Officer's decision to impose a long-term suspension or expulsion may be challenged by the parent(s) or guardian(s) and appealed to the Board of Trustees or a Committee of the Board. The appeal shall be scheduled within ten (10) school days of the implementation of the long-term suspension or expulsion.
4. DREAM will ensure that alternative educational services are provided to a child who has been expelled. Alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first. Alternative instruction will be provided to students expelled in a way that best suits the needs of the student on a case-by-case basis. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility or a suspension room at DREAM. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals in consultation with the student's teacher(s): teacher aides or a tutor hired for this purpose.

C. PORTABLE COMMUNICATION DEVICE POLICY

DREAM prohibits cell phone / personal electronic device use by scholars during school hours. Scholars are expected to keep cell phones and electronic devices in their book bags at all times. During school hours phones must be turned off or on silent. Any device that makes noise, vibrates, or otherwise disrupts class will be confiscated. Exceptions to this rule may be made by the dean of students.

DREAM is not responsible for lost or stolen cell phones or electronic devices.

Any scholar found using their cell phone or electronic device during school hours, field trips or school event will have the following actions taken:

1st Violation:

Consequence

- Device confiscated by DREAM staff member.
- Device is brought to the dean's office.
- Device is stored safely by a member of the dean's office.
- Dean of students notifies families of confiscation.

Return Procedures

- Scholar receives pass from teacher/supervising staff at dismissal to go to the dean's office.
- Scholar signs for return of device.

2nd Violation:

Consequence

- Device confiscated by DREAM staff member.
- Device is brought to the dean's office.
- Device is stored safely by a member of the dean's office.
- Dean of Students notifies families of confiscation.
- Family signs contract to check-in device daily with dean's office.
- Scholar must sign-in electronic device each morning.
- Scholar receives pass to dean's office to sign for return of device.

3rd Violation:

Consequence

- Scholar is not permitted to bring device to school.
- Further incidents may result in Level III conduct infraction and subsequent consequences.

In the event that a scholar refuses to provide cell phone:

- Scholar receives in-school suspension until a meeting is scheduled with family.
- Scholar will not be permitted to bring electronic device to school.

D. DIGNITY ACT POLICY

DREAM will not tolerate harassment, intimidation, coercion, bullying, or cyberbullying that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his/ her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment, intimidation, coercion and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group,

religion, religious practice, disability, economic status, sexual orientation, gender or sex. DREAM considers isolating another student on the basis of any of these actual or perceived statuses to be a form of harassment and bullying.

Gender means the actual or perceived sex of an individual and includes a person's gender identity or expression. Sexual Orientation means the actual or perceived heterosexuality, homosexuality or bisexuality. Cyberbullying means coercion, intimidation, harassment or bullying that occurs through any form of electronic communication or information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and all forms of social media and websites.

DIGNITY ACT COORDINATOR (DAC)

DREAM has a DAC. The DAC is DREAM's Manager of Operations. The DAC will be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender and sex). The DAC serves as the point person for all Dignity Act issues at DREAM and works to ensure that all students are provided with a safe, supportive and positive school climate free from harassment or discrimination on any of the bases described above and generally. Any incident of harassment or bullying may be reported to the DAC or to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Principal within one day.

REPORTS AND INVESTIGATIONS OF DISCRIMINATION AND HARASSMENT

Students should report violations of the Code and Dignity Act Policy immediately to the Principal or DAC. This is true whether the student is a victim of bullying, cyberbullying, harassment, coercion, isolation or intimidation. The school will investigate all complaints of harassment and discrimination and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the school finds that this policy has been violated, corrective action will be taken in accordance with school policies and regulations, the Code of Conduct, and applicable laws and regulation.

The school will not retaliate against any person who reports or participates in an investigation into inappropriate, prohibited conduct or violations of the Dignity Act Policy.

E. DISCIPLINE OF STUDENTS WITH DISABILITIES

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but that DREAM, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. DREAM will comply with sections 300.519-300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal

law and regulations, such federal law and regulations shall govern.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement regarding:

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any fraction resulting from the student's disability.

Provision of Services During Removal

Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. DREAM will also provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but according to the CSE does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. In these cases, School personnel, in consultation with the student's special education teacher, will make the service determination.

During any removal for drug or weapons offenses pursuant to 34 CFR §300.520(a)(2), services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

During any subsequent removal that does constitute a change in placement, but where the behavior has been determined by the CSE to not be a manifestation of the disability, the services will be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of her IEP. The CSE of the student's district of residence will make the service determination.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps will be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability will be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the student's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the student will remain in her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to dangerousness, weapons or drugs, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period (no longer than 45 days) provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

F. GUN FREE SCHOOLS ACT

Federal and State law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Chief of Schools may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC§8921, and includes firearms and explosives. (New York Education Law §3214(3)(d) effectuates this federal law.)

The following are included within this definition:

- Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition.
- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- The frame or receiver of any weapon described above.
- Any firearm muffler or firearm silencer.
- Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.
- Any weapon which will, or may readily be converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter.
- Any combination of parts either designed or intended for use in converting any device into any destructive device in the two immediately preceding examples, and from which a destructive device may be readily assembled.

The Chief of Schools shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen

years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

G. OFF CAMPUS DISCIPLINE POLICY

At DREAM, the discipline policy will be the same off of campus as it is on campus, including on the school bus or any other means of student transportation, and is applicable to all off-site trips as well as to stores that students may visit on the way to or from school. In that way, DREAM will maintain a “door-to-door” discipline policy, which begins when students leave their home to come to school, and ends when they reach home or their final destination after school. These policies extend to acceptable use for social networking sites, including, but not limited to Facebook). Students are also responsible for following the school’s Code of Conduct and Disciplinary Policy when engaged in off-campus activities that impact the educational environment, such as through social media websites. Consequences for cyberbullying, for example, will be similar to those for bullying on campus.

APPENDIX B: SCHOOL CALENDAR



2017 - 2018 SCHOOL CALENDAR PRE-K - 8TH GRADE

Hang up this calendar on your fridge so you can reference it for the whole year!

Date	Event
July 5 – 28	DREAM University Summer Program Scholars Entering 6 th , 7 th & 8 th Grade
July 5 – August 10	REAL Kids Summer Camp Scholars Entering 1 st – 5 th Grade
August 15	Back to School Pre-K Orientation at 8:05 AM or 5:30 PM
August 16	Pre-K – 8 th Grade Home Visits – We will call you over the summer to schedule!
August 22	Pre-K – 8 th Grade Home Visits – We will call you over the summer to schedule!
August 23	Back to School Middle School Orientation (6 – 8) 8:05 AM or 5:30 PM
August 24	Back to School Elementary School Orientation (K – 5) 8:05 AM or 5:30 PM
August 28	First Day of School (PK – 8) ½ Day for Pre-K and Kindergarten only
August 29	½ Day for Pre-K and Kindergarten only
September 4	School Closed for Labor Day
September 21-22	School Closed for Rosh Hashanah
November 3	School Closed for Professional Development
November 7	School Closed for Family Conferences
November 10	School Closed for Veteran's Day
November 22-24	School Closed for Thanksgiving Recess
December 6	School Closed for Pre-K only
December 21	½ Day for Pre-K – 8 th Grade Scholars
December 22 - January 2	School Closed for Winter Recess



2017 - 2018 SCHOOL CALENDAR
PRE-K - 8TH GRADE

Date	Event
January 12	School Closed for Professional Development
January 15	School Closed for Dr. MLK Jr. Day
January 31	Family Conferences and ½ Day for Scholars
February 7	School Closed for Pre-K only
February 19-23	School Closed for Midwinter Recess
March 2	School Closed for Professional Development
March 30 – April 2	School Closed for Spring Long Weekend
April 11 – April 13	ELA New York State Exam for 3 rd – 8 th Grade Only
April 18	Family Conferences and ½ Day for Scholars
May 1 – May 3	Math New York State Exam for 3 rd – 8 th Grade Only
May 7-11	School Closed for Spring Recess
May 28	School Closed for Memorial Day
June 7	School Closed for Pre-K only
June 18	Family Conferences and ½ Day for Scholars
June 22	Last Day of School

APPENDIX C: WHO CAN ANSWER MY QUESTIONS?
All DREAM Staff can be reached at 212.722.0232

Question	Who to speak to at DREAM
I have a question about schoolwork, tests, class field trips, homework, and anything that takes place inside of the classroom. I want to know how I can best support my child's learning at home.	<p>Your Child's Teacher Email – First letter of teacher's first name followed by their last name @wearedream.org</p> <p>Ex: Ima Teacher – iteacher@wearedream.org</p>
I have a question about music /theater, physical education, science, or art at DREAM. I want to know more about a project, special field trip, or other issue within a particular specials elective. class	<p>Music & Theater Specialists: Cherelle Hale (K-4) chale@wearedream.org</p> <p>Art Specialist: Kandice Stewart (6-8) kstewart@wearedream.org</p> <p>Health & Wellness Specialists: Christine Scott (ES) cscott@wearedream.org</p> <p>Science Specialist: Peter Boylan (6-8) pboylan@wearedream.org</p>
I have a question about modifications being made to address my child's special learning needs, or questions about my child's services and supports.	<p>Student Support Coordinators: Susie Purviance (ES) spurviance@wearedream.org</p> <p>Jacqueline Begnoche (MS) jbegnoche@wearedream.org</p>
I have a question concerning student enrollment, the lottery, student records, school uniforms, transportation, or school lunch. I need to advise someone of my change of address/phone number or update my emergency contacts.	<p>Pre-K Operations Assistant: Hennesys Baez (PK) hbaez@wearedream.org</p> <p>Operations Coordinator: Andromahi Kontos (K-8) akontos@wearedream.org</p> <p>Family Support Coordinator: Marilyne Tirado mtirado@wearedream.org</p>

<p>I have questions about DREAM University, DREAM's MS summer program.</p>	<p>Afterschool Campus Manager (Middle School): Whitney Vairin wvairin@wearedream.org</p>
<p>I have a question about the school's culture, discipline policy, behavioral expectations, suspensions or other disciplinary actions. I want to know how the school deals with bullying.</p>	<p>Dean of Students: Brett Fazio bfazio@wearedream.org</p> <p>Assistant Dean of Students: Angel Lopez alopez@wearedream.org</p>
<p>I would like to discuss an important or sensitive issue that I feel is affecting my child and family. I need help to find a support or program in the community for my family or me. I have a concern about my child's feelings or behavior and need to speak to someone other than my child's teacher.</p>	<p>Social Worker: Aaron Kahn akahn@wearedream.org</p> <p>School Counselor: Ashley Kile amkile@wearedream.org</p>
<p>I have a question about how I can be involved as a family member at Dream Charter School. I want to know more about DREAM's legal clinic and/or other community resources. I need help with an issue and don't know who to go to for help.</p>	<p>Family Engagement Coordinator: Rosmery Hidalgo rhidalgo@wearedream.org</p> <p>Director of Family & Community Engagement : Dery Rodriguez drodriguez@wearedream.org</p>
<p>I have a question about Harlem RBI's after school program for Elementary or Middle School.</p>	<p>Afterschool Campus Manager (Elementary School): Emmerson Yaxte eyaxte@wearedream.org</p> <p>Afterschool Campus Manager (Middle School): Whitney Vairin wvairin@wearedream.org</p>
<p>I have a question concerning DREAM's school wide policies and operations including attendance, facilities, and security.</p>	<p>Manager of Operations: Maritza Barcelona mbarcelona@wearedream.org</p>
<p>I have a question about how to choose the high school that is right</p>	<p>Senior Manager of High School Placement:</p>

for my son / daughter. I want to know what my child's options are.	Hannah Gray Miller hgmiller@wearedream.org
I have a question concerning the school's curriculum or instructional approach, report cards, NYS ELA, Math Tests, other school wide assessments. I have spoken to my child's teacher but still have a concern.	Academic Deans: Renee Canales (K-2) rcanales@wearedream.org Jamie Platzer (3-5) jplatzer@wearedream.org Elizabeth Solaimanian (MS) esolaimanian@wearedream.org

I have a question about Harlem RBI's after school program for Elementary or Middle School.	Afterschool Campus Manager (Elementary School): Emmerson Yaxte eyaxte@wearedream.org Afterschool Campus Manager (Middle School): Whitney Vairin wvairin@wearedream.org
I have a question concerning DREAM's school wide policies and operations including attendance, facilities, and security.	Manager of Operations: Maritza Barcelona mbarcelonawearedream.org
I have a question about how to choose the high school that is right for my son / daughter. I want to know what my child's options are.	Senior Manager of High School Placement: Hannah Gray Miller hgmiller@wearedream.org
I have a question concerning the school's curriculum or instructional approach, report cards, NYS ELA, Math Tests, other school wide assessments. I have spoken to my child's teacher but still have a concern.	Academic Deans: Renee Canales (K-2) rcanales@wearedream.org Jamie Platzer (3-5) jplatzer@wearedream.org Elizabeth Solaimanian (6-8) esolaimanian@wearedream.org

<p>I have a question about DREAM's overall performance and goals. I have spoken to the Academic Dean or Dean of Students, but still have questions.</p>	<p>Principals/Directors: Christine Wicks (Pre K) cwicks@wearedream.org</p> <p>Kara Brockett (Elementary School) kbrockett@wearedream.org</p> <p>Marjorie Gardner (Middle School) mgardner@wearedream.org</p>
<p>I have spoken to the appropriate person, but still have a concern about a DREAM policy, procedure, or staff member that I need help resolving.</p>	<p>Chief of Schools: Eve Colavito ecolavito@wearedream.org</p>

APPENDIX D: PROCESS FOR SHARING CONCERNS & FINDING SOLUTIONS

Formal Complaint

Section 2855 (4) of the NYS Charter Schools Act provides that parents (as well as any other individual) who believe that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief. The law gives the power to hear those complaints to the school's board of trustees in the first instance (*though the board of trustees may delegate that power to, for example, the principal or a committee of the board or a neutral third-party*). The Board of Trustees then has *45 days* to provide a response (*may be written*). Issues involving a violation of the law or charter may be resolved informally and you may wish to use this avenue before making a formal complaint, but the option of initiating a formal process can be enacted at any time.

If, after making your complaint, you are unsatisfied with the school's board of trustees' determination and action (or does not respond within the time outlined in the formal complaint policy), you can make a formal complaint to the SUNY Charter Schools Institute. Pursuant to the Act, if a complainant who properly appealed an education corporation's formal complaint decision to the Institute is unhappy with the Institute's final decision on the matter, the complainant may appeal to the New York State Education Department (which handles complaints for the New York State Board of Regents ("Board of Regents")). Contact information for the Board of Regents is available at: <http://www.newyorkcharters.org/contact/>. Both the Institute and the Board of Regents can issue school remedial orders to remedy complaints. It is very important that before you use this formal complaint process (either with the school or afterwards with the school's authorizer) that you determine positively that your complaint involves a violation of the charter or law. If it does not, this process is not the appropriate avenue for you to seek a solution to your problem.

Informal Complaint

Many types of complaints do not involve violations of law or the charter; rather, they are informal complaints. Where appropriate you may wish to use this more informal approach, which is likely to result in a resolution of the issue in a far more timely manner—and which is suited to dealing with issues that do not involve a violation of the charter or law. Please note that the Institute does not handle appeals of informal complaints.

The Family Engagement Office is Available to Answer Questions and Assist Families Throughout this Process.

familyengagement@wearedream.org / 212 - 722 - 0232

APPENDIX E: DREAM CHARTER SCHOOL'S LEA AND TITLE I SCHOOL PARENT INVOLVEMENT POLICY (2018-2019)

PURPOSE

The purpose of this policy is to encourage and facilitate involvement by families in DREAM Charter School's Title I programs. The policy will provide the framework for ongoing family involvement in relation to decisions about the Title I services within DREAM Charter School. Below is the policy of DREAM acting as both a Local Education Agency (LEA) and Title I school. It thus fulfills the requirements for LEA- and School-level parent involvement policies as required by Title I.

LEA-LEVEL PARENT INVOLVEMENT POLICY COMPONENT:

The partnership between families and DREAM will be supported by:

1. DREAM's development of an infrastructure to continually assess, plan and implement strategies that build the partnership. This includes:
 - a. A school-wide committee of families known as the DREAM Family Action Council (DFAC) whose mission is to provide a place where every family member at DREAM Charter School can have a voice on school issues
 - b. Employment of a DREAM Family Engagement Department whose responsibility is to work with families, teachers, and administration to create, implement, and manage family programming at DREAM.
 - c. The creation and distribution annually of a Family Survey that will allow families to provide feedback to school leadership in the areas of Academic Expectations, Family Interactions and School Culture so that future school decisions are informed and responsive.

DREAM is committed to the following home-school connection principles:

1. Every aspect of the school climate is open, helpful and friendly.
2. Communication with families (whether about school policies and programs or about their particular child(ren)) is frequent, clear, and collaborative. To this end, DREAM will conduct home visits with every family at the beginning of the school year, maintain a family bulletin board updated daily, and will also share information with parents online through the DREAM website, DREAM Family Facebook Group, robocalls, and other forms of social media.
3. Families are treated as collaborators in the educational process, with a strong complementary role to play in their children's school learning and behavior. Families may schedule time in

the Community Room at DREAM's location at 1991 2nd Ave. to use as a space to work, get resources, and use the lending library.

4. Families are encouraged, both formally and informally, to comment on school policies and to share in the decision-making. In addition to DFAC, DREAM will offer monthly DREAM Family Cafés, or sessions with school leadership in order for families to learn information, share concerns, and make requests.
5. The school leadership team and staff actively express and promote the philosophy of partnership with all families. Families sign a family contract at the beginning of each school year that clearly explains the roles and responsibilities both of the school and of family members in fostering students' education. Families are invited to attend reading, math, and other workshops during the school year as well as test-taking sessions to increase their knowledge of DREAM's school program. Families are also invited into DREAM classrooms quarterly to observe their child's class. These workshops and sessions are in addition to three Family Conferences each year where each child's academic growth is discussed in one-on-one meetings with students' teachers.
6. The school encourages volunteer participation from families and the community at large. Families are invited to support the school by planning and executing events to build relationships between families and school staff and encourage family involvement. Past events have included Harvest Fest, Winter Potluck, and DREAM Day. Families may also assist with data entry, phone calls, and other administrative tasks.
7. The school recognizes its responsibility to forge a partnership with all families in the school, not simply those most easily available.

SCHOOL-LEVEL INVOLVEMENT POLICY COMPONENT:

DREAM invites family participation in all aspects of Title I educational programming. DREAM will involve families in the following ways:

- DREAM will convene an annual meeting to inform families of their school's participation in Title I. The Manager of Operations and Director of Family and Community Engagement will schedule this meeting at the beginning of each school year but no later than October 31st. DREAM will send home letters to families informing them of the date and location of the meeting, and will post this information on the school website: wearedream.org and on the Family Bulletin board.
- If necessary, DREAM will hold multiple Title I meetings to include as many families as possible.
- During the school year, DFAC will meet monthly and provide a forum to address improvement of Title I programs, including the school parental involvement policy.
- DREAM's Board of Trustees will include family representation.

- All families will be strongly encouraged to attend the annual meetings, including Curriculum Night, Back-to-School Orientation and Family Conferences where DREAM's Title I services will be discussed, including school-wide performance goals and results; individual student assessments results; description of the curriculum and school culture initiatives.

The Parent Involvement Policy was developed by the Director of Family and Community Engagement and has been vetted by the members of DFAC and all other families interested in providing feedback. If necessary, this policy will be amended to reflect the specific needs of the community of families at DREAM.

The policy has been translated into Spanish. Families will have access to the policy as follows:

1. The policy will be included in the school's Family Handbook.
2. The policy will be posted on DREAM's website www.wearedream.org.
3. The policy will be available to all families on an on-going basis in the Family Engagement Office.

Technical support to help families plan and implement effective family involvement activities will be provided by all members of DREAM's staff.

Technical assistance will include assistance in family outreach through mail, website, and telephone; joint planning of family activities and workshops; preparing and translating family involvement announcements; staff participation as presenters at DFAC meetings; participation in school-wide events; support in preparing family information such as reading lists and parenting guides; assistance in making available sound-system, video, and electronic equipment for events; individual teacher meetings with families on home learning, and other instructional support.

DREAM will ensure the policy is up-to-date and effectively addresses the changing needs of the school community through an annual policy evaluation process. At least once each school year, the school will evaluate the content and effectiveness of the policy in increasing family involvement. The school will discuss ways to identify strategies for overcoming barriers to family participation and to increase family participation. As necessary, policy revisions will be based on the evaluation and will be incorporated into the Parent Involvement Policy. The Director of Family and Community Engagement will be responsible for the implementation of the Policy.

APPENDIX F: PARENTS RIGHT TO KNOW

At DREAM, we strive to assemble the best team to teach and support your child. Every year when teaching positions open, we engage in a rigorous hiring process that takes into consideration prior teaching experience, content expertise and a commitment to serving all children. Legislation that administers Title I funding gives you the right to request information regarding the professional qualifications of your child's classroom teachers and paraprofessional staff. Given the law, you may request:

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

If you would like further information feel free to contact me at 212-722- 0232.