

DREAMERS ACADEMY
CHARTER SCHOOL APPLICATION

February 1st, 2018



Rule 6A-6.0786
Form IEPC-M1
Effective February 2016

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APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Dreamers Academy

NAME OF NON-PROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Dreamers Academy, a non-profit corporation

If a non-profit organization, has it been incorporated with Florida’s Secretary of State? Yes

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Geri Chaffee

TITLE/RELATIONSHIP TO NON-PROFIT: Founder, Board Member

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Names, roles, and current employment of all persons on applicant group, i.e. anyone with a role in drafting the substantive content of this application or expected to have a significant role with the school, including any consultants or employees of an Education Service Provider. Add lines as necessary.

Full Name	Current Job Title & Employer	Role with Proposed School
Dan Kennedy	Principal, Sarasota High School (retired) Founder, CEO, Headmaster, Sarasota Military Academy (ret.)	Founder, Board Member
Dr. Rubylinda Zickafoose	Adjunct Professor, USFSM College of Education	Founder, Board Member
Geri Chaffee	Managing Member and Asset Manager, Soleus Properties, LLC	Founder, Board Member
Al Weidner	Deputy Chief Financial Officer, Sarasota County Schools (retired)	Founder, Board Member
Steve Zickafoose	Vice President, Beyond Z, Inc.	Founder, Board Member
Thomas Chaffee	CEO, ePublishing.com, Inc. Partner, Silvermine Capital, LLC	Founder, Board Member

Projected Date of School Opening (Month/Year): August 2019

Do any of the following describe your organization, or the school proposed in this application?

- No Seeks approval to convert an already existing public school to charter status.
- No Will be a charter school-in-the-workplace pursuant to section 1002.33(15), F.S.
- No Will be a charter school-in-a-municipality pursuant to section 1002.33(15), F.S.
- No Will be a charter school in a development pursuant to section 1002.33(10)(e)7., F.S.
- No Will contract or partner with an Education Service Provider (ESP).
- No Seeks approval to replicate an existing school model.
- No Seeks approval to replicate an existing High Performing Charter school model pursuant to section 1002.331, F.S..

Does the applicant group have one or more charter school applications under consideration by any other authorizer(s) in the United States or intend to apply for one or more charter school applications to open in the upcoming school year other than the one presented here? Yes No

If yes, complete the table below (add lines as necessary).

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant group have approved applications for schools or campuses scheduled to open in the United States in the future? Yes No If yes, complete the table below (add lines as necessary).

Planned School Name	Authorizer	City, State	Opening Date

Does this applicant group operate schools or campuses in Florida or elsewhere in the United States?

Yes No If yes, complete DOE Form IEP-C-M1A which can be found at <http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>, and include as Attachment DD.

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.



 Signature

Thomas Chaffee

 Printed Name

Chairman

 Title

January 20th, 2018

 Date

EXECUTIVE SUMMARY

Every Student. Every Day. Whatever It Takes.

These words shepherded Sarasota School District's new leadership last year, with a laser focus on closing the achievement gap plaguing some of our most vulnerable student populations. New administrators for curriculum and instruction have been placed in schools throughout the District, while charitable foundations and The Gap Team have funded and implemented programs and strategies to attain grade level for our lowest quartile of students.

Whatever It Takes.

Dreamers Academy brings to Sarasota County one of the most successful educational models, growing from 300 schools nationally 10 years ago, to 2,000 today (*see cal.org*). Both native English speaking and English learning students achieve at academic levels often superior to their peers enrolled in English-only instruction.

And they do it in two languages.

Our vision is to inspire scholars to enter high school a grade level ahead – prepared for success on a global scale – with rich academic content served by a bilingual staff who knows each student by name and need.

Dreamers Academy will implement data-driven best practices to develop bilingual, biliterate, and cross-cultural leaders of character, delivered in a caring environment that encourages family engagement and celebrates American diversity.

The Dual Language Immersion Two-Way educational model (TWI model – Two-Way Immersion) is an enrichment and additive program, proven highly successful in achieving “astounding” academic outcomes (*see Thomas & Collier, 2012*). Whereas many Hispanic parents in the District are currently unable to communicate directly with teachers, counselors or staff, Dreamers Academy will fully engage them in their home language to become true partners in their children's education.

Our local Board of community, business and education leaders have joined together with a sincere desire to bring equity to Sarasota's most underserved student populations and fundamentally transform their education by providing a level playing field. Although new to our School District, the TWI model has been in existence for over 30 years and is supported by a voluminous body of research and practical examples.

Dreamers Academy seeks to align non-curricular and instruction school functions, operations and processes with District policy and procedures as much as possible. We intend to fully collaborate with District leadership, share data and methods, and participate in all relevant professional development opportunities the District deems necessary to maintain our leadership position in the state's education system.

The educational need for Dreamers Academy in our District is an imperative.

The Dual Language instructional model is one of six FLDOE options (*see attachment A*) Districts may choose for their ELLs, and research shows it is the only one that succeeds in closing, and often surpassing, the achievement gap by 8th grade. District data shows that ELLs have a lower graduation rate than Florida's rate and that the District achievement gap, in all categories tested, is wider than the state's as well (2016-17 school year). Upon further analysis, we see a drop in grade-level performance by all Hispanic students commencing in 4th grade, a trend that sadly continues, culminating with 55% one or two grade levels behind by 8th grade (Reading: i-Ready Placement to Grade, 2016-17, AP3, District Dashboard Academic Performance module).

Dreamers Academy will follow the best practices of the TWI Model which dictate the student body include native English speakers, native speakers of the partner language who are learning English (ELLs), and bilingual students (sufficiently proficient in English so as to not be labeled ELL and also proficient in the partner language to varying degrees). Given this enrollment focus, our mission of English and Spanish biliteracy will be supported throughout the curriculum within the progression of grades K through 5.

Our school culture fosters real-time communication, inclusivity, engagement, and cross-cultural connection among our students, families and the greater Sarasota community. This culture will support and enhance a rigorous and caring academic environment with high expectations, greatly reinforcing student intellectual and social development.

Dreamers Academy is a Servant Leadership institution following a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world. As servant-leaders, we focus primarily on the growth and well-being of students, families and the communities we serve. We share power, collaborate, are constantly learning and growing, put the needs of others first, and help students develop and perform as highly as possible.

As we have reached out to community leaders and education advocates throughout the research, planning and application process, the support for this educational concept has been humbling. Many highly enthusiastic current and retired Sarasota school administrators and teachers have publicly and privately expressed not only support, but also a desire to become involved as soon as possible. We anticipate developing strong, productive and collaborative relationships with local community and education foundations and organizations.

Our Team's capacity to successfully open and operate a high-quality school is self-evident. Our committed, experienced professionals possess proven, deep, strategic and practical skill sets across education, education finance and business operations. Additionally, several highly accomplished education leaders have expressed their desire to join our Board, and/or planned School Advisory Board, once the charter application process is completed.

Dreamers Academy will positively impact the District's goal of retaining its A Grade by providing a highly specialized bilingual program focusing primarily on at-risk students. As an added benefit, monolingual English-speaking students enrolled in Dreamers Academy will become proficient in a second language, while also experiencing a rigorous academic curriculum in all content areas.

I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

- A. Provide the mission and vision statements for the proposed charter school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement outlines how the school will operate and what it will achieve in the long term. The mission and vision statement provide the foundation for the entire proposal, and taken together, should illustrate what success looks like.**

Mission

Implement data-driven best practices to develop bilingual, biliterate, and cross-cultural leaders of character, served in a caring environment that encourages family engagement and celebrates American diversity.

Vision

Inspire scholars to enter High School a grade level ahead and prepared for success on a global scale – with rich academic content served by a bilingual staff who knows each student by name and need.

Guiding Principles

Dreamers Academy follows the model of the Center for Applied Linguistics, currently used by the most successful Dual Language Programs across the country.

The three pillars of Dual Language Education are:

1. Bilingualism and Biliteracy: Students will develop oral skills in two languages (bilingualism) and the ability to read and write in two languages (biliteracy);
2. Grade Level Academic Achievement: Students will demonstrate high levels of academic achievement, and they will be able to do so in English and in Spanish;
3. Cross-cultural Competency: Students will develop cross-cultural skills that will enable them to function responsibly and effectively in a variety of social contexts.

B. Provide the page number(s) of the material within this application that describes how the proposed school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

In accordance with the law, charter schools shall be guided by the following principles:

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system. PAGE(S) 5, 7, 14, 15, 16*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability. PAGE(S) 21, 23, 24, 27, 29, 30, 33, 37*
- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school. PAGE(S) 12, 22, 25, 73, 74*

C. Provide the page number(s) of the material within this application that describes how the proposed school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

In accordance with the law, charter schools shall fulfill the following purposes:

- *Improve student learning and academic achievement. PAGE(S) 5, 6, 7, 14, 15, 16*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading. PAGE(S) 9, 12, 14, 16, 22, 40, 41*
- *Encourage the use of innovative learning methods. PAGE(S) 14, 15, 16, 23, 28*
- *Require the measurement of learning outcomes. PAGE(S) 23, 29, 30, 32, 41*

D. Provide the page number(s) of the material within this application that describes how the proposed charter school will fulfill the optional purposes of charter schools found in section 1002.33(2)(c), F.S. If one or more of the optional purposes does not apply to the proposed school, please note "N/A". This section is optional.

In accordance with the law, charter schools may fulfill the following purposes:

- *Create innovative measurement tools. PAGES(S) 32, 33*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools. PAGE(S) 40, 41*
- *Expand the capacity of the public school system. PAGE(S) 12*
- *Mitigate the educational impact created by the development of new residential dwelling units. PAGE(S) N/A*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site. PAGE (S) 13*

Section 2: Target Population and Student Body

- A. Describe the anticipated student population to be served and how that aligns with the school's mission. Applicants should state if they will give enrollment preference or limit the enrollment process, as allowed by law, to certain student populations defined in section 1002.33(10)(d) & (e), F.S.¹ If the applicant intends to have enrollment preferences they should be described in Section 14 of the application.**

Dreamers Academy will strive for our student population to be 70% English Language Learners with a home language of Spanish and 30% non-English Language Learners with a home language of English. Given this enrollment focus, our mission of English and Spanish biliteracy will be supported throughout the curriculum within the progression of grades K through 5. This population of students aligns fluidly with the mission of a Dual-Language, Two-Way Immersion (TWI) setting.

Dreamers Academy will serve students who desire to become bilingual, biliterate and cross-culturally competent. Limited English Proficiency (LEP) students who are struggling academically and socio-emotionally due to an inability to access education on an equal footing to their monolingual peers will be given priority. The percentage of enrolled students for whom English is a second language will be, ideally, 70% (or a minimum of 50%). Monolingual English-speaking students who desire to learn a second language will also be given priority. The percentage of enrolled English-speaking monolingual students will be, ideally, 30% (or a maximum of 50%). This aligns with our mission of developing high-school ready bilingual, biliterate and cross-culturally competent scholars.

Beyond the need to maintain a balanced ratio between native speakers of the two partner languages of instruction, we will give enrollment preference to siblings, newly arrived Spanish-speaking immigrants, and children of staff and Board members.

- B. If a facility has not been identified in Section 16 of this application, state the geographic area which the applicant intends to serve.**

The geographic area we intend to serve is Sarasota County. We are a fully inclusive school of choice and we welcome any interested families who reside in the District.

- C. Provide enrollment projections in the table below for each year of proposed operation. These projections are not enrollment caps. Annual capacity determinations will be made by the governing board in conjunction with the sponsor per section 1002.33(10), F.S.**

Grade Level	Number of Students				
	Year 1	Year 2	Year 3	Year 4	Year 5
K	108	108	108	108	108
1	36	108	108	108	108
2	36	36	108	108	108
3	36	36	36	108	108
4	36	36	36	36	108
5	36	36	36	36	36
6					
7					
8					
TOTAL	288	306	432	504	576

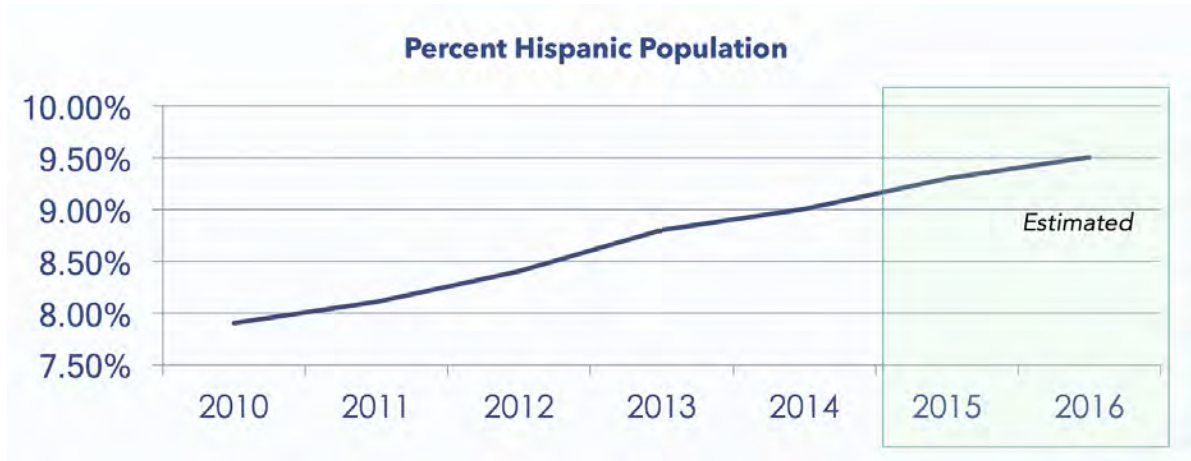
D. Provide a brief explanation of how the enrollment projections were developed.

In order to be an effective Dual Language model school, it is critical to have a population of primary students who develop their native and non-native language literacy so, as they progress through the early grades, they can find success in both languages. A projected six Kindergarten class school provides for this foundation while creating a pipeline of students who, when reaching fifth grade, have flourished to a school with a population approximating six hundred.

Sarasota County Demographic Data shows that 13.1% of Sarasota households do not speak English at home; the vast majority of these speak Spanish. The Hispanic population in our District is growing faster than any other ethnic group, from 7.95% in 2010 to 9.0% in 2014.

According to the Bureau of Business and Economic Research, Sarasota has an estimated 34,790 Hispanic/Latino residents as of April 2014, approximately 9% of the 2014 total population. This figure has increased by 4,757 people, or 16% since the last U.S. Census in 2010. Sarasota ranks 34th out of 67 counties in the proportion of the population that is Hispanic/Latino.

The U.S. Census Bureau, American Community Survey 5-year estimates: 30% of the Hispanic/Latino population in Sarasota County reside in the City of Sarasota, and make up 18% of the city's population; 14% of the Hispanic/Latino population in Sarasota County reside in the City of North Port, and make up 8% of the city's population



School Board of Sarasota County data shows over 5,000 Hispanic students enrolled in elementary and middle schools in the targeted geographic area (December 4, 2017 Student Ethnic Enrollment Data Report).

The District’s Capital Improvement Plan states that the Hispanic student population is the only demographic group that has grown since 2012 in Sarasota public schools, with enrollment reaching 20.08% (8,690 students) in December of 2017.

Sarasota County Ethnicity

Ethnicity	1990	1997	2005	2011	2013	2015
White	86%	82%	74%	67%	65%	65%
Black	11%	10%	9%	9%	9%	9%
Hispanic	3%	5%	11%	16%	18%	19%
Asian	2%	1%	2%	2%	2%	2%
Native American	<1%	1%	<1%	<1%	<1%	<1%
Multi	n/a	n/a	4%	5%	5%	4%

Source: SDSC Budget Office

Since 2012, the number of English Language Learners (ELLs) in Sarasota County schools has grown 13% to 2,802, while the monolingual English speakers have only grown by 4.5% to 40,496 students. Our school model ideally seeks a Kindergarten class with 70% of students (or a minimum of 50%) for whom English is a second language. This represents a maximum of 76 ELL students in all TWI grade cohorts.

As of February 2017, Sarasota District schools had 425 Kindergarteners in their ELL program. We realize these are not all Spanish-speaking, and also warn that these numbers may not capture all children for whom English is a second language. Our projections are conservative and flexible enough to accommodate demand. They reflect existing demographic trends as well as the enormous national demand for this Dual Language educational model, especially among native

English-speaking parents who wish to give their children the competitive and cognitive advantage of bilingualism.

We strongly believe that when given the choice, parents who don't speak English would opt for an instructional model that guarantees their children will become proficient in English and in their native language, while excelling in all content subjects. We also know these parents would prefer to walk into a school where teachers and staff can communicate with them easily without the need for translators. The ability for all families to actively participate in their children's education - help with schoolwork - is another strong benefit of Dreamers Academy.

The School District will gain a bilingual school to offer recent Spanish-speaking immigrant arrivals whose children have limited English proficiency or do not speak it at all. We expect Sarasota will continue to receive students from Puerto Rico, Venezuela and other countries experiencing devastating climatic and economic adversities.

E. Briefly explain the rationale for the number of students and grade levels served in year one and the basis for the growth plan in subsequent years as illustrated in the table above.

The successful implementation of the Two-Way Immersion model requires a foundation population that is provided early instruction in curriculum in a dual language format. Therefore, in order to build capacity, the inception year will have six Kindergarten classes and subsequent grade levels will have a two-class capacity of 18 students each to support older siblings and the broader community. Capacity will be built from the ground up, with each subsequent year adding six additional Kindergarten classes. At full capacity, the school will be fully TWI by Year 6, when our first Kindergarten cohort reaches 5th grade.

Demand for this model is so strong in districts across the country, that many of those who have TWI schools have long waiting lists and are forced to use a lottery system for enrollment. We have planned for six TWI Kindergarten classes our first year. This would allow for great collaboration among teachers, including strong Grade Level Educational Teams, Department Teams, Professional Learning Communities, and sizable data sets to guide instruction.

Our first year will also serve students in grades 1 – 5, with 2 classrooms of 18 students per grade. These cohorts will not be TWI classes, but instead offer a traditional curriculum with the addition of Spanish as a required subject. It is imperative to reinforce the home language, as this has been proven essential to the healthy cognitive development of children through age 12. Also, studies demonstrate that supporting the home language enables students to more easily acquire a second language.

All students enrolled in Dreamers Academy will be monitored within the Multi-Tiered System of Support (MTSS) process to be supported academically and emotionally to achieve or excel grade level proficiency across all subjects, with special attention to accelerating our high achieving students. Although we will attempt to retain a 70%/30% ratio of ELL/Non-ELL students, we can make adjustments to this ratio depending on demand for the first year 1 – 5 cohort as it progresses through elementary school in the next five years.

The rationale for including Grades 1 – 5 in this hybrid TWI/traditional model for the first five years is to offer an enriching and inclusive bilingual educational environment to students who

traditionally struggle in schools where the majority of instructional and administrative staff speaks the students' second language, English. Furthermore, the District's chosen English-only models for core/subject content, even when implemented with ESOL strategies, have not proven effective in getting a majority of students to perform at grade level.

At Dreamers Academy, the Grade 1 – 5 bilingual teacher pairs in Year 1 would get an opportunity to work closely with each other, with their students and our families to better support academic and socio-emotional needs. Additionally, they will be able to know every student in the rising TWI cohorts by name and need. These foundational teachers will also take on the roles of Team Leaders, Mentors and Coaches to build professional capacity as we add the necessary instructional staff in subsequent years.

Section 3: Educational Program Design

A. Describe the proposed charter school's educational program.

Dreamers Academy's educational program is specifically designed to:

- Recognize the linguistic strength of individual's native language as a path to learning.
- Encourage and engage the untapped (idle) communities of our fast-growing population of English Language Learners.
- Increase student literacy by providing rich academic content via dual language.
- Combat the historic underachievement of graduation rates among Spanish-speaking students within traditional public education.

Dreamers Academy's educational program is built upon longitudinal research that supports the unique characteristics of the Dual Language Immersion Two-Way program (TWI model). That research proves:

- The ability for the Dual Language program to enrich the learning of both the native speaker and the non-native speaker.
- The case that a Dual Language program closes the achievement gap between their majority culture counterparts and accelerates learning.
- The power of character education as an integrated part of daily conversations which will lead to students becoming global citizens who value diversity and who can participate in the American democratic process.

The Academy's Dual Language Two-Way Immersion model uses Spanish and English for literacy and content development for all students. We will work collaboratively with Sarasota's Executive Director of Elementary Schools to ensure our educational goals are aligned with the District's, with the main difference being that we will be educating in two languages.

Affectionately called TWI (Two-Way Immersion) in districts throughout the country, this model has been in existence for over 50 years, but its popularity has increased dramatically over the past ten years due to what scholars and researchers are calling its "astounding" outcomes (Thomas and Collier, 2012). In 2006 there were 336 TWI schools and this year that number approaches 2,000 (cal.org).

The main features of the TWI model are:

1. Inclusive – English Language Learners (ELLs) and native English speakers are served, and both groups learn to master a second language.
2. Integrated – The native English speakers and the ELLs are grouped together for core academic instruction (science, math, social studies) for all or most of the day.
3. First language proficiency – Native English speakers develop high levels of proficiency in a second language and ELLs develop the same abilities in their native language (in this case Spanish). Both groups of students will develop proficiency in their native language as second language development improves.

4. Academic performance at or above grade level – Academic standards and curricula will align with Sarasota School District’s and we expect the same or better level of academic performance as our traditional monolingual schools by 5th grade (for the TWI cohorts that enter the program in Kindergarten).
5. Cross-cultural competency – Dreamers Academy will bring together students from different language, racial, ethnic and socioeconomic backgrounds, allowing students to experience cultures different from their own on a daily basis.

B. Describe the basic learning environment (e.g., classroom-based, independent study, blended learning), including rationale for class size and structure and how the learning environment supports and is consistent with the mission.

Dreamers Academy’s dual language approach model is inherently constructivist. The constructivist approach is affirmed through the identification and utilization of a student’s home-language throughout the instructional day. Dreamers Academy will have a linguistically progressive approach exposing both native speakers and non-native speakers to language and literacy in both Spanish and English.

The Dual Language immersion approach adopted by many states and deemed most effective in a state where high stakes testing, such as Florida, is Two-Way Immersion. Whenever possible, topical units will be presented where students will experience the lesson in Spanish and English among integrated groups of native Spanish speakers and native English speakers.

Embracing the cooperative nature of learning, our classrooms will be developed with collaborative-structured seating. With fluidly integrated technology, the learning environment will be optimized. Classrooms will follow Florida guidelines for class size amendment. However, 1:18 ratio will be maintained in Kindergarten through Fifth grades, giving our school an advantage to preparing our learners for their next step as they acquire the foundational knowledge and skills necessary for bilingualism, biliteracy and above average academic outcomes.

C. Describe the research base used to design the educational program.

The Dual Language Two-Way immersion program has been found to be the only method of second language acquisition to facilitate the full closure of the achievement gap between English learners and English speakers in primary and secondary education. Strictly structured and well-implemented Dual Language instruction across all subjects of the curriculum provides all students the opportunity to develop a deep academic proficiency in two languages, which will give them the tools to become highly-sought-after bilingual professionals in today's more globalized world (Gándara & Callahan, 2014; Thomas & Collier, 2012).

There is an extensive body of research supporting the “astounding” outcomes of the Dual Language Immersion Two-Way Model for all students. The most prolific researchers in this area have been Dr. Wayne P. Thomas & Dr. Virginia P. Collier of George Mason University, who have spent over 30 years conducting program evaluation research in 23 large and small school districts from 15 different states, representing all regions of the U.S. in urban, suburban, and rural contexts.

In their multiple reports, they use the word “astounding” in the title because, in their words, they continue to be “truly amazed at the elevated student outcomes resulting from participation in dual language programs” (<http://www.thomasandcollier.com>).

Of the six FLDOE-sanctioned instructional models for English Language Learners, the Dual Language Two-Way Immersion model is the most successful, and the only one to have been proven to close the achievement gap for what the Government Accountability Office’s (GAO) 2016 Diversity Study calls “triply segregated students” (by income, by race/ethnicity, and by language).

Highlighted as a Guiding Principle of WIDA, “Students’ academic language development in their native language facilitates their academic language development in English. Conversely, students’ academic language development in English informs their academic language development in their native language.” (<https://www.wida.us/aboutUs/AcademicLanguage/>)

The TWI model is referred to as Additive Bilingual: the addition of a second language for both ELLs and Never-ELLs greatly enhances the students’ cognitive abilities, allowing them to more easily engage in academic content knowledge. The existing ESOL model is referred to as subtractive bilingualism: students lose their home language and fall behind in content subjects while trying to learn English, the language of content subject instruction. As Dr. Kathryn Lindholm-Leary states: “More instruction in English does not mean better outcomes in English.” (<http://www.lindholm-leary.com/resources>)

By middle school, many of these students are not proficient in either language, become at-risk students, and achievement gaps become very hard to narrow. Now, requiring extensive remediation, these children who arrived in Kindergarten bright-eyed, eager, and fully bilingual, often become demoralized, and experience behavioral referrals and other social and emotional issues. (<http://sarasotacountyschools.net/data-dashboard.aspx>)

The TWI model builds on the child’s bilingual brain, reinforcing the dual language advantage they already have, adding to their core content knowledge and cultural foundation, and expanding their linguistic abilities to add literacy in both their native language and their second language. (<https://www.amacad.org/content/Research/researchproject.aspx?i=21896>)

Families, also, are able to immerse themselves in their children’s educational experience when they are most receptive to receiving the instruction – in those early formative and foundational years of elementary education. Research has shown that academic achievement for elementary students directly predicts academic success and the likelihood of high school graduation (Cunningham & Stanovich, 1997; Hernandez, 2011).

The beauty of this model is that it works for ALL students – with native English speakers experiencing similar “astounding” outcomes, regardless of their socioeconomic status and other metrics typically identified as precursors of academic struggles. (https://www.researchgate.net/publication/251435686_The_Astounding_Effectiveness_of_Dual_Language_Education_for_All)

TWI programs traditionally experience a high level of parental and community engagement. As choice schools, they are highly sought after by educated parents who understand the importance of

bilingualism and bilaterality in today's economy (Gándara and Callahan 2014, The Bilingual Advantage). These programs also naturally desegregate schools, as the 30% spots reserved for native English speakers usually have to be distributed by lottery.

The American Council on the Teaching of Foreign Languages has compiled most of the research in the following link: <https://www.actfl.org/advocacy/what-the-research-shows>;

Additional research papers supporting the Dual Language Immersion Two-Way model include:

Acosta, B. D. (2005). *The influence of literacy instructional practices on the achievement of English language learners in two-way bilingual education programs*. Unpublished doctoral dissertation, George Mason University, Fairfax, VA.

Ahlgren, P. (1993). La Escuela Fratney [The Fratney School]. Reflections on a Bilingual, Anti-Bias, Multicultural Elementary School. *Teaching Tolerance*, 2(2), 26-31.

Alanís, I. (1998). *A Descriptive Analysis of a Texas Two-Way Bilingual Program and its Effects on Fifth-Grade Academic and Linguistic Achievement*. Unpublished doctoral dissertation, University of Texas, Austin, TX.

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C. Provide a sample daily schedule and school annual calendar, including the annual number of days and hours of instructional time as Attachment B. (Note: if approved, the Governing Board will formally adopt an annual calendar)

See Attachment B in Educational Documents section.

D. Explain how the services the school will provide to the target population support attainment of the state-adopted standards, as required by section 1002.33, F.S.

The research on the Two-Way Immersion model clearly supports the achievement results for both native Spanish and native English speakers as they progress through the elementary grade levels.

The acquisition of Spanish by native English speakers, while native Spanish speakers build from their preexisting language strength, creates an additive to the curriculum and will contribute to minimizing the achievement gaps between different ethnic and socioeconomic subgroups. The use of high impact strategies, such as cooperative learning, visible learning and active/discovery learning provide a foundation for both oral and written second language acquisition. The TWI model, accompanied by targeted teaching and learning strategies, will clearly support our students with the full attainment of state standards.

According to 1002.33, (a) Charter schools in Florida shall be guided by the following principles:

1. Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.

Dreamers Academy will provide a rigorous academic curriculum to parents seeking a bilingual education for their children. The model is new to Sarasota County, hence offering parents another proven educational option. We seek the highest level of student achievement and expect to deliver it, as the TWI model has been proven to be the most effective instructional program, especially for English Language Learners. By 5th grade, native English speakers have been shown to test above grade level when compared to their monolingual peers in traditional programs (Thomas and Collier, 2004).

2. Promote enhanced academic success and financial efficiency by aligning responsibility with accountability.

Responsibility to promote enhanced academic success and financial efficiency will fall on the highly qualified executive administrative team heading Dreamers Academy. This Executive Leadership Team will be directly accountable to an active and engaged Governing Board

composed of local Sarasota community, business and education leaders who will be responsible for fiduciary oversight and alignment of academic goals to resources.

3. Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year's worth of learning for every year spent in the charter school.

One of the primary goals of Dreamers Academy is to have direct, open and wholly transparent communication and engagement with staff, parents, caregivers and families. Parents are the most important link to a child's development and educational success and we consider parents our most valued resource. Parents will be able to engage any member of our instructional and administrative staff in their home language, greatly enhancing the timely flow of information and any need for academic intervention.

(b) Charter schools shall fulfill the following purposes:

1. Improve student learning and academic achievement.

Dreamers Academy foundational *raison d'être* is to improve student learning and academic achievement. Extensive research of the existing model reveals large deficits in achievement of the most vulnerable Sarasota County students – those that are socioeconomically distressed and linguistically challenged (<http://sarasotacountyschools.net/data-dashboard.aspx>). The TWI model is the best instructional model in existence today to address the needs of English Language Learners, with the added benefit of providing an enriched academic program for traditionally native English-speaking, underperforming subgroups.

2. Increase learning opportunities for all students, with special emphasis on low-performing students and reading.

Dreamers Academy offers an enriched educational program to all students, with the goal of attaining bilingualism, biliteracy, high academic achievement and cross-cultural competence.

According to Thomas and Collier (2012) research, enrichment Dual Language schooling closes the academic achievement gap for ELLs and native English speakers initially below grade level, as well as for all students participating in this program. This is the only program for ELLs that fully closes the gap; in contrast, remedial models only partially close the gap, if at all.

In the existing ESOL 3-year model, once students leave a special remedial program and join the curricular mainstream, Thomas and Collier (2012) research shows that they make one year's progress each school year (just as typical native English speakers do), thus maintaining but not further closing the gap. Often, the gap widens again as students move into the cognitive challenge of the secondary years where former ELLs begin to make less than one year's progress per year. Local i-Ready diagnostics data supports these outcomes (<http://sarasotacountyschools.net/data-dashboard.aspx>).

According to Thomas and Collier, remedial programs include: intensive English classes, English as a second language (ESL) pullout, ESL content/sheltered instruction (when taught as a program with no primary language support), and English immersion. These remedial programs may provide ELLs with very important support for one to four years. But, research has found that even four

years is not enough time to fully close the gap. Furthermore, as students gain proficiency in English, they are likely to lose ground to those in the instructional mainstream, who are constantly pushing ahead. To catch up to their peers, students below grade level must make more than one year's progress every year to eventually close the gap (Thomas and Collier 2012).

In contrast to remedial programs that offer “watered down” instruction, Dual Language enrichment models are the curricular mainstream taught through two languages. Teachers in these bilingual classes create the cognitive challenge through thematic units of the core academic curriculum, focused on real world problem solving that stimulate students to make more than one year's progress every year, in both languages.

3. Encourage the use of innovative learning methods.

Although the TWI model is an innovative method for Sarasota County, it has a long history of success in other school districts. We hope to fully participate in any appropriate Sarasota School District educational and professional development initiatives including but not limited to Hattie's Visible Learning for Teachers, Saphier's High Expectations Teaching, Carol Dweck's Growth Mindset and Dr. Ferguson's Harvard Achievement Gap Institute. We also hope to participate in District-led Professional Learning Communities, small group online training and share our best practices, research and resources with our colleagues in traditional Sarasota County schools. For instance, participation in the recently contracted services of Corwin Press for three days of professional development in would be a great way to have Dreamers Academy collaborate in this District-wide effort to elevate instruction at all our elementary schools. We have been in contact with Bill Maurer of Corwin Press, and understand that seminars such as these are essential for effective planning by teams of teachers for collective efficacy and impact team protocols, aligning Visible Learning with Learning Intentions, and Success Criteria for math teachers, math teams and principals.

4. Require the measurement of learning outcomes.

Dreamers Academy will comply with all state and District-mandated testing. We will avail ourselves of the most appropriate technology for the measurement of learning outcomes. Following the District's lead, i-Ready will be used to monitor literacy and math skills development and progress. Teachers will work collaboratively in data chats to monitor and track student outcomes, and guide and adjust instruction as needed. Additionally, we will follow the District's Comprehensive Research-Based Reading Plan as closely as possible, considering the multiple needs of our anticipated student population.

Section 4: Curriculum and Instructional Design

- A. Describe the school’s curriculum in the core academic areas, illustrating how it will prepare students to achieve Florida standards. Describe the primary instructional strategies that the school will expect teachers to use and why they are appropriate for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students, including how students who enter the school below grade level will be engaged in and benefit from the curriculum and the formalized multi-tiered level of supports that will be provided to students who are performing below grade level.**

Dreamers Academy will follow the curriculum maps and pacing guides from Sarasota County Schools, with modifications guided by student assessment needs. Pearson and Gallagher’s (1983) Gradual Release of Responsibility will be the foundation for our differentiation model of student need. Teachers will follow the state guidelines for the instructional minutes for content areas with consideration to ELA and Math content areas for our TWI model and our ELL student population. Additionally, a critical component of our instruction will be cooperative learning, as it provides foundations to further language acquisition.

The Multi-Tiered System of Supports (MTSS) framework established by FLDOE, and currently in use by Sarasota County Schools, will dictate Dreamers Academy’s individual intervention programs and serve our students working below grade level. The key components of this MTSS encompass Problem Solving/Response to Intervention strategies (PS/RtI) which include high-quality instruction, universal screening (i-Ready) to identify students needing supplemental support, multiple tiers of academic and behavioral support that are progressively more intensive, evidence-based interventions matched to student need, and ongoing progress monitoring of student performance.

Within the multi-tiered system of supports, FLDOE recommends that resources be allocated in direct proportion to student needs. “Data collected at each tier are used to measure the efficacy of the supports so that meaningful decisions can be made about which instruction and interventions should be maintained and layered. The multi-tiered system involves the systematic use of multi-source assessment data to most efficiently allocate resources in order to improve learning for all students, through integrated academic and behavioral supports.

To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data. Students who need instructional intervention beyond what is provided, universally, for positive behavior or academic content areas are provided with targeted, supplemental interventions delivered individually or in small groups at increasing levels of intensity. This system is characterized by a continuum of integrated academic and behavior supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels.” (<http://www.fldoe.org/finance/school-business-services/fl-department-of-edus-multi-tiered-sys.stml>)

MTSS organizes instruction and intervention into tiers, or levels of support:

Tier 1: All students receive high-quality instruction in academics.

Tier 2: In addition to Tier 1, students needing more support also receive small-group intervention and supports. The difference is increased time, smaller groups of students or narrowed focus of instruction.

Tier 3: In addition to Tiers 1 and 2, students requiring Tier 3 intervention receive the most intensive supports based on individual need. The difference is individual, team-based problem-solving, increased time, smaller groups of students and narrowed focus of instruction.

During the year, Dreamers Academy will monitor all students to see which are meeting grade-level standards and which need additional support. For the students needing more support, the problem solving team will use a problem-solving process (PS/RtI) to plan interventions and monitor progress (Tiers 2 and 3). Tier 2 problem-solving teams may include the principal, teacher(s), school counselor, instructional coaches, intervention specialists, ESOL Liaison, ESE Liaison and/or parents. Tier 3 problem-solving teams may also include parents and staff knowledgeable about the student, grade-level expectations and the problem-solving process. At Tier 3, individual diagnostic assessments may be administered to help plan the intervention. Parents will not be required to attend problem-solving meetings, but will be given opportunities to participate in problem-solving for their child.

At Dreamers Academy, the effectiveness of MTSS strategies and implementation will be heightened by the fact that our academic and support staff are culturally and linguistically conversant with the child and his/her family. The ability to communicate directly with students in their home language, connect at a deeper level, and be sensitive to nuances of character and culture are essential for any intervention – academic, behavioral or otherwise.

B. If the curriculum is fully developed, summarize curricular choices (e.g. textbooks) by core subject and the rationale for each. Include as Attachment C, a sample course scope and sequence² for each core subject for each division (elementary, middle, and high school) the school would serve.

For its inception, all curriculum maps, instructional guides, textbooks, resources and supplemental materials for core subject areas will follow Sarasota County core instructional documents and resources which are adopted by the State of Florida instructional materials division. These include but may not be limited to:

ELA	<p><u>Core Reading:</u> McGraw Hill, Reading Wonders, Mentor Texts to match critical grade level standards</p> <p><u>Core Writing:</u> Units of Study in Writing</p>	<p><u>Supplemental:</u> McGraw Hill Wonderworks, Phonics Lessons, Units of Study in Reading</p>	<p><u>Intervention:</u> Reading Recovery leveled books and resources, Leveled Literacy Program (LLI)</p>	<p><u>Acceleration:</u> Multi-layered Classroom Libraries</p>
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Math	<u>Core Math:</u> Houghton Mifflin, Go Math	<u>Supplemental:</u> Singapore Math	<u>Intervention:</u> Go Math, resource materials	<u>Acceleration:</u> Go Math, resource materials
Science:	<u>Core Science:</u> To be determined upon State Adoption options		Multi-layered Science Leveled Readers	
Social Studies	<u>Core Social Studies:</u> Mentor Texts to be aligned with our Character Education Program			

- **If the curriculum is not yet fully developed, describe any curricular choices made to date and proposed curricular choices (e.g. textbooks, etc.) and explain the plan for how the curriculum will be completed between approval of the application and the opening of the school. This should include a timeline, milestones, and individuals responsible for included tasks. Also, describe the focus of the curriculum plan and explain how the curriculum will be implemented. Include what core subject areas will be offered and provide evidence on how the curriculum will be aligned to Florida standards.**

The curriculum for the specific TWI Kindergarten cohort is not yet fully developed. This will be completed over the ensuing planning year, post charter approval. This will include visits to successful schools nationwide and consultation with Dr. José Medina at the Center for Applied Linguistics. Grades 1 through 5 will follow the District, per the above chart.

- **Provide evidence that reading is a primary focus of the school and that there is a research-based curriculum and set of strategies for students who are reading at grade level or higher and, independently, a curriculum and strategy for students reading below grade level. Include the school’s reading curriculum as Attachment D.**

Placing Reading at the forefront cannot be over-emphasized, for it is the foundation of a child’s education. Our reading curriculum will be intentional and deliberate in providing a predictable structure for our ELL and non-ELL students. While following the state mandated 90-minute reading block, the time will begin with teacher-led explicit lessons that will be delivered in a genuine manner as to carry children through the reading experience. Through step-by-step demonstrations, succinct think alouds that share metacognitive strategies and concrete goal-setting, teachers will lead students to meeting and exceeding grade level goals. Dreamers Academy will follow the 2017-18 K-12 Comprehensive Research Based Reading Plans submitted by Sarasota School District to FLDOE (see link below):

<https://app5.fldoe.org/ReadingPlansSSO/CompleteReport1718.aspx?DID=58>

Dreamers Academy will utilize the District’s K-5 Identification/Intervention Decision Tree chart to demonstrate how assessment data from progress monitoring and other forms of identification will be used to determine specific reading instructional needs and interventions for students.

Chart DT1 – Elementary School Identification/Intervention Decision Tree

Classroom materials will also align with levels of reading proficiency outlined by Reading Recovery guidelines and interventions, which will assist the monitoring of student progress across 1-5 grades.

Bilingual classroom libraries will set the stage for the foundation of biliterate instruction. This Multi-Leveled Tier of Support for each classroom will expose our students to fiction and non-fiction books that not only embrace various genres, authors, topics and grade level concepts, but also breathe life into the world of each child as a reader. Within the structures of mini-lessons, shared reading, guided reading, book clubs and independent reading opportunities both at school and at home, our classroom libraries will build a strong literacy program to support our targeted population of students.

Students will receive a minimum of 90 minutes of uninterrupted, scientifically-based reading Instruction, daily, which includes the components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. The balance of these components may vary depending on the developmental level of the students at each grade level. The 90 minutes may include but are not limited to whole group, small group, or independent formats and the integration of science and social studies content.

For students who are identified as below grade level in reading proficiency, an ‘Acceleration’ block will be provided as an additional 30 minutes of small group, targeted reading instruction based on the reading diagnostic. This Tier 2 intervention will provide the additional instructional minutes necessary to accelerate their growth and close the gap for these struggling readers.

Students not within the TWI cohort (1st through 5th in the first school year) progressing through Dreamers Academy will also receive a second reading block in their non-native language which will assist with their second language acquisition. This ‘Reading II’ block will provide explicit language literacy instruction.

- C. If the school will adopt or develop additional academic standards beyond those mandated by the state, explain the types of standards (e.g., content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example and explain how these additional standards exceed required standards and contribute to meeting the mission of the school.**

Academic standards will be measured primarily by FSA state assessments, however i-Ready will also serve as a progress monitor diagnostics assessment tool with multiple data points throughout the year, which are available in both English and Spanish. We will also use the *Fountas & Pinnell Sistema de evaluación de la lectura (SEL)*, which is a literacy assessment tool in Spanish that is meaningfully linked to classroom instruction and aligned with reading levels of Reading Recovery.

D. Describe the research base and foundation materials that were used or will be used to develop the curriculum.

There is extensive research and foundation materials supporting the Dual Language Immersion Two-Way instructional model (Please refer to Section 4, part C for a partial list of research).

Dreamers Academy is working with the Center for Applied Linguistics (Dr. José Medina, Director Global Language and Culture Education) to tailor curriculum and instruction for the needs of our student population. We will visit and collaborate with successful established schools, as recommended by Dr. Lindholm-Leary, Dr. Patricia Gándara and Dr. Rosie Castro-Feinberg, three subject matter experts in bilingual education.

E. Describe proposed curriculum areas to be included other than the core academic areas.

Our Kindergarten class will implement the Two-Way Immersion Dual Language instructional model, which will include a reading block mainly delivered in Spanish, our school's partner language. Grades 1-5 will have Spanish as a rotation and, also, follow an in the moment Dual Language support system. All other core content areas will follow a traditional elementary school model.

F. Discuss the system and structures the school will implement for students at risk of not meeting academic requirements or of dropping out.

Along with all elementary schools in Sarasota County, Reading Recovery strategies will be utilized as one of the ELA intervention programs for our students working below grade level, since we expect some, if not most, of our incoming 1-5 students might be working below grade level, based on current District data. (<http://sarasotacountyschools.net/data-dashboard.aspx>)

These materials are offered in English and Spanish, which will also support our targeted ELL population, as well as our English speakers. Other materials include the *Continuo de adquisición de la lectoescritura: guía para la enseñanza, grados PreK-2* written by Gay Su Pinnell and Irene Fountas, who are researchers within the Reading Recovery program of study. Fountas & Pinnell have worked closely with a team of bilingual literacy experts and have developed various instructional resources that will support our literacy program.

Additional intervention processes have already been discussed and include MTSS, as well as the District's K-5 Identification/Intervention Decision Tree chart to demonstrate how assessment data from progress monitoring, and other forms of identification, will be used to determine specific reading instructional needs and interventions for students.

Section 5: Student Performance

Performance Goals

- A. Describe the expected incoming baseline of student academic achievement of students who will enroll in the school. Based upon the expected incoming baseline performance, describe the school's goals for academic growth and improvement that students are expected to show each year and the rationale for those goals. Describe how the school's academic goals and objectives for improving student learning will be revised if the actual incoming baseline is substantially different than the expected baseline. Describe how success will be evaluated, and the desired overall results to be attained through instruction.**

Dreamers Academy's first year will house 36 students at each of the intermediate grade levels assessed at the state level (3 – 5). These students' FSA, and other assessment scores, will be used as the baseline for School Grades and will increase as the Two-Way Immersion cohorts progress through the primary grades. Like similar elementary schools with traditional learning models in the region, Dreamers Academy is projected to have 50% proficiency in reading and 55% proficiency in math during their baseline year.

To address the initial reading and math achievement needs of the students our goal will be to increase these scores by 5% each year so that, by the time the Dreamers cohort reaches their 3rd grade year, the school will have 70% proficiency in reading and 75% in math proficiency. The 5% progression in achievement, each year, provides a manageable increase in academic growth, while the learning community is implementing the Dual Language model in the lower levels.

If the baseline data for Dreamers Academy's initial year is lower than projected, then it will be imperative to increase the expected academic growth more aggressively to meet the 70% reading and 75% math goal by year 3. Additionally, success will be evaluated not only by the reading and math components, which are housed in Florida's School Grading System, but also on the formative data gleaned from in-house literacy assessments which are in Spanish as these students learn to read and write in both the students' native language or non-native language. Another criterion for success, throughout the Dreamers Academy cohort progression, will be the reading success of its ELL students, for which the Dual Language model holds the most promising results.

Like many students acquiring a new language, the academic achievement levels of those coming into Dreamers Academy the first year will likely be lower than their native English-speaking counterparts. As this population progresses through the primary and into intermediate grades, their achievement will reflect the results in student achievement found in the extensive research of Two-Way Immersion models over the past 30+ years. That is, both non-native speakers and native English-speakers will attain higher student achievement scores within the fourth year of implementation, which is the beginning Kindergarten cohort's third grade year. The non-native speakers' projected reading proficiency scores during their third grade year is 42%, which is five points higher than the current Sarasota County School's ELL population at this grade level. Additionally, Dreamers Academy projects their native English-speakers' reading proficiency level at 70% during this same period. As this cohort progresses to fifth grade the ELL population will be a full 12% higher than other similar district students with 50% proficiency in reading.

B. Describe any mission-specific educational goals and targets for the school not captured by state accountability requirements. State goals clearly in terms of the measures or assessments the school plans to use.

Beyond the goals related to the state accountability system, Dreamers Academy's Dual Language program, inherently, expects the students who enter the school as Kindergarteners to leave fifth grade being literate, able to speak, read and write, in both English and Spanish. In order to measure the acquisition of the students' Spanish literacy, Dreamers Academy will use Fountas and Pinnell's *Sistema de Evaluación de la Lectura (SEL)*, which assesses the reading levels of each student in Spanish. Evaluating the students' ability to speak and write in Spanish will be determined by classroom formative assessments developed by a school-wide assessment committee.

Placement and Progression

C. Describe the school's student grade level and course placement procedures.

Kindergarten

Students must be five years of age on or before September 1 of the school year. Parents/guardians must have documentation of the following:

- evidence of child's date of birth,
- evidence that the parent/guardian are legal residents of Sarasota County
- evidence of immunizations, and
- evidence of a medical examination completed within the last twelve months.

First Grade

Prior to placement in first grade, students are required to:

- be six years of age on or before September 1 of the school year and
- have successfully completed a public school kindergarten program

Grades 2-5

The grade placement of any student transferring from another state or private school will be determined by the Principal (or designee) of the receiving school.

Screening Activities for All New Enrollees

- Kindergarten students will participate in the STAR Early Literacy upon entry into kindergarten within 30 instructional days.
- Students in grades K-12 may need to participate in additional screening activities in order to assist with grade level placement. Screening may include, but is not limited to, the following measures and observations of:
 - Academic performance (grades)
 - Communication competence
 - Social/emotional behavior
 - Health and physical development
 - Previous academic records (transcripts)

Students entering school from a foreign nation or from a public, private or home school, and who are not able to provide a valid transcript or original report cards, shall identify and describe all courses taken in previous years.

Transfers from Out-of-State Schools or Out-of-Country Schools

Students who transfer from an out-of-state or out-of-country school must meet age requirements for admission to Florida public schools. The grade placement shall be age appropriate for English Language Learner (ELL)/Limited English Proficient (LEP) students.

Students who transfer from an out-of-state school/country who meet the age requirements in that state/country may be admitted if parents/guardians provide documentation of:

- Proof of residency from that state/country at the time of their child's enrollment
- Child's date of birth
- Immunization
- A medical examination completed within the last twelve months from an accredited Physician
- An official transcript or letter from school authorities which shows a record of attendance, academic information, and grade placement of the student

For students transferring from a foreign school, credits will be evaluated on the basis of comparability to local courses in terms of course length and content in some cases; communications with the previous school will be necessary and a translation of transcripts required.

The grade placement shall be age appropriate for students identified as ELL students who were born in a foreign country, may or may not have academic records for placement, and are registering for the first time in Sarasota County Schools. If no documentation is available nor is there a possibility of the previous school sending a transcript, grade level placement will be age appropriate.

D. State whether the applicant intends to use the local school district's pupil progression plan. If not, explain the policies and standards for promoting students from one grade level to the next or provide the pupil progression plan as Attachment E.

Dreamers Academy will adopt the pupil progression plan from Sarasota County Schools.

E. If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.

Not applicable - N/A.

F. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

Promotion criteria for each grade level will be communicated to parents and students at the beginning of each school year and will be posted on the Dreamers Academy website in Spanish

and English. Parents who register their students later in the year will be provided a brochure outlining the promotion criteria for the appropriate grade-level.

Assessment and Evaluation

- G. In addition to all mandatory assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (including baseline assessments) including a proposed assessment schedule as Attachment F. Provide the rationale for selecting these assessments, including an explanation of how these assessments align with the school's curriculum, performance goals, and state standards.**

Dreamers Academy will utilize both Fountas and Pinnell Benchmark Assessment System (BAS) and Curriculum Associates i-Ready to monitor the reading of English throughout grades K through 5. For Kindergarten, First, and Second grades this data will be used to differentiate (screening) between students who require acceleration and those who are proficient for their grade level and monitor their growth as they acquire and/or perfect the ability to read. Further review of this data will assist in diagnosis of reading need and the required instructional focus for each child. These assessments will be administered in September, November, January, and April and will be the source of data used to determine instructional grouping and class placement the following year. During the Spring of Second grade, students will be administered the Stanford Achievement Test (SAT outcome assessment) to identify their proficiency in reading and math. The SAT scores will also be utilized to develop class instructional demographics during the Third grade year.

Students entering Third grade will be differentiated based on their Second grade Stanford Achievement Test scores. For Third and Fourth grade, FSA Reading and Math scores will provide this screening data, which will be used to ensure balanced classrooms and serve as a data point for acceleration and placement decisions. To assist in diagnosing reading needs these grades will, also, use both Fountas and Pinnell Benchmark Assessment System and Curriculum Associates i-Ready. Like the primary grades, these assessments will be administered in September, November, January, and April and will be the source of data used to develop class instructional demographics the following year.

Widely used throughout Florida, these assessments identify basic reading needs and proficiencies to include phonemic awareness, phonics, fluency, and comprehension. In math, these assessments provide similar proficiency data.

Fountas and Pinnell's Benchmark Assessment System aligns with Dreamers Academy's curriculum, performance goals, and state standards. A comprehensive description of the research and specific alignment with Florida State Standards can be found at: http://www.fountasandpinnell.com/shared/resources/Alignment_CCSS_ELA_and_FPLcontinuum_09-2017_web.pdf

Curriculum Associates' i-Ready aligns with Dreamers Academy's curriculum, performance goals, and state standards. A comprehensive description of the research and specific alignment with Florida State Standards can be found at: <https://www.curriculumassociates.com/products/i-Ready/i-Ready-builtforcommoncore.aspx>

H. Describe how student assessment and performance data will be used to evaluate and inform instruction. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

Screening and baseline data will be used to identify students who need acceleration in reading and math. Students who require acceleration in reading or math could see their instructional minutes increased, learning groups modified, and/or frequency of data chats and progress monitoring increased.

School administration and instructional coaches will be responsible for managing the data and supporting its interpretation. Additionally, school leadership, in conjunction with the School Leadership Team, will be responsible for the development and leading of professional development needed to improve student achievement.

I. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

School leadership and the School Leadership Team will be required to coordinate administration, interpretation and analysis of both i-Ready and Fountas and Pinnell BAS performance data. A professional development review to determine the knowledge gap of school leadership will be conducted to assess the training need regarding the use of these assessments and subsequent data analysis. In the event that school leadership, including members of the Leadership Team, require further training and/or instruction in either of these assessment modules, whether face-to-face or online, professional development courses and/or training sessions will be secured.

J. Describe the corrective actions the school would take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, sub-group, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing it.

In the event Dreamers Academy would require corrective action by achieving a D or lower for three consecutive years on the State Accountability System, the Principal of the school would be required to implement one or more of the following actions (modified from state statute):

- Contract for educational services to be provided directly to students, instructional personnel, and/or school administrators. This outside group could provide services to students, teachers, and/or administrators, including but not limited to, instructional coaching, curriculum review and alignment, and data literacy.
- Contract with an outside entity that has a demonstrated record of effectiveness to operate the school.
- Prepare, present and implement a School Improvement Plan to the Sarasota Superintendent and School Board which will be evaluated for rigor and competence and be monitored for effectiveness.

Additionally, Dreamers Academy could also reorganize the school under a new Director or Principal authorized to hire new administrative and instructional staff.

K. Describe how student assessment and performance information will be shared with students and with parents.

Student data, such as progress monitoring and outcome assessments, will be shared with students and parents as it occurs, throughout the year, via reports provided by the school, in both English and Spanish. Student classroom performance will be, at minimum, communicated twice a quarter, via progress reports and quarterly report cards. Parent conferences will be conducted the first and third quarterly report card periods to solidify parent/guardian collaboration and partnership and provide updates of academic and student social-emotional progress.

L. Describe the plan for protecting the privacy of individual student academic performance data and other student-related information.

Dreamers Academy will follow all federal requirements under Family Educational Rights and Privacy Act (**FERPA**). Student data will be maintained by the teacher and school in a secure environment and provided to those specifically allowed to access the data. Parents, guardians and other agencies allowed to have access to student information must be properly identified and affirmed via the school's administrative office.

Section 6: Exceptional Students

A. Provide the school’s projected population of students with disabilities and describe how the projection was made.

Dreamers Academy projects our students with disabilities population to align with Sarasota School District’s reported students with disabilities population, last documented in the 2017 LEA Profile of the FLDOE Bureau of Exceptional Education and Student Services.

According to this report, 15% of Sarasota’s 42,810 PreK-12 students were reported disabled. Racial/ethnic demographic data of students with disabilities in Sarasota schools were reported in October 2016 as follows:

Students with Disabilities		
	State	District
White	39%	59%
Black	25%	14%
Hispanic	30%	21%
Asian	1%	1%
American Indian/Alaskan Native	<1%	<1%
Native Hawaiian/Other Pacific Island	<1%	<1%
Two or more races	3%	4%

Dreamers Academy’s TWI Model produces the best academic outcomes for all students when the class ratio is balanced between native speakers of both partner languages of instruction. A minimum of 50% and a maximum of 70% minority language (Spanish) speakers is recommended for optimal academic outcomes (cal.org). For purposes of estimating, we will assume native Spanish speakers will be of Hispanic ethnicity; and, also, for estimating purposes, we will use the larger 70% number to ensure we account for all possible ESE participation. If, as reported, 21% of Sarasota’s 15% ESE population is Hispanic, then 3.148% of Sarasota’s PreK-12 ESE students (1,348 are of Hispanic heritage). Although we may see families of native English speaking ESE students wishing to participate in our choice Dual Language school, the TWI model may represent an added level of difficulty for this student population. However, if a parent of a disabled English-speaking student wishes to enroll their child in our school, we will give that student every opportunity to do so.

Based on these assumptions, we feel our ESE population will not exceed 10%, but we will be prepared to identify and accommodate any and all ESE students.

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

Any and all students (of appropriate age) are eligible for enrollment in Dreamers Academy. If applications exceed capacity, per grade, we will conduct a lottery system meeting all federal regulations, and using guidelines of US Department of Education’s Charter Schools Program, recruitment and admissions policies and practices, as specified in the Charter Schools Program, Title V, Part B of the ESEA, Non-regulatory Guidance, Section E. (Lottery, Recruitment and

Admissions). Only after the student has been admitted to Dreamers Academy will student records be requested and processed.

C. Describe how the school will work with the sponsor and through the Individual Education Plan (IEP) process when necessary to ensure students with disabilities receive a free appropriate education (FAPE) in the least restrictive environment (LRE).

Dreamers Academy will provide exceptional students with programs implemented in accordance with applicable federal, state and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 and 1001.42(4) (l) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes, but is not limited to:

1. A non-discriminatory policy regarding placement, assessment, identification, and selection.
2. Free appropriate public education (FAPE).
3. Individual Educational Plans (IEP's), to include an annual IEP meeting with the student's family.

Students with disabilities will be educated in the least restrictive environment, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Those students, whose needs cannot be adequately addressed at Dreamers Academy, as determined by the IEP team, will be referred to an appropriate placement within the District. Parents of students with disabilities will be afforded procedural safeguards in their native language, consistent with the manner that those safeguards are provided in the District's traditional schools and/or using the District's materials.

Upon admission and enrollment, or notice of acceptance sent to the student, Dreamers Academy will request from the District information related to the student's program and needs, including the student's most recent IEP, which the District is compelled to provide within 10 days. If Dreamers Academy administrative leadership believes, upon review of the IEP, that the student's needs cannot be met, an IEP meeting will be convened within 30 days. The District's ESE Specialist will be invited to attend the meeting, at which time the IEP team shall determine whether the school is an appropriate placement for the student.

Dreamers Academy intends to keep a close working relationship with Sarasota School District's Pupil Services, FLDRS and ESE Department, and will alert and invite the appropriate representative from the District to participate in all IEP meetings.

D. Describe the methods the school will use to identify students with disabilities that have not yet been identified.

We believe early identification and referral of students who may be struggling in class or may be gifted is critical to providing all students with the best educational opportunities. It is possible that students for whom English is a second language, ethnic minorities and other socioeconomically challenged students may be under-identified due to, perhaps, low linguistic and cultural awareness, an unstable home environment, lack of strong parental/guardian advocacy, and/or the probable

lack of direct and open communication with the non-English speaking parents. Another advantage of a bilingual administrative and teaching staff is that cultural and linguistic differences can be more easily bridged, resulting in a better and more intimate relationship with students, parents and families to more quickly identify and test students who may be struggling in the classroom and/or socially; or may show signs of being consistently academically ahead of peers.

Students may be identified by teachers and/or parents, and a referral can be submitted by anyone who recognizes the child has a disability or is in need of additional accommodations and/or supports.

E. Describe the programs, strategies, and supports the school will provide, including supplemental supports and services and modifications and accommodations to ensure the academic success of students with disabilities whose education needs can be met in a regular classroom environment with at least 80% of instruction occurring in a class with non-disabled peers.

Dreamers Academy will use Sarasota School District's MTSS to provide universally designed learning (UDL) to all students. Our ESE Liaison and IEP Teams will work with the executive director of elementary schools in collaboration with the directors of instructional technology and curriculum and their program specialists at each level and from pupil support and FDLRS to ensure that classroom instruction is accessible to the full range of learners using UDL principles.

We hope to participate in any professional development opportunities available to Sarasota School District teachers and support personnel regarding the principles of UDL and strategies to increase learning opportunities to a full range of learners.

We hope to participate in the District's new electronic data-tracking system which records strategies aligned to the needs of students that remove instructional barriers, which was introduced in the 2017-18 school year, according to Sarasota School District's plan submitted to FLDOE for the current school year.

F. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a regular classroom and resource room combination (between 40-80% of instruction occurring with non-disabled peers) can be provided FAPE by the school.

In addition to the processes described above, our ESE Liaison and IEP Teams will also collaborate with district local assistive technology specialists to ensure accessibility for students with the greatest variability. Our ESE Liaison, along with the IEP Team, will submit inquiries and referrals to the Local Assistive Technology Specialists (LATS). Our IEP Team will provide specific input regarding the tasks that are challenging for the student. When it is apparent the student will need more supports than those available to all students, an assessment will be scheduled and appropriate technology trials will be initiated.

Dreamers Academy ESE Liaison and IEP Teams will collaborate with Sarasota School District's ESE Department and any appropriate specialist to review IEPs, monitor progress of performance data and when necessary, attend meetings with the goal of providing all students a Fair and

Appropriate Public Education (FAPE). All IEPs will be reviewed by the ESE Liaison and IEP Team a minimum of once per year, and modifications will be recommended at this time for specific support, specialized instruction, accommodations, and differentiated instruction through the District's sanctioned UDL.

In all cases, Dreamers Academy will seek to meet or exceed necessary services to ensure academic success for our ESE student population.

- G. Describe how the school will work with the sponsor and through the IEP process to determine whether a student with a disability whose education needs require a separate classroom (less than 40% of instruction occurring with non-disabled peers) can be provided FAPE by the school.**

If after the processes described above, and after all adequate and appropriate data and documentation have been collected and reviewed, the ESE Liaison and IEP Team recommends the need for a change of the instructional environment, or deems that the education program for the student may benefit from a separate classroom or any other restrictive measures, we will work closely with the child's parents and appropriate school district personnel to develop the best program or placement changes for the student.

- H. Describe the plans for monitoring and evaluating the progress and success of students with disabilities to ensure the attainment of each student's goals as set forth in the IEP or 504 plan, including plans for promoting graduation for students with disabilities (high schools only).**

The ESE Liaison, the IEP teams, and ultimately the school administrators are responsible for monitoring and evaluating the progress and success of students with disabilities to ensure attainment of goals set forth in either the IEP or 504 plans. Effective instructional planning and subsequent teaching to address a full range of learners will be monitored by the school administrators through a variety of methods, including but not limited to, classroom walk, data chats and lesson plans. School administrators will observe evidence of differentiating to address learner variability through multiple means of engagement, representation, action and expression.

- I. Identify the staffing plan, based on the above projection, for the school's special education program, including the number and qualifications of staff.**

Dreamers Academy anticipates a 10% ESE population based on current Sarasota School District's enrollment figures. Year 1 will employ one part-time certified ESE Liaison, with plans to hire additional staff if enrollment of ESE students is higher than anticipated. Additional ESE services (i.e. SPL, OT, PT) needed will be contracted out to licensed professionals.

- J. Describe how the school's overall effectiveness in serving exceptional education students will be evaluated.**

The ESE Liaison and IEP Teams will be monitoring and evaluating ESE students' progress on an ongoing basis, to ensure that any and all special accommodations are effective and that IEP and 504 goals and targets are being met. Overall effectiveness of the educational program will be

evaluated using similar assessments, tactics, and measures employed with the general student population. Diagnostic testing and progress monitoring in place for all students will serve to continuously evaluate overall effectiveness in serving the exceptional students at Dreamers Academy.

K. Describe how the school will serve gifted and talented students.

Our teachers will work with the ESE Liaison and IEP Team to develop enrichment opportunities for any identified gifted students across all subjects. Also, our teachers will be encouraged to monitor high performing and exceptionally talented students and recommend appropriate testing for identification. One of our school's goals is to increase representation of ethnic minorities and socioeconomically disadvantaged students in Sarasota's many excellent gifted programs. If we feel a student would be better served by transferring to Pine View or any other gifted program, we will discuss this with the family and facilitate the process.

Section 7: English Language Learners

- A. Describe how the school will meet the needs of English Language Learners as required by state and federal law, including the procedures that will be utilized for identifying such students, ensuring that they have equitable access to the school's programming and communicating with their families.**

The Dual Language Immersion Two-Way Model is one of six FLDOE instructional models included in their Matrix for English Language Learners, and the only one proven to close the achievement gap of this subgroup of students. Our school will follow all state and federal laws, including the specific Florida mandates established by the Consent Decree, such as identification with the Home Language Survey. Dreamers Academy's educational model has been designed to ensure English Language Learners have equitable access to all school programming. Communication with families will be greatly facilitated by our bilingual staff, as well as the Family Liaison whose main responsibility is to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.

- B. Describe specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students, including those below, at, or above grade level.**

The TWI model is designed to ensure academic success and equitable access to the core academic program for all students, and it does it in two partner languages. Please refer to Section 4 for specific instructional programs, practices and strategies the school will employ with all students. The TWI model is not a remedial program, so looking at it through this lens may not be appropriate. However, we anticipate that our 1 - 5 grades cohort, starting in Year 1, will most likely necessitate remedial strategies.

Our Year 1 Kindergarten cohort will follow the TWI model in which 90% of the instruction will be in the partner language, in this case Spanish, and 10% of the instruction will be in English. As these children achieve increased literacy in English, the percentage of instruction in English will also increase, reaching a 50/50 model by third grade. Equitable access to the core academic program is assured for all students, as both ELL and never-ELL students are learning in both English and Spanish.

The Grades 1 - 5 cohorts, starting in Year 1, will each have an MTSS Plan that will be monitored weekly to ensure grade level achievement across all subjects. We will closely review each student's personal records and i-Ready diagnostics data from the previous school year to gain a complete understanding of each student's academic strengths and areas that need improvement.

Based on current Academic Performance District Data, we anticipate a large percentage of incoming 1st, 2nd and 3rd grade students to be at, or close to, grade level, with 4th and 5th grade students to be mostly one or two grade levels behind. Specific strategies will be designed for each student to ensure that academic performance at, or above, grade level is achieved by the completion of 5th grade.

Academic Performance District Data also shows ELLs lagging behind their monolingual peers in every category tested, and many of them progress through their Sarasota school years without making the academic achievement gains necessary to succeed in high school and in life.

February 2017 ELL enrollment data shows an average of 400 ELL students in Sarasota elementary schools per each grade level from K – 3, and that number drops dramatically to 178 in 4th grade. This practice of reclassifying ELLs after three or even four years is inconsistent with linguistic research, which shows language proficiency – biliteracy – takes much longer to attain.

The Center for Applied Linguistics has established specific guidelines for dual language instruction. Among their findings is research that has consistently demonstrated it takes 5 to 7 years, or longer, for students to become academically proficient in a second language (Hakuta, 2011; Hill, Weston & Hayes, 2014; National Academies, 2017; Thompson, 2015). In fact, language development is not linear, but is much more rapid at early stages and slows as students approach advanced levels of proficiency (Linquati & Cook, 2015).

According to the data, reclassifying children after Year 3 may be premature, and if testing is any indication, we can see huge gaps in academic content as well as English proficiency in LF and LZ reclassified students. Beginning in 4th grade, Hispanic students begin to fall one or more grade levels behind, according to i-Ready AP3 Spring 2017 testing data and, tragically, this downward spiral continues for larger percentages of these students in all subsequent school years (<http://sarasotacountychools.net/data-dashboard.aspx>).

C. Provide plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.

ELL students at Dreamers Academy will have an ELL Plan intended to monitor and evaluate progress and academic achievement. The ELL Plan will include ESOL program information, assessment data, teacher observation data, parent communication and meeting summaries. Dreamers Academy will utilize several assessment tools to monitor ELL progress, including WIDA, Fountas and Pinnell’s Benchmark Assessment System (BAS), and i-Ready diagnostics scores from a minimum of three annual tests. i-Ready will launch their Spanish diagnostics in 2019, coinciding with the opening of our school. This will be a valuable tool for determining proficiency in math and English Language Arts.

Daily class participation and performance will be monitored by teachers, and assignment grades, progress reports and report cards will also be used to evaluate ELL progress.

Exiting the ESOL program will be determined by the Grade Level Leadership Team based on teacher recommendation, grades, attainment of predetermined levels of proficiency of each of WIDA’s subtest scores, as well as FSA test scores (for grades 3, 4, and 5). Each Grade Level Leadership Team may use a variety of data, metrics and assessments, including consultation with all teachers and parents, to determine whether the student is ready to exit the ESOL program.

D. Describe the staffing plan for the school's English Language Learner program, including the number of and proposed qualifications of staff.

Every attempt will be made to retain a fully bilingual staff, as the entire school has been designed to provide the best in class instructional model for English Language Learners. Additionally, one instructional paraprofessional will act as Teaching Assistant Year 1 and an additional one will be added Year 2. Our teaching staff will be predominantly bilingual, which will greatly impact the academic success of our ELL student population.

Section 8: School Culture and Discipline

A. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

Dreamers Academy is a Servant Leadership institution. Servant Leadership is a philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world. We believe that all instructional and administrative staff need to model servant-first leadership to make sure that students' and families' highest priority needs are being served.

Servant Leaders are guided by these questions: "Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants? And, what is the effect on the least privileged in society? Will they benefit or at least not be further deprived? As servant-leaders, we focus primarily on the growth and wellbeing of students, families and the communities we serve. We share power, collaborate, are constantly learning and growing, put the needs of others first and help students develop and perform as highly as possible." Robert K. Greenleaf (and other notable thought leaders including Ken Blanchard, Stephen Covey, Peter Senge, M. Scott Peck, Margaret Wheatley, Ann McGee-Cooper & Duane Trammell, Larry Spears, and Kent Keith).

Our school culture fosters real-time communication, inclusivity, engagement, and cross-cultural connection among our students, families and the greater Sarasota community. This culture will support and enhance a rigorous and caring academic environment with high expectations, greatly reinforcing student intellectual and social development.

Our planned school culture is consistent with our mission of implementing data-driven best practices to develop bilingual, biliterate, and cross-cultural leaders of character, served in a caring environment that encourages family engagement and celebrates American diversity.

Our planned school culture is congruent with the student discipline policy, as we will follow the Sarasota School District code of conduct policy, which we find to be adequate and consistent with our mission, vision and guiding principles.

B. State whether the applicant intends to use the local school district's code of conduct policy.

We intend to use Sarasota School District's code of conduct policy.

Dreamers Academy will adopt climate practices to foster caring relationships and discipline policies that employ social engagement, build healthy relationships between students, faculty, administrators and staff; build community; increase the capacity for self-governance among students; respond to conflicts in ways that repair harms caused by conflict and reduce the likelihood of future conflicts; and, promote a positive school climate in which students feel safe and able to focus on learning. (nacri.org)

We will follow the District's Restorative Strategies Initiative, which integrates restorative strategies with positive behavioral support. Following District protocol, Dreamers Academy will establish a PBIS Team with representation from stakeholders including teachers, administrators, support staff, parents and/or community members. The PBIS Team will develop a School-wide Positive Behavioral Interventions and Support Plan which will include source documentation, expectations, methodology for teaching such expectations to stakeholders, methodology for rewarding and reinforcing positive student behavior, methodology for response to behavioral infractions and/or violations in all three Tiers identified by Sarasota School District policy (as well as any our PBIS Team identifies), and examples of data sources used to make decision and monitor progress, such as attendance data, office support call log, referrals, etc.

Florida Statute §1006.13 mandates that, "Each school district shall adopt a policy of zero tolerance that defines criteria for reporting to a law enforcement agency any act that occurs whenever or wherever students are within the jurisdiction of the district school board; defines acts that pose a serious threat to school safety; defines petty acts of misconduct; minimizes the victimization of students, staff, or volunteers, including taking all steps necessary to protect the victim of any violent crime from further victimization; establishes a procedure that provides each student with the opportunity for a review of the disciplinary action imposed pursuant to s. 1006.07."

In complying with the law, Dreamers Academy Governing Board will be governed by the Sarasota School Board Policy 5.32, including the list of offenses that, in the absence of mitigating circumstances, will cause the student to be brought before the Board for expulsion.

All students are expected to follow the rules of Dreamers Academy Handbook and Sarasota County Schools' Code of Student Conduct on their way to and from school. The Principal, or designee, may take administrative action if students' misconduct in route to or from school has a harmful effect on the health, safety or welfare of themselves, other students and/or the school.

Violations of the Code of Student Conduct occur in varying degrees of severity. These behaviors are aligned with the District's discipline policy (300.9), from least severe (Level 1) to most severe (Level 4).

All behavioral data will be monitored on a weekly basis (or more frequently on a case by case basis as needed) by the Leadership Team and on a monthly basis by the PBIS Team during monthly meetings.

Dreamers Academy will abide by the Sarasota School District's Behaviors and Consequences Chart and understands that not all possible behaviors/actions have been included on the chart, and the omission of any behavior or action from the chart does not preclude Dreamers Academy school PBIS Team, administration or Governing Board from taking appropriate action to resolve any situation. Dreamers Academy PBIS Team, school administrator or Governing Board may develop

additional consequences for a particular behavior as long as these consequences do not violate school board policies or state statutes.

In order to maintain safe and effective classroom management and learning conditions, it may be necessary to impose disciplinary consequences for behaviors which disrupt the learning environment or pose a danger to students or school personnel. Dreamers Academy will utilize the disciplinary actions recognized by the Sarasota School District and the Sarasota School Board, including but not limited to, Removal from Class (300.16), Student Detention Search and Seizure (300.15), In-school restriction (330.17), Restriction of Privileges (300.18), Due Process for Suspension and Expulsion (300.20), Disruptive Students/Staff Interventions (300.21), etc.

The code of conduct has special consideration for students with special needs, in compliance with federal law. For students with special needs, including students with an Individual Education Plan (IEP)/504 plan, federal law requires that IEP/504 plan teams conduct a Manifestation Determination Review (MDR) for all students who have committed expellable offenses. At the MDR, the IEP/504 plan team must determine whether the student's misconduct was caused by his or her disabilities. If it is determined that the misconduct was caused by the student's disabilities, the student would return to his or her current placement.

For ESE students only, an IEP/504 plan Re-evaluation Review Team would convene to determine any possible changes for the student, including a possible placement change. If it is determined that the conduct was not caused by the student's disabilities, the student could be considered for a recommendation for expulsion.

Section 9: Supplemental Programming

A. Describe any extra- and co-curricular activities or programming the school will offer, if applicable; how often they will occur; and how they will be funded.

The Leadership Team at Dreamers Academy will seek to identify and match activities and services offered by local arts, culture and science organizations, as well as area teaching artists, with Florida Standards and benchmarks. Both classroom-based activities and field trips will be sought as co-curricular enrichment opportunities. At least one field trip or classroom-based activity per grade, per year will be offered, and one school-wide community-building event, per year, is planned in which one or more “explorations” will be included. We have found that EdExplore (edexploresrq.com) is the best resource for District-vetted “explorations” and funding will be sought through rolling grants from the Community Foundation of Sarasota County, as well as year-round grants from the Education Foundation of Sarasota County, amongst others.

On the wish list, as well, is Project Lead The Way (PLTW) Launch K-5, a STEM program designed to help serve underrepresented students in science and math. Each grade module is designed to align with state standards, while also engaging students in cross-disciplinary activities that “spark a lifelong love of learning and build knowledge and skills in areas including computer science, engineering, and biomedical science. In addition, each module empowers students to develop essential skills such as problem solving, critical and creative thinking, communication, collaboration, and perseverance.” (<https://www.pltw.org/our-programs/pltw-launch>)

We have been in contact with Dr. Glade Montgomery, Senior Vice President of Partnerships, to discuss implementation of PLTW Launch at Dreamers Academy, making it the first elementary school in Sarasota County to adopt this well-known and highly effective STEM program. PLTW is sanctioned by Sarasota School District’s CTE Department and is currently used in a few Sarasota District high schools, as well as McIntosh Middle School.

Funding will be sought from a variety of sources, including but not limited to local foundations, Perkins grants, CTE funds, local engineering companies, Greater Sarasota Chamber of Commerce’s Talent4Tomorrow Partnership, etc.

II. ORGANIZATIONAL PLAN

Section 10: Governance

A. Describe the school's existing or planned legal status, including non-profit status and federal tax-exempt status.

Dreamers Academy is incorporated as a non-profit corporation in accordance with the guidelines outlined by the Florida Secretary of State and is in process for 501(c)3 tax status.

B. Provide the following documents, if available, as attachments:

- The articles of incorporation for the applicant organization (or copies of the filing form) – Attachment H
- 501(c)(3) tax exempt status determination letter (or copy of the filing form) – Attachment I
- Governing board by-laws – Attachment J
- Governing board code of ethics and conflict of interest policy – Attachment K

C. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board; committee structure (if applicable); and how the board will interact with the principal/head of school and any advisory bodies.

The Governing Board will be accountable for the ongoing oversight of the school, policy-making and compliance with applicable charter school laws, non-profit laws and related requirements. The Governing Board will be comprised of, between, five and nine members, serving three-year terms. The leadership committee will include a Chair, Vice-chair, Secretary, and Treasurer. The Treasurer will chair the Finance Committee and coordinate board efforts to review and approve the annual budget, as well as address other financial issues. Other committees may be created, as appropriate, once the school is operational.

Major responsibilities of the Governing Board include adopting an annual budget, adopting organizational policies, hiring an independent, external auditor, and hiring and evaluating the Principal, in addition to his/her dismissal, if necessary. The Board may also choose to hire an Executive Director. All Governing Board members must complete required training/orientation and will be required to adhere to a high standard of professional and ethical conduct, including avoidance of conflicts of interests. Board members will have established expertise and/or appropriate training, such that they will provide accurate financial planning and apply good business practices to their oversight duties.

With respect to interacting with the Principal, the Governing Board will hire, set compensation for, and annually conduct a performance evaluation of him/her. In addition, the Board will support the functions of the Principal, helping to ensure his/her success in managing the school. In accordance with its standards, Board members will avoid circumstances that create undue influence on employees of the school, parents, or members of the School Advisory Board.

D. State the frequency of board meetings and describe how the board will comply with open meetings and records laws.

The Governing Board will be governed by its bylaws (see Appendix J) as well as state and federal requirements. Accordingly, the Board will meet monthly during the school year and once during the summer break. An agenda and relevant support materials will be provided to Board members and made available to the public prior to meetings, as outlined in the Sunshine Laws. The Board secretary will be responsible for recording meeting minutes for board approval. Upon approval, these minutes will be made available for public review, in accordance with Florida's Public Records Law, Chapter 19 F.S. Public records requests will be provided in accordance with state laws and policy adopted by the Board.

All Board meetings will be open and accessible to the public. A Board calendar will be maintained on the school website, where the public will have the opportunity to access all Board information.

E. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are or will be represented on the governing board.

The Governing Board will be comprised of at least five, and no more than nine, members with diverse areas of expertise. Areas of expertise include educational, financial, legal, and managerial. Since the school's target constituency will be ELL students, predominantly of Hispanic heritage, Board membership will also include representation from the Latino community.

F. Describe how board members have been and will be selected including term limits and selection of officers.

Board members will serve three-year terms with the option of re-election by a Board majority. To ensure continuity, terms will be staggered so that no more than a third of the Board will turn over in a given year. Approvals of the Board will be deemed valid when approved by a majority of Board members. A two-thirds vote will be required to amend the bylaws and school policies and to remove a Board member. If a Board member resigns or is removed, a new Board member will be selected and approved by majority vote as soon as possible and will hold the seat until the end of the vacated term. Officers of the Board will include a Chair, Vice-chair, Secretary, and Treasurer, which will be one-year terms.

G. Explain how this structure and composition will ensure that the school will be an academic, operational, and financial success.

Like most public education professionals, this Board, and administration, will bring the concepts of Servant Leadership to their roles at Dreamers Academy, always keeping the best interest and success of the students, and families, at the forefront of decision-making processes. Board members will also bring a strong understanding of the Latino community, its strengths and assets, as well as needs/challenges, to their roles, thereby ensuring a culturally competent approach to engaging students which, research shows, results in better outcomes.

Additionally, the Board team will have extensive experience with school operations, business management, Florida’s education system, and nonprofit governance best practices. The team will, thus, have the capacity to effectively establish the framework for the organization by ensuring the ongoing relevance of the mission and vision; setting the direction of the school via strategic planning and development of policies; defining and ensuring accountability (including financial) for the Board and administration; and supporting the Principal/administration, as well as serving as ambassadors for the school.

H. Complete the table below (add lines as necessary) and for each individual identified here provide 1) a completed and signed Board Member Information Sheet (template provided), and 2) resume

Name	Current or Prospective Governing Board Member?	Role on Board (e.g. Member, President, etc.)	Submission Requirements
Thomas Chaffee	Current	Chair	<u> X </u> Information Sheet <u> X </u> Resume
Steve Zickafoose	Current	Vice-chair	<u> X </u> Information Sheet <u> X </u> Resume
Al Weidner	Current	Treasurer	<u> X </u> Information Sheet <u> X </u> Resume
Geri Chaffee	Current	Secretary	<u> X </u> Information Sheet <u> X </u> Resume
Dan Kennedy	Current	Member	<u> X </u> Information Sheet <u> X </u> Resume
Dr. Rubylinda Zickafoose	Current	Member	<u> X </u> Information Sheet <u> X </u> Resume

I. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development to increase the capacity of the board.

The Board will periodically conduct assessments to clearly define the current composition of the Board; identify characteristics, skills, experience, and backgrounds that are needed to help advance the mission and work of the organization; and identify gaps that may arise in the future. This assessment will serve to inform the development of specific board selection criteria for recruiting members and ensure a highly qualified and diverse body that best meets the needs of the school.

Individuals interested in serving on the board will be asked to complete a board application and submit a resume, which will be provided to the Board prior to voting. Anyone eligible to serve as a Board member will be welcome to submit this information for consideration or may be nominated. A formal Board orientation will be provided, including a new Board member manual containing Board member job description (roles/responsibilities) and commitment agreement, along with other pertinent organizational information.

Board member professional development opportunities, offered through third parties, will be identified on an ongoing basis and will be communicated to the Board. This will include sessions provided by Florida Charter Schools-approved trainers and cover governance best practices and

oversight component content that meet requirements under the Florida Charter Schools guidelines. Modules will include, for example, Government under the Florida Sunshine Law, Conflict of Interest, Ethics and Fiscal Accountability and the associated systems. Complementary content may include topics such as sustainable results marketing, cultivating effective community partnerships, and negotiating contracts for goods and services.

Additionally, as appropriate, internal training/capacity building will be arranged for the board. Training topics may include, but are not limited to, cultural competency, strategic planning, models of governance and leadership, and charter school law.

J. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of interest.

As articulated in the bylaws, Board members will not have any employment or contractual relationships that conflict with their roles. The school will not do business with any entity in which a Board member, school employee, or relative of a Board member or school employee has a material interest. Exceptions can be made if there is full disclosure and formal approval. Board members and employees will, annually, complete a disclosure statement questionnaire as part of procedures to help identify any potential or perceived conflicts of interest.

K. Describe, if applicable, any school advisory bodies or councils that are in place or will be formed, including the roles and duties of each and the reporting structure of such entity relative to the school’s governing board and leadership.

A School Advisory Board (SAB) will be established and shall be composed of the Principal, and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served.

The Governing Board shall establish procedures to be used in selecting members that include means of ensuring wide notice of vacancies and of taking input on possible members from instructional and administrative staff, parents and/or family members, local business, chambers of commerce, community and civic organizations and groups, and the public at large.

Dreamers Academy SAB shall adopt bylaws establishing procedures for:

1. Requiring a quorum to be present before a vote may be taken. A majority of the membership of the council constitutes a quorum.
2. Requiring at least 3 days’ notice in writing to all members of the advisory council of any matter that is scheduled to come before the council for a vote.
3. Scheduling meetings when parents, teachers, businesspersons, and members of the community can attend.
4. Replacing any member who has three unexcused consecutive absences from a SAB meeting that is noticed according to the procedures in the bylaws.
5. Recording minutes of meetings.

The Governing Board may review all proposed bylaws of the SAB and shall maintain a record of minutes of council meetings.

Dreamers Academy SAB shall perform functions prescribed by regulations of the Governing Board; however, the SAB shall not have any of the powers and duties now reserved by law to the Governing Board.

The SAB shall assist in the preparation and evaluation of the annual School Improvement Plan (SIP). The SIP is designed to achieve the school's education goals and student performance standards. The SIP may also address issues relative to training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by the Governing Board's policy.

The SAB also may advertise the final draft of the School Improvement Plan; conduct a public meeting for community suggestions for modifications; serve as an advocate in the community and the school for implementation; and assist in public relations efforts related to the plan.

The SAB may also collect and analyze information about the community and the school; receive public input regarding needs of the school; provide ongoing review of the progress being made toward implementation of the School Improvement Plan; and evaluate success by monitoring short-term and long-term outcomes.

- L. Briefly explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. The entire process or policy does not have to be developed; however, applicants should be able to articulate the primary steps.**

Dreamers Academy will develop a process to present objections and/or grievances by parents and/or students in order to address them in a professional and timely manner.

Our administrative and instructional staff will be trained in the philosophy of Servant Leadership to be highly sensitive and responsive to customer satisfaction. Any concerns by parents and/or students shall be addressed at the point of contact, and shared with school leadership as necessary.

Should a parent and/or a student have an objection to a Governing Board policy and/or decision, administrative procedure, or practice at the school, the objection must be presented in writing to the Governing Board (unless it is an emergency). Proper notice will be given to the public of when the Governing Board has determined that it will give due consideration to the proposal for adoption, amendment, or repeal of a rule. The notice of the public hearing will be advertised prior to the date of the hearing.

If the school is filing the application in conjunction with a college, university, museum, educational institution, another non-profit organization or any other partner, provide the following information: Not Applicable N/A

M. Name of the partner organization. N/A

N. Name of the contact person at the partner organization and that person's full contact information. N/A

- O. A description of the nature and purpose of the school's partnership with the organization.**
N/A
- P. An explanation of how the partner organization will be involved in the governance of the school.** N/A

Section 11: Management and Staffing

- A. **Submit as Attachment M organization charts that show the school governance, management, and staffing structure in**
- **The pre-operational year;**
 - **The first year of school operations;**
 - **At the end of the charter term; and**
 - **When the school reaches full capacity, if in a year beyond the first charter term.**

Each organization chart should clearly delineate the roles and responsibilities of and lines of authority and reporting among the governing board, staff, and any related bodies (such as advisory bodies or parent or teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

- B. Identify the principal or head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Discuss the evidence of the leader's ability to effectively serve the anticipated population. Also provide, as Attachment N, the proposed job description and resume for this individual.

--OR--

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and provide as Attachment O the position's qualification requirements. What are the key skills and competencies for the school leader? What qualities must the school leader have for this school to be successful?

Once the Dreamers Academy charter is approved, the Governing Board will immediately begin a search to recruit a highly qualified educational leader with experience in, and understanding of, the Two-Way immersion model the school will institute. The Governing Board will interview qualified candidates and select the Principal by August 2018, who will begin his/her duties as of September 2018.

Qualifications required to meet the Governing Board's selection criteria will include a Master's Degree from an accredited educational institution; a minimum of five years' experience in education; a minimum of three years' experience as a school administrator; and bilingual language fluency in English and Spanish. Key skills and competencies will include the ability to prepare and manage the school's budget and allocated resources; the ability to read, interpret and enforce State Board of Education rules, Code of Conduct, school policies and appropriate state and federal statutes; skills in personnel management and supervision; knowledge of current educational trends

and research; and proficiency in presentations and public speaking, group dynamics and problem-solving skills.

Additionally, it will be critical for this individual to bring the Servant Leadership philosophy and approach to their role and to demonstrate a commitment to partnering with some of the county's most vulnerable students and their families to improve academic outcomes and ensure grade-level success.

C. Describe the management structure of the school. As Attachment P provide job descriptions for each administrative or leadership position that identifies key roles, responsibilities, and accountability.

The management/administrative team will be comprised of the Principal and Assistant Principal (Assistant Principal will join as of year three). The Principal will hold primary responsibility for oversight, decision-making, and management of daily operations and staff. He/she will work with all staff to ensure that operations are in accordance with the mission, vision, and guiding principles of the school.

The Principal will be responsible for hiring all positions, with input from others in the organization. The Assistant Principal will be under the supervision of the Principal and will assist the Principal with performing his/her duties.

The Assistant Principal will be evaluated by the Principal and the Principal will be evaluated by the Governing Board.

D. Provide a staffing plan for each year of the charter term that includes all anticipated personnel and is aligned with the school's projected enrollment and with all other sections of the application. Provide as Attachment Q the proposed job description and qualification requirements for the school's teachers.

See next page.

Dreamers Academy Proposed Five-Year Staffing Plan:

Personnel		Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Staff:						
Principal		1	1	1	1	1
Asst Principal		0	0	1	1	1
Total Administrative Staff:		1	1	2	2	2
Instructional Staff:						
Kindergarten		6	6	6	6	6
First Grade		2	6	6	6	6
Second Grade		2	2	6	6	6
Third Grade		2	2	2	6	6
Fourth Grade		2	2	2	2	6
Fifth Grade		2	2	2	2	2
Sixth Grade		0	0	0	0	0
Seventh Grade		0	0	0	0	0
Eighth Grade		0	0	0	0	0
Total Instructional Staff:		16	20	24	28	32
Student Support:						
Counselor (SAI)		0.5	1	1	1	1
Student Support Specialist (SAI)		0.5	0.5	1	1	1
ESE Liaison		0.5	0.5	1	1	1
Total Student Support:		1.5	2	3	3	3
Fine Arts Enrichment:						
Art		1	1	1	1	1
Music		1	1	1	1	1
Physical Education		1	1	1	1	1
Technology Asst.		0.5	0.5	1	1	1
Media		0.5	0.5	1	1	1
Total Fine Arts Enrichment:		4	4	5	5	5
Support Personnel:						
Paraprofessionals		2	2	2	2	2
2nd-5th Gr Inst Para (ELL)		2	4	4	5	5
ESOL Paraprof		0	1	1	1	1
Guidance Clerk		0.5	0.5	1	1	1
Registrar		0.5	0.5	1	1	1
Receptionist		0.5	0.5	1	1	1
Secretary/Bookkeeper		1	1	1	1	1
Lab Manager		1	1	1	1	1
Clinic/Nurse		1	1	1	1	1
Total Support Personnel:		8.5	11.5	13	14	14
Facilities Manager						
Head Custodian		1	1	1	1	1
Custodian		1	1	2	3	3
Total Facilities Manager		2	2	3	4	4

E. Explain the school’s plan for recruitment, selection, and development of a highly qualified and appropriately certified instructional staff that is aligned with applicable federal laws and state requirements as well as the school’s design.

Dreamers Academy is committed to ensuring its instructional team is comprised of certified, highly-qualified professionals. To identify and recruit an exceptional team, the school will advertise positions via various national social media outlets, such as LinkedIn, Twitter and Facebook, along with job websites, such as Indeed.com and Idealist.org. In addition, recruitment efforts will tap into professional networks and affinity groups, such as the National Association of Bilingual Education (NABE).

Dreamers Academy will also conduct recruitment through national and local job and teacher fairs, outreach at local colleges and universities with education degree programs, the school’s website, local media, and word of mouth.

A search committee led by the Principal will first review resumes and conduct a skills/competencies assessment using a rubric to identify the most qualified candidates to move to the second phase of interviewing. Baseline criteria will include, but not be limited to Bachelor’s degree or higher in field; state certification required for the position; bilingual; successful teaching experience; personal characteristics, knowledge, and belief in the school’s mission; and references/letters of recommendation. The search committee will also assist in developing an interview questionnaire.

Candidates with the highest rubric rankings will be invited to interview, after which their respective assessments will be updated and the committee will make recommendations to the Principal. The Principal will review recommendations and conduct a final interview to select the most qualified instructional staff, who will best meet the needs of the students and the school. The Principal will make all final hiring decisions, within the parameters of the budget, as approved by the Governing Board.

As required by state law (Section 1012.32, FS), all employees will undergo screening checks meeting these requirements, e.g. background checks, drug screening, fingerprinting. Furthermore, Dreamers Academy will not discriminate based on actual or perceived disability, gender, nationality, race or ethnicity, religion, or sexual orientation in its hiring process, and will adhere to the anti-discrimination provisions of Florida Statutes (s.1000.05).

The school will be committed to recruiting and retaining the best and brightest bilingual instructors and will complete a comprehensive professional development plan once the charter is approved.

The school will maintain a highly qualified instructional staff by facilitating professional development opportunities through a variety of methods including but not limited to school-sponsored training, local/regional workshops, District-sponsored training, study groups (pre-approved by the administrator), state-sponsored training, courses from an accredited college/university, professional conferences, approved district/state online courses, approved courses through professional organizations such as the National Association of Bilingual Educators or Center For Applied Linguistics.

Section 12: Human Resources and Employment

- A. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will. Discuss the school's tentative plan regarding use of employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Use and nature of employment contracts may be finalized after application approval.**

Dreamers Academy is wholly committed to, and invested in, cultivating a constructive, collaborative work environment. We will operate under the Servant Leadership framework, which will foster open and clear lines of communication between employees, administration, and the Governing Board. The school will work with staff to ensure they are equipped with the tools and support necessary to be successful, while also promoting an environment that is conducive to effective teaching and learning.

Dreamers Academy is a public employer participating in the Florida Retirement System. We will follow state guidelines for at-will employment. Employment contracts will be used. Contracts will describe and state the condition of employment; it is a statement of the capacity in which the employee is employed.

The purpose of the contract is to protect the employee and the employer against any actions taken by one or the other that may harm the organization, its employees or its students. The contract also provides a framework where the legal rights and obligations of both the employee and the employer are stipulated. The contract becomes the foundation upon which both employee and employer rely on in case of any disagreements between the two parties.

The nature of the contract may cover the features of the position or job description, compensation, benefits, performance, review procedures, and specific terms and conditions applicable to the position.

Ensuring that our staff has job satisfaction and employment security is extremely important. To that end, performance reviews will provide Dreamers Academy administration with an opportunity for positive reinforcement and intrinsic rewards including praise, encouragement and empowerment. Positive reinforcement during performance reviews, as well as spontaneous positive interventions throughout the course of employment, will encourage positive behaviors and eliminate negative ones. In study after study, employees with the highest enthusiasm respond that managers appreciate their competence. Staff that feels appreciated and recognized is more effective in their performances (Wei and Yazdanifard, 2014).

- B. Provide the performance evaluation or a general outline of the performance evaluation plan, consistent with the substantive requirements included in s. 1012.34, F.S. (the Student Success Act), for administrators and instructional personnel including who will conduct the evaluations, what instrument will be used, and how the results will be used to guide performance and professional development. A final, detailed outline will be required after application approval.**

Dreamers Academy will appoint a Board member to conduct the Principal evaluation based on the eight identified Sarasota District Leadership Standards:

1 – Leadership in Assigned Area of Responsibility

High Performing Leaders promote a positive work culture, demonstrate knowledge and apply best practices in assigned areas of responsibility, and inspire confidence, trust, and generate commitment to the vision and mission of the District.

2 – Managing the Work Environment in Assigned Area of Responsibility

High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources and promote a safe, efficient, legal, and effective work environment.

3 – Productivity/Accountability

High Performing Leaders productively and efficiently manage the volume of work assigned to the area, build individual accountability so staff feels ownership and alignment with the vision and goals of the school district, and use a variety of benchmarks and feedback measures to ensure accountability for all direct reports.

4 - Communication

High Performing Leaders actively listen and express ideas clearly orally, in writing, and in multimedia presentations for a variety of audiences and provide opportunities for two-way communication with internal and external customers (students, staff, parents, and community members).

5 – Decision-Making Strategies

High Performing Leaders plan effectively, using critical thinking and problem solving techniques, and collect and analyze data as the basis for decisions to support continuous improvement.

6 – Technology

High Performing Leaders research and evaluate technology enhancements applicable to assigned area, use and promote technology and electronic tools in assigned areas of responsibility.

7 – Human Resource Development

High Performing Leaders recruit, select, and retain effective personnel, monitor and coach employee performance and take action as needed. High Performing Leaders design and implement comprehensive professional growth plans for themselves and all direct reports.

8 – Ethical Leadership

High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

http://www.sarasotacountyschools.net/uploadedFiles/Business_Support_Services/Human_Resources_and_Labor_Relations/Documents/District%20Admin%20Rubric.pdf

Dreamers Academy will design an evaluation plan which will be used to guide performance and professional development. Our plan will be based on the Sarasota School District “Teacher and

Administrator Evaluation Systems”, which is, in turn, aligned with the Florida Principal Leadership Standards SBE Rule 6A-5.080.

[http://www.sarasotacountyschools.net/uploadedFiles/Business_Support_Services/Human Resources and Labor Relations/Documents/Sarasota%20School-Based%20Admin%20Eval%20System%202014-15.pdf](http://www.sarasotacountyschools.net/uploadedFiles/Business_Support_Services/Human_Resources_and_Labor_Relations/Documents/Sarasota%20School-Based%20Admin%20Eval%20System%202014-15.pdf)

Administration (Principal and Assistant Principal) will review all school personnel to include teachers, paraprofessionals and all other school support persons. The Assistant Principal will be evaluated by the Principal twice per year using the Sarasota Administrator Evaluation System mentioned above. Teachers will be evaluated at minimum twice per year to ensure effective curriculum planning, class environment, student learning and professionalism. The data gleaned from the classroom and school observations will be used to guide professional development needs per teacher.

Dreamers Academy will follow Sarasota School District’s Teacher Evaluation model PRIDE: Professional Rubrics Investing & Developing Educator Excellence. We will use all the Sarasota developed forms (see link below) for observation, professional development progress, and evaluation. This evaluation model includes four domains:

1 – Creating A Culture For Learning

The teacher creates a culture for learning through building positive relationships with students. This organized safe learning environment encourages high expectations for all students and allows them to feel respected and valued.

2 – Planning For Success

The teacher demonstrates a deep content knowledge, aligns instructional objectives and learner outcomes with approved curriculum, and uses data to meet individual student needs. The teacher also plans appropriate assessments and uses instructional time effectively.

3 – Instructing and Assessing for Student Achievement

The teacher uses a variety of strategies to engage students in learning. The instruction is varied by utilizing technology, quality questioning, and discussions. The teacher creates opportunities for students to monitor their own performance while making adjustments in the instruction in order to enhance student achievement.

4 – Communicating Professional Commitment

The teacher takes responsibility for his/her professional development in support of school and district initiatives/goals. The teacher works collaboratively with colleagues to enhance student performance and develops positive relationships with family and community.

<http://sarasotacountyschools.net/departments/professionaldevelopment/teacherevaluation.aspx>

C. Provide the compensation structure or a general outline of the compensation structure for all employees, including salary ranges and employment benefits as well as any incentives

or reward structures, if applicable. How will compensation and other components factor into the staff retention plan?

Dreamers Academy's compensation structure will correspond with Sarasota County Schools', including similar salary ranges. Additionally, instructional staff will be eligible for an annual performance-based bonus of up to \$1,000 per year. A competitive core benefit package will be developed and, as a public employer, teachers will be able to participate in the Florida Retirement System. (<http://scs-webapps1.sarasota.k12.fl.us/vacancies/salarieschedules.aspx>)

Dreamers Academy will develop an inclusive, respectful and collaborative culture based on the tenets of the Servant Leadership philosophy described in Section 8. The Leadership Team will develop an employee hiring and retention plan following human resource management best practices. Please see salary detail in the Budget attachments.

Although a competitive compensation and benefits package contributes to staff retention, a major research study completed by the Society of Human Resource Management (see link below) found that "Respectful treatment of all employees at all levels was rated as very important by 67% of employees in 2015, making it the top contributor to overall employee job satisfaction for the second year in a row. The second consecutive appearance of this aspect at the top of the list of job satisfaction contributors supports the theory that although employees do place importance on financial features of a job, such as pay and benefits, they consider culture and connection to be of utmost importance. Feeling appreciated for their time and efforts creates a bond between employees, management and their organization."

(<https://www.shrm.org/hr-today/trends-and-forecasting/research-and-surveys/Documents/2016-Employee-Job-Satisfaction-and-Engagement-Report.pdf>)

D. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

A search committee will first review and evaluate resumes and applications using a skills/competencies assessment to identify the most qualified candidates to be interviewed. Qualified candidates will then be invited to interview, after which the interview team will make recommendations to the Principal. The Principal will make all final hiring decisions, to best meet the needs of students and the school.

All newly hired employees will participate in Sarasota County District's fingerprinting process. Background checks will also be required.

New personnel will be monitored and provided with quarterly performance feedback. All staff will have performance evaluations conducted on a bi-annual basis. If an employee receives an unsatisfactory evaluation, he/she will be provided support and an improvement plan will be implemented, with a timeline outlined. The plan will be developed based on individual needs to support the employee to achieve an appropriate performance level. If an employee is not able to meet the expected standards at the end of the improvement plan period, he/she will be given notice and terminated.

E. If personnel policies have been developed, include as Attachment R. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

Upon approval of the charter application, Dreamers Academy will develop formalized personnel policies and procedures, to which staff will be required to adhere, and will include, but not be limited to, standard human resources/personnel components, such as drug/alcohol policy, child abuse reporting, performance evaluation, acceptable use policy, nepotism, violations of law, and professional code of ethics. The timeline for development of the plan and approval by the Governing Board will be June 2018 - November 2018.

F. Explain how the governing board and school leadership would handle unsatisfactory leadership, teacher, or staff performance, as well as leadership or teacher turnover.

The process to handle unsatisfactory performance begins with staff evaluations. The Governing Board will conduct the Principal's annual evaluation. An administrative team will conduct evaluations of department personnel. If an employee does not meet expectations, a structured improvement plan will be implemented. The plan may include additional training and/or mentoring. The administrative team will monitor progress and review progress reports with the employee, per the timeline established in the plan. If the employee fails to meet expectations after implementation and monitoring of the improvement plan, termination will follow. Should the Principal's performance not meet expectations, the Governing Board chair will conduct a similar process. Management of unsatisfactory performance evaluations, as well as personnel grievances, will be delineated in the personnel policy manual, which will be developed by November 2018.

Leadership and teacher turnover will be minimized by a competitive compensation package, the maintenance of a positive and collaborative school culture, the pursuit of active engagement of teachers and relevant professional development practices. However, a comprehensive marketing and public relations campaign, as well as ongoing recruiting practices, will hopefully maintain a waiting list for staff positions at our school.

Section 13: Professional Development

A. Describe the school's professional development expectations and opportunities for administrators and instructional personnel, including the following:

Dreamers Academy's professional development expectations and opportunities for administrators and instructional personnel will align with the Professional Development Department of the Sarasota School District, and operate in accordance with Florida Statute 1012.98.

We have chosen to make our mission and vision equivalent to that of the District's:

Our professional development vision: Staff Excels – Students Succeed

Our professional development mission: To cultivate and support highly effective educators through research-based professional learning so that students complete their elementary education fully bilingual, biliterate, cross-culturally competent and at, or above, grade level with skills and knowledge to be high school ready.

The expectations of Dreamers Academy professional development are to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, prepare students for continuing education, and establish a school culture of collective efficacy among administrative and instructional staff.

1. Identify the person or position responsible for overseeing professional development activities.

Professional development at Dreamers Academy is directed by the School Principal, who will report to the Governing Board on all new and ongoing personnel initiatives at Board meetings.

2. a. Discuss the core components of professional development and how these components will support effective implementation of the educational program. b. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform. c. Describe how the effectiveness of professional development will be evaluated.

a. Discuss the core components of professional development and how these components will support effective implementation of the educational program.

Dreamers Academy will follow the Florida Department of Education Protocol Standards at both the Educator Level and School Level. To the extent it is possible, we will seek to align the school's Professional Development Plan with the Sarasota School District's 2015-16 Professional Development Plan.

Professional development at Dreamers Academy will include the four core components delineated within the FLDOE Protocol Standards:

Planning, Learning, Implementing and Evaluating.

<http://www.fldoe.org/core/fileparse.php/5636/urlt/0072404-protocostandards.pdf>

Planning: What planning occurs to organize and support the professional learning for educators?

Learning: What is the quality of the professional learning in which educators participate?

Implementing: How do educators apply the skills and knowledge gained through the professional learning?

Evaluating: What evaluation occurs to ensure that the professional learning resulted in educators applying what they learned in the classroom and improvements in student learning occurred as a direct outcome?

Grounded in continuous analysis of student achievement data and effective instructional strategies, Dreamers Academy's Professional Development Program's four components are designed to support effective implementation of the school's Dual Language Immersion Two-Way instructional model.

The PD Program will also align with the Parental Involvement Plan to include training on equity, access, and social justice as they relate to outreach activities with families and the community. The plan will include systemic and continuous attention to socioeconomic, racial, cultural, linguistic, and political issues that impact the community, family engagement and student performance patterns. A program-wide focus on strengthening communication and relationships with families will seek to deepen levels of family involvement.

Instructionally sound and administratively necessary activities (faculty meetings/in-service programs), as determined by the school Principal, will be assigned to teachers during the school day or in after school in-service programs. We will use the School Board of Sarasota County's Master In-service Plan (Revised 11/8/2016). However, if our school Principal and/or administrative and instructional staff detect collective needs or in individual teachers, recommendations for certain in-service activities will be made to the Principal or Governing Board (and to the District as needed); or if a general need is identified, this will be communicated to the Sarasota Professional Development Director for analysis and the development into new In-service Components in the Sarasota Master Plan. To the extent possible, we will share any student and/or staff professional development data and needs assessment with the District, and/or develop programs to address our school's specific needs, should the District not offer the desired programs.

b. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The Professional Development program of Dreamers Academy will be conducted internally, with external consultants and/or conferences considered on an as-needed basis. We will also seek to participate in any District-led professional development initiatives and/or field trips,

such as the conferences attended by Sarasota School District's Administrative staff this past summer (ie. Harvard's AGI; Hattie's Visible Learning).

At the Educator level, per FLDOE Protocol Standards, the educator will prepare an Individual Professional Development Plan (IPDP) specifying the professional learning needs related to identified student achievement goals for those students to which the educator is assigned; aligned with the educator's level of development; and containing: a) clearly defined professional learning goals that specifically measure improvement in student achievement; b) changes in the educator's practices resulting from professional learning; and c) an evaluation plan that determines the effectiveness of the professional learning.

At the School level, per FLDOE Protocol Standards, as part of the School Improvement Plan, and in collaboration with the District's Professional Development System, Dreamers Academy Principal and School Advisory Board will generate a school-wide Professional Development Plan that includes research- and/or evidence-based professional development aligned to identified classroom- level needs for student achievement, responds to educators' level of development, and specifies how the plan will be evaluated.

c. Describe how the effectiveness of professional development will be evaluated.

The school Principal and his/her Leadership Team (and Assistant Principal starting Year 3) will monitor and continuously evaluate in-service activities and appropriate follow-up support to accomplish ongoing school-level improvement goals and standards.

As the leader of Professional Development, the school Principal is charged with selecting the areas of focus, aligning with Sarasota School District if possible, as well as evaluating the effectiveness of Dreamers Academy's professional development program.

Tactics employed to monitor the implementation and effectiveness of professional development include, but are not limited to: observation at the classroom level; analyzing student achievement data on a regular basis; conducting formal and informal assessment of student achievement on an ongoing basis; soliciting individual and collaborative feedback from administrative and instructional staff; reviewing and monitoring school discipline data; reviewing and analyzing school environment surveys; assessment of parental satisfaction; performance appraisal data of teachers, managers and administrative personnel; and other performance indicators to identify school and student needs that can be met by improved professional performance.

Additional tools used may include FLDOE's Protocol Standards and Evidence Checklist for School Level Implementation Standards and Educator Level Implementation Standards.

<http://www.fldoe.org/core/fileparse.php/5636/urlt/0072408-checklisteducator.pdf>

Ultimately, the most compelling way to evaluate the effectiveness of professional development programs is the palpable sense of a positive, healthy, engaged learning community, where students and families feel understood, included, engaged and are fully participating in a cross-cultural, welcoming and nurturing environment.

In the Servant Leadership philosophy, professional development is referred to as the “new regenerative forces operating within the institution”.

“THIS IS MY THESIS: caring for persons, the more able and the less able serving each other, is the rock upon which a good society is built. Whereas, until recently, caring was largely person to person, now most of it is mediated through institutions, -- often large, complex, powerful, impersonal; not always competent; sometimes corrupt. If a better society is to be built, one that is more just and more loving, one that provides greater creative opportunity for its people, then the most open course is to *raise both the capacity to serve and the very performance as servants* of existing major institutions by new regenerative forces operating within them.” Robert Greenleaf

3. Describe any professional development that will take place prior to school opening. What will be covered during this induction period? How will instructional personnel be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods?

Prior to school opening, there will be an induction program designed to familiarize administrative and instructional staff with the Sarasota School District and Dreamers Academy’s role and place within the District. During this induction period, subjects covered will include but are not limited to: School mission and vision, Servant Leadership Philosophy, School Governance and Organizational Structure, School Policies and Procedures, Professional Learning Communities – Expectations and Opportunities, and educational program review and discussion.

Dreamers Academy will host a three to five-day retreat with all new staff members to help build vision for the school and ensure that teachers understand the high expectations of rigorous instruction, behavior management, and working with a large percentage of ELL students. We will use this time to ensure understanding of school-wide procedures, school safety protocol and professional responsibilities. This retreat will serve as a team-building event where teachers will learn to trust each other and better understand the community.

Instructional personnel will be supported by school leadership and administrative staff and equipped with the necessary resources to deliver the Dual Language instructional model featured by the school. The school administration will also take part in summer leadership opportunities that might be available via Sarasota School District professional development.

Dreamers Academy will monitor relevant webinars and online training for professional advancement and growth opportunities, as well as any quality professional development offerings provided by Sarasota School District.

4. Describe the expected number of days or hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

Specific time allocations for professional development throughout the school year have yet to be

established, and will be largely driven by an assessment of needs directed by the school Principal. Common practice is to infuse faculty meetings and other administratively necessary activities with in-service training. We anticipate some in-service will be conducted during the day and/or during planned after-school, specific in-service events. Also, there are four teacher days during the school year in which our school Principal may choose in-service training. Best practices dictate collaboration, cooperation and communication between stakeholders to determine areas of focus, based on a needs assessment that considers student achievement goals as well as educators' and leaders' growth needs. Best practices also dictate a minimum of 60 minutes per week provides the necessary continuity and frequency. Dividing staff into smaller groups provides the intimacy and personalized training associated with more effective Professional Learning Communities (PLC). Grade level teams will be scheduled to have common planning, while content area teams will meet at least once monthly at their discretion.

Section 14: Student Recruitment and Enrollment

- A. Describe the plan for recruiting students that will result in the school meeting its projected enrollment. Include strategies for reaching the school’s targeted populations and those that might otherwise not have easy access to information on available educational options including, but not limited to, families in poverty; academically low-achieving students; students with disabilities; and English Language Learners.**

Dreamers Academy is committed to enrolling a diverse student population and will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. We hope to offer the first bilingual educational choice in the Sarasota School District and also be a source of research and a laboratory of best practices, working closely with District leadership, to help improve outcomes for our rapidly expanding English Language Learner student population.

Dreamers Academy will most likely experience high levels of demand similar to the experience of other districts in which the Dual Language Immersion Two-Way model has been successfully implemented, such as in North Carolina, New Jersey, Massachusetts, Washington, D.C., and Illinois (Chicago mostly), to name a few. Many of these schools have long waiting lists and use lottery systems to meet demand in an equitable way.

We anticipate that a large percentage of our targeted population may not have easy access to available educational options. As Dreamers Academy expects to serve families in poverty, academically low-achieving students, and English Language Learners, our outreach campaign will focus on implementing specific strategies to reach these students.

A comprehensive marketing plan, including a recruitment program, is currently under development and will be completed in May 2018. This multi-channel plan will be implemented across digital, traditional, in-bound and outreach/live event approaches, including but not limited to, email, Facebook, Google AdWords, and mobile online targeting.

Recruitment will commence in the Summer of 2018, and continue until open enrollment deadline, tentatively scheduled for March 15, 2019.

A promotional brochure with postage paid pre-registration will be mailed to all potential K-5 students in the District. This mailing will be repeated twice depending on the response. Potential families will also be directed to the website for online registration.

Multiple information sessions and open houses will be scheduled for the Fall of 2018, and Spring and Summer of 2019 in geographically dispersed churches, libraries and community centers. Possible meeting locations are Trinity Christian Fellowship Center at 1925 Northgate Blvd., St. Jude Catholic Church at 3930 17th St., Health Center at 2200 Ringling Blvd., Robert L. Taylor Community Complex, Sarasota Yacht Club at 1100 John Ringling Blvd, and the Jewish Federation at 580 McIntosh Road.

Follow up phone calls and meetings will be scheduled with all prospective student families. Webinars will also be used, as well as pre-recorded information sessions accessible through our website.

Dreamers Academy’s website with information about the school and the astounding outcomes produced by established Dual Language Immersion schools will be launched by July 2018. The website will be supported by a public relations program including, but not limited to, media relations, mailings, online and social media marketing, posters placed in stores frequented by our target demographic, as well as flyers and other promotional materials to be distributed at family events and various festivals throughout the 2018-19 school year.

Families with elementary school-aged children, as well as families with children enrolled in VPK and early childhood programs and Head Start, among other programs and organizations yet to be identified, will be included in our marketing program. We will work closely with the Early Learning Coalition to reach families currently enrolled in Sarasota County childcare facilities and early learning programs. Posters will be placed in these centers and informational brochures will be provided for on-site distribution. We plan to also reach out to leadership of not-for profit organizations serving our target student population such as United Way, Boys and Girls Clubs, Girls Inc., YMCA, etc. Youth sports leagues, Sarasota County Parks and Recreation, City of Sarasota Parks and Recreation, Sarasota Neighborhood Services and any other community organizations serving children will be included in our outreach and marketing program.

Additionally, we hope to become a resource for Sarasota School District’s Pupil Support Services when students arrive to Sarasota schools with limited English proficiency and, consequently, are at greater risk of falling one or more grade levels behind. We will seek to develop relationships with Executive Director of Elementary Schools, Mr. Renouf, as well as all Title 1 Sarasota School Principals: Mr. Dinverno, Ms. Oliver, Mr. Royce, Mr. French, Dr. Shirley, Ms. Nations, and any other elementary school leaders identifying severely underperforming students with a linguistic disadvantage who may stand to benefit from full-time core subject instruction in their home language, while developing their English language proficiency.

We seek to align our educational philosophy with Executive Director of Elementary School’s Mr. Renouf’s goal of maximizing the ability to ensure that children are reading at grade level by the end of Third grade, and the District’s “deliberate and collective commitment to developing the following in each and every child at the elementary school level:

- The ability to read non-fiction independently & proficiently at the upper range of their grade level
- The ability to fluently apply math foundational skills for algebra readiness
- The ability to think critically & solve complex problems”

Dreamers Academy will provide a superior educational option for traditionally under-performing and underserved students to reach their academic potential. This will also have a sizable impact on assuring traditionally underrepresented students enroll in high level advanced coursework in District middle schools and high schools, as well as gifted programs, and the new IB program at Riverview High School, which among other goals, seeks to expand minority and socioeconomically disadvantaged student enrollment.

Below are links to a few recent articles referencing demand, enrollment and public pressure to expand bilingual education:

<https://www.americancouncils.org/news/why-dual-language-immersion-approach-will-change-achievement-american-public-schools>

<https://edsource.org/2017/voter-initiative-opens-door-to-expansion-of-popular-dual-language-immersion-programs/586204>

https://www.washingtonpost.com/blogs/all-opinions-are-local/wp/2015/06/11/a-high-demand-for-bilingual-education-in-d-c/?utm_term=.2e98dd2135be

<https://ggwash.org/view/38406/education-in-multiple-languages-gives-kids-a-big-boost-which-means-high-demand-for-dcs-programs>

<https://rtforty.com/new-jersey-schools-under-pressure-as-demand-increases-for-bilingual-esl-classes/>

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other local public schools in accordance with section 1002.33(7)(a)8., F.S.

Dreamers Academy will follow best practices of the Dual Language Immersion Two-Way Instructional Model (TWI program). The student body of a TWI program includes native English speakers, native speakers of the partner language who are learning English (usually labeled ELLs by Florida and LEPs by federal law), and bilingual students (sufficiently proficient in English so as to not be labeled ELL/LEP and also proficient in the partner language to varying degrees).

Ideally, for the program to achieve the best academic outcomes, it is recommended that students from these groups be enrolled in the following proportions:

- No less than 50% and no more than 70% of the student population should consist of ELL/LEP students.
- No less than 30% and no more than 50% of the student population should consist of native English speakers, or bilingual students who are fully English proficient.

We will strive for our focus population to be 70% English Language Learners with a home language of Spanish and 30% non-English Language Learners with a home language of English. Given this enrollment focus, our mission of English and Spanish biliteracy will be supported throughout the curriculum within the progression of grades K through 5. This population of students aligns fluidly with the mission of a Dual Language Immersion Two-Way setting.

We will attempt to maintain this ratio in all our Dual Language classrooms. Most schools in North and Central Sarasota County are already Title 1 or close to it, as well as minority majority schools, and we believe Dreamers Academy will easily achieve the racial/ethnic balance reflective of the community we serve.

Dreamers Academy may also include small percentages of students known as “third language speakers”—that is, students whose home language is neither English nor the partner language. These students will be enrolled on a case-by-case basis by parent request.

Aside from language proficiency, there are no defining criteria for admission to Dreamers Academy. Students from a variety of socioeconomic levels and educational needs will be considered for admission.

The integration of students across linguistic and cultural groups is a critical component of our instructional model, which is designed to give students the opportunity to learn from their peers. It also addresses issues of equity, e.g., each language has a turn in being the “language of power.” Such integration is crucial for math, science, language arts, and social studies, not just for special subjects (such as music, art, and physical education). Integration is also the key to developing cross-cultural competencies and an understanding of different cultures. At Dreamers Academy, students will be integrated for all or most of the day.

In compliance with 1002.33(7)(a)8., F.S, Dreamers Academy will seek to achieve racial/ethnic balance through its comprehensive marketing plan, which will focus on recruiting students reflective of the racial/ethnic balance of the community we serve and/or within the racial/ethnic range of other Title 1 public schools in Sarasota County. As explained above, marketing tactics will include outreach to socioeconomically disadvantaged populations with direct mail, posters, social media marketing, participation in festivals and community events, information sessions and promotional events.

C. Describe the school’s proposed enrollment policies and procedures, including an explanation of the enrollment timeline, any preferences for enrollment and lottery process. Provide proposed enrollment application as Attachment S.

Policies and procedures governing the mechanics of application and admission will be completed following the charter application process and well in advance of student enrollment. Dreamers Academy will formally document the basic mechanics and rules of the school application process in a written enrollment policy document. Once in place, this document will be updated annually, before the start of student recruiting efforts, to account for changing regulations and lessons learned from the previous year.

Dreamers Academy shall enroll eligible students who submit timely applications unless the number of applications exceed the capacity of a grade level at the end of the open enrollment period. If one or more grade levels are oversubscribed, then a public lottery will be conducted. The lottery process will be transparent and governed by a clear and comprehensive admissions policy that complies with all established state or federal law. As of January 2014, the federal Non-Regulatory Guidance allows charter schools to implement weighted lotteries in favor of limited English proficient students, consistent with the best practices of the programs they seek to implement. As stated previously, the Dual Language Immersion Two-Way model demands certain ratios of native English speakers and native partner language speakers (or bilinguals proficient in both languages) to achieve the best outcomes.

In years following opening year, applications will be accepted during the open enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the

capacity of any grade level, a public lottery will be held to provide an equitable process for all applicants.

The number of seats available will be determined by the number of students who recommit minus the capacity. This is in compliance with 1002.33(10)(b). The drawing will continue until every name has been drawn and scheduled for enrollment or placed on a numerical waiting list. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular grade level in the order in which they are received.

If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list.

Dreamers Academy final application, admission and enrollment policy document will address:

1. Grades of Admission

Dreamers Academy will cover grades K-5, however students will be accepted into the dual language immersion class in Kindergarten, unless the student is a Spanish-speaking recent arrival into the District, or comes from another dual language Spanish-English program. In this case, the prospective student will be evaluated and considered on a case-by-case basis. The 1st grade – 5th grade cohort of Year 1 will not be dual language immersion, and these specific cohorts may admit students at any grade level, space dependent.

2. Student application

The application will ask for student's grade, address, and contact information, as well as well as information about whether siblings attend the school (Dreamers Academy offers siblings preference for admission). The application will also include the following elements:

- A non-discrimination statement
- Information on lottery date
- A required parent/guardian signature
- English and Spanish versions

3. Application deadline and lottery dates

The mechanism for a public lottery will also be included in the application, in the event that Dreamers Academy has more applicants than spaces for a given grade. The application deadline, first date applications will be accepted, and date/location the lottery will be held will be publicly announced in advance of the opening of the application period.

4. Parent requirements for accepting admission

Parents will be required to submit a pre-addressed reply card indicating acceptance and/or the necessary enrollment paperwork (proof of residency, transcript request form, etc.) by a certain date to demonstrate acceptance of the admission offer. The admission letter will include language allowing the school to interpret no response from a family after a certain date as a decision to decline the offer of admission. A well-defined process will be established for staff to follow up with parents who have not taken the required steps to accept admission. If a family does fail to confirm their student's intent to enroll or declines enrollment, a letter will be mailed documenting the fact that they no longer have a space at the school and spelling out steps they can take if they wish to reapply.

5. Waitlist policy

In the event that more students apply for a given grade than there are spots available, Dreamers Academy will maintain a waitlist. The policy for administering the waitlist will be documented in advance of the start of the admissions season.

Dreamers Academy will place students on the list based on their number from the lottery. For students who submit applications after the lottery date, Dreamers Academy will add them to the waitlist based on the date their application was submitted.

Dreamers Academy will give siblings of currently enrolled or accepted students, as well as children of employees and Board members, preference on the waitlist. New non-English speaking students from Spanish speaking countries will also be given priority status throughout the year if space and statutes allow.

6. Method for re-enrolling returning students

Existing students will be required to turn in all re-enrollment paperwork by a fixed date in the Spring semester to indicate their intent to re-enroll.

Section 15: Parent and Community Involvement

- A. Briefly explain the general plan to engage parents in the life of the school (in addition to any proposed governance roles described in previous sections of this application, if applicable) as well as plans for regular communication with parents about school matters. This *could* include building family-school partnerships to strengthen support for learning, volunteer opportunities, or activities the school will seek from, or offer to parents. This *must* include the governing board's appointment of a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes, s. 1002.33(7)(d)1., F.S.**

Dreamers Academy is a choice school, and as such, parents who choose to enroll their students will most likely place a high value on bilingualism, biliteracy and culturally-relevant education.

Dreamers Academy considers parent and community involvement a key foundational element to fulfillment of the school's mission and vision for our students. We strongly believe that ensuring all administrative and instructional staff that has direct contact with students and their families is bilingual, biliterate and culturally sensitive to our demography will aid considerably in developing a vibrant and engaged community, thus, ensuring a positive relationship between the school and the families we serve.

When families are engaged, students demonstrate increased success in schools. Studies have consistently shown that family engagement leads to higher student grades, higher achievement, higher language proficiency, improved social skills, higher graduation rates and increased enrollment in post-secondary education (Ferguson, 2008; Henderson & Mapp, 2002; Lindholm-Leary, 2015).

Dreamers Academy will be guided by proven strategies (cal.org) to encourage parent and community involvement. Some of these strategies include:

- Approaching families from a strength-based perspective; that is, understand that all families have many strengths to help their children
- Providing a welcoming environment
- Implementing culturally and linguistically responsive services
- Providing adult education programs including English language classes (Two-Gen model)
- Giving parents guidance about how to navigate the school system (*Padres Comprometidos*)
- Showing respect for parents' cultural and linguistic practices and customs
- Translating (and producing audiovisual communications) materials and information into the languages spoken by families
- Being flexible in scheduling school meetings and events
- Recognizing that families' language and culture are strengths that should be shared at school and home
- Helping families to support their children's development at home
- Using technology such as texting, voice messages and videos to send families regular tips on supporting the language development of young children in their home languages

Dreamers Academy's Governing Board will appoint a Family Liaison who is proficient in both program languages, has strong sociocultural competence and resides in the school district. The Family Liaison's primary responsibility is to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes. The Family Liaison may be a Governing Board member, employee, or individual contracted to represent the Governing Board. In our first year of operation, this will be an unpaid volunteer position. The Family Liaison will ensure that students and families have the needed information and resources to actively participate in the Dual Language instructional model. Contact information for the Family Liaison will be provided in writing to parents each year, and will also be posted prominently on the charter school's website.

The Family Liaison will lead development of the Parent Involvement Plan, which will be aligned with the Sarasota District's Title 1 Part A Parent Involvement Plan. Our school will establish a Parent Resource Center which will seek to engage parents in the decision-making process of their children's education by providing opportunities to develop, plan and participate in school activities and curriculum-based workshops.

Dreamers Academy's Parent Involvement Plan (PIP) will establish a responsive infrastructure for positive, active, and ongoing relations with students' families and the community. This infrastructure will include the Family Liaison, as well as bilingual administrative staff with demonstrated sociocultural competence to effectively serve all families. Ongoing training will be provided to strengthen these skills in all staff. Professional Development aligned with the Dual Language program as well as the PIP will address the importance of equity, access, and social justice for effective outreach to families and the community.

The PIP will delineate school-parent communication, with the goals of helping parents understand how to play a major role in the academic achievement of their children; build positive relations between school administration and instructional staff and parents; empower parents to assist their children at home; and increase parental awareness of resources and services available to assist in their children's academic success (Sarasota School District Parent Involvement Plan).

Dreamers Academy views families and community leaders as strategic partners. Family members and community leaders will be recruited to become involved in advisory groups (SAB) tasked with moving the Dual Language program forward. We seek to capitalize on the linguistic diversity of the local community by involving key constituents through events and field trips that provide authentic opportunities to use both program languages and highlight the importance of sociocultural competence.

A Parent Involvement Committee (PIC) will be established and tasked with facilitating parental involvement, providing access to information, assisting parents and others with questions and concerns, and resolving disputes. The PIC will also plan school-wide activities and community outreach events, and become ambassadors and advocates for the Dual Language program and the school.

Dreamers Academy seeks to provide many and varied opportunities for parents and extended family members to support the Dual Language program, allowing for multiple skill levels, interests and availability. Some of these activities, recognized and highly valued by program staff, may include reading with students; helping teachers prepare classroom materials at the school or at the

home; leading or participating in parent organizations; mentoring students. Families will be surveyed, formally and informally, on a regular basis to learn about program needs they have observed, their suggestions for addressing those needs, and activities they would like to participate in to support the program.

By providing regular positive, informational communication in the home language through a variety of channels, inviting family members to volunteer in the classroom and to serve on school committees, and express appreciation of parental and family contributions, large and small, we hope to make families feel valued and welcome.

- B. Discuss any established community resources that will be available to students and parents, if applicable. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.**

Dreamers Academy will appoint a Community Outreach Liaison to establish community resources available to students and parents. Sarasota County is blessed with an active and engaged community including multiple foundations and family charitable funds, which consistently and generously support effective educational and cultural programs. Strong relationships will be sought with these organizations to support the school. The need to serve the most vulnerable student population within our school district is proven, and most organizations are very familiar with the sociocultural challenges affecting many of Sarasota's public school students.

Dreamers Academy will also seek relationships with arts and cultural organizations to ensure arts integration throughout our curriculum. School Leadership will be encouraged to continue to be involved with civic organizations such as the Task Force for Arts Integration in K-12 Education of the Arts and Cultural Alliance, SCOPE's Sarasota County Comprehensive Plan For Children and Youth, the Community Alliance's Sarasota Partnership for Children and Youth, and Positive Youth Development Council.

The nature of these relationships will be to support the mission and vision of the school, as well as the students and families we serve. Enrichment experiences will be sought throughout the year, as well as partnerships, sponsorships and special funding to ensure the greatest level of participation.

- C. Provide, as Attachment T, any existing evidence of demand for the school or support from intended community partners, if available (e.g. letters of intent/commitment, memoranda of understanding, or contracts).**

Letters of Support are included as Attachment T.

III. BUSINESS PLAN

Section 16: Facilities

If the site is acquired: N/A - Site is not yet acquired.

- A. Describe the proposed facility, including location, size, and layout of space.
- B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations, and policies and is ready for the school's opening.
- C. Describe how the facility aligns with the proposed educational program and other requirements such as mandated class sizes.
- D. Document the anticipated costs for the facility, including renovation, rent, utilities, and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U. If renting an existing facility, provide draft lease agreement as Attachment V.
- E. Describe the back-up facilities plan. What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?

If the site is not yet acquired:

F. Explain the school's facility needs, including desired location, size, and layout of space.

The school will require 16 classrooms, administrative offices with a conference room and meeting space, and one or more multi-purpose room to serve as cafeteria, auditorium and indoor gym. The desired location is Sarasota County as stated in Section 2, with a preferred location in North and/or Central Sarasota County.

We are hoping that Dreamers Academy will be a feeder school to McIntosh Middle School and that there will be opportunities for teacher and student collaboration. Under the leadership of Dr. Harriet Moore, McIntosh Middle has implemented a superior educational plan including the necessary support infrastructure to ensure student academic and personal success. Among the resources and programs offered in this STEM A2 Magnet Program are: second language instruction, PLTW Gateway, acceleration opportunities in Algebra 1 and Geometry, SSTRIDE (Science Career Program), and Agriscience Program.

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs and include evidence of such (e.g. letter, MOU) as Attachment U.

If we were to lease a facility, we anticipate the cost would be between \$8,000 – \$20,000 per month (based on the rental rates of other charter school operators in the area and quotes we have received from potential sites). If we were to use portables on potential land sites, the cost would be variable, maxing at about \$19,000 per month at full first-year capacity, depending on the type of portable structure selected and the necessary infrastructure needed to be constructed to

accommodate them. This is based on a proposal from Mobile Modular Management Corporation. Proposals from other providers, such as William Scotsman and Modular Solutions, will be sought for comparison purposes.

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

Upon approval of the charter application, we will immediately commence the process of strategically evaluating current short-term needs, as well as the longer-term implications, taking into consideration the local economic and political dynamics of the school district and the county. The strategy will follow best practices of commercial real estate decisions, which will include identifying the best options of the many we already have to align with current and anticipated needs, while maximizing efficiency, cost and timing. This strategy will drive the schedule and will include the process of translating goals into specific real estate criteria; creating a scorecard to compare the pros and cons of each location/facility; and using a comprehensive set of criteria to examine the merits of any real estate scenario.

I. Describe the back-up facilities plan.

There is no “back-up facilities plan” as a site has not been acquired. All known and unknown options will be considered upon completion of the charter application process. Among current sites that have been reviewed and are under consideration are:

1. 22-classroom building on Lyle Street on Beth Shalom Temple campus
2. 8440 North Tamiami Trail building
3. 300 Audubon Place, Sarasota
4. Facilities and/or land at 580 McIntosh Road
5. 2501 Dr. Martin Luther King Way
6. Previously identified Elementary J location on Honore Road
7. 174 Bay Street in Osprey

Section 17: Transportation Service

Describe the school's plan for transportation to ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the school, s. 1002.33(20)(c) F.S.

Dreamers Academy, pending approval, will contract with the Sarasota County School District to provide existing exemplary transportation services to its students. In accordance with federal and state laws, special transportation for students with an Individual Education Plan (IEP) will be provided, according to the level of assistance required. Compensation for transportation of such qualified students shall be funded through FTE and/or IDEA, as defined in statutes.

Dreamers Academy will follow the guidelines in the Sarasota District's Student and Family Handbook (Section 103.0) – Bus Service: "Transportation is provided to students in grades K-12 if they live more than two miles from school. Transportation may or may not be provided for students who live outside the attendance boundaries of the school they attend."

Section 18: Food Service

Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program. Explain how the school's food service plan will ensure healthy, well-rounded meals for students.

Dreamers Academy will be part of the National School Lunch Program and will contract with the Sarasota County School District for food services. As a participant in this initiative, Dreamers Academy will comply with all pertinent laws, guidelines, and regulations of the program, which will ensure that we serve children who qualify for free and reduced breakfast and lunch. Participation in the program also ensures that meals comply with government guidelines for nutrition and quality.

Section 19: School Safety and Security

Outline the plan for school safety and security for students, staff, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ. A full plan that also includes procedures for unanticipated emergency situations will be required prior to school opening.

Dreamers Academy will work closely with the Sarasota School District's Safety, Security and Emergency Management Department to comply with all District guidelines for safety and security. Our District lists safety as one its five foundational pillars, and we hope to work collaboratively with its team of safety professionals to keep our students safe and our campuses secure.

We will follow the established guidelines of Sarasota School District, including:

Visitors to the campus will sign in with the main office and present a current state-issued form of identification (e.g. driver's license or state identification card). The identification is used to register the visitor on campus and process the visitor through a sexual offender/predator database. After a visitor who has legitimate business with the school has been cleared, the visitor will receive a self-adhesive nametag with his or her name, photo and the campus location he or she is visiting. The badge must be visibly worn at all times while the visitor is on school grounds. Any individual considered a non-student must obtain administrative clearance through the visitor management system prior to entering the school. Persons without a pass are subject to a trespassing charge and may be arrested. Visitors who do not clear the sexual offender/predator database will not be allowed unescorted access to campus and must coordinate future visitation with an on-site administrator.

Any authorized campus visitor wishing to serve as a volunteer (including mentors, tutors, field-trip chaperones, booster club members, etc.) must first apply to be approved as a volunteer through the school district's Volunteer & Partnership program. A criminal background screening is required for all school volunteers in addition normal visitor screening.

Volunteers serve by permission of the school Principal/administrator, who has final authority for allowing volunteers to serve at the school.

Visitors must receive approval from the Principal in advance to observe in the classroom.

Teachers cannot stop classroom activities to hold parent conferences.

Students cannot invite their friends or relatives from other schools to visit the school without express permission in advance from the Principal's office.

Any individual found on the campus without clearance from a member of the administrative staff is subject to a trespassing charge and possible arrest.

During a critical incident, parents should not go to the school unless notified to do so. The school will be secured by law enforcement and parents will not be able to get their student until the threat has cleared. To ensure student safety and security during an incident, parents are asked to not

contact their student by cell phone. Parents must make sure all of their emergency contact information is current and listed correctly at the school.

During a critical incident at the school, cell phones are not to be used by students. Using a cell phone during an emergency limits the students' ability to quickly acknowledge and respond to directions putting themselves and their classmates in jeopardy. Additionally, during certain emergencies talking is not allowed in the classroom. This rule is enforced so that the room will sound vacant; conversation by the students or the ringing of a cell phone could identify their location to an attacker. Parents are asked to explain to their children the importance of not using cell phones during an emergency.

All school staff will wear picture ID cards when on campus, and have passed a criminal history background check and fingerprinting process, including a drug test.

All contractors and vendors will have passed a district background check aligned to the Jessica Lunsford Act requirements.

Classroom doors on campus will remain locked throughout the day and will automatically lock after entering/exiting.

The registrar will maintain accurate records related to approved guardians who can sign students in and out of the school during regular school hours and extended school hours (early/aftercare) and who can receive records and information.

We will comply with FERPA to protect student records and privacy.

Dreamers Academy will follow Sarasota School District's Code of Conduct.

Dreamers Academy staff will be instructed and trained in accordance with the safety and crisis management plan.

A comprehensive security and crisis management plan will be developed and widely distributed among staff, parents, district and law enforcement/support agencies after application approval and before school opening.

Perimeter fencing with single point of entry will be installed.

Additionally, Dreamers Academy will seek to work with Sarasota School District's Safety, Security and Emergency Management Department to develop strategies aligned with the District's comprehensive school safety strategy, including but not limited to:

Coordination and emergency planning with local law enforcement, police, fire, and safety officials

Coordination with Sarasota County Health Department

Comprehensive safety plans including evacuation, shelter-in-place, parent communication (updated annually)

On-going employee training

Staff members designated to assist special needs students in an emergency/crisis

Employee/visitor identification badges

Reduced number of school doors accessible from the outside

Emergency kits in every school ready for first responders in an emergency
Crisis plans updated regularly to reflect current climate and level of risk
Crisis management team
Crisis intervention team
Status checks of emergency communication devices
Regular maintenance and testing of security alarm systems
Staff trained on mail handling safety
Fire safety drills conducted as required
Defibrillators tested regularly
Exit signs clearly marked and visible
Entrances clearly marked with signs directing visitors to the main office
Appropriate identification required of adults signing out students
Bus loading/drop off areas monitored by staff

Section 20: Budget

- A. Provide as Attachment X, an operating budget covering each year of the requested charter term that contains revenue projections (using the Florida charter school revenue estimate worksheet as Attachment W for at least the first year of operation), expenses, and anticipated fund balances. The budget should be based on the projected student enrollment indicated in Section 2 of the application. A template for the operating budget may be available from the sponsor upon request.**

Attached.

- B. Provide a start-up budget as Attachment Y that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.**

Attached.

- C. If the budget is contingent upon sources of funding beyond those typically provided by local, state, and federal governments (such as funding from foundations, donors, grants), provide evidence of such funding (e.g. MOU, letters) as Attachment Z.**

Attached.

- D. Provide a detailed narrative description of the line-item revenue and expenditure assumptions on which the operating and start-up budget are based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.**

Our budgets were prepared by the board working directly with Pellegrino Honick McFarland & Miller Accountants of Sarasota (PHMM). PHMM currently handles the accounting or auditing for several charter schools in Sarasota County.

With the permission of those schools, PHMM created a mean-based formula and compared that to a simple average of both revenue and expenses, by line item. It was adjusted for size, student population and any unusual or outlying circumstances.

The exceptions on startup income were made to reflect not only startup lines of credit, but also an acknowledgement of the willingness of several donors to directly sponsor items (such as curriculum purchases) which is why certain items appear in the startup year that may normally appear in the first operational year.

The decision to accommodate a much higher monthly lease cost is also an exception, should a portable-based classroom scenario seem more attractive for its flexibility against potential fluctuations in expected revenue.

- E. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated. This may include budgets for 75% and 50% of revenue projections or a budget for whatever percentage the applicant considers the minimum percentage at which they could operate the educational plan presented.**

Once facilities are secured, the board, with PHMM will be creating three plans – the 100% revenue plan, with accurate pro-forma operating numbers, alongside the 75% and 50% contingencies. Once facilities and other fixed operating costs can be determined, additional downside scenarios may be explored.

- F. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).**

Dreamers Academy will begin with a line of credit of \$500,000 before any local, state or federal government dollars. This is also before any confirmed support from foundations, donors or grants which, given initial conversations, we expect to be significant.

These dollars will be used to time shift any capital flows and account for any problems within the first year of operations.

Even with a conservative budget, if operating at 100% it contributes to an excess of revenues over expenditures in year one. Year one operational plans are easily scaled (note the above comment regarding the leasehold expense) to accommodate any long-term or material economic differences to the revenue projections in subsequent periods.

- G. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.**

Attached.

Section 21: Financial Management and Oversight

- A. **Describe who will manage the school's finances and how the school will ensure strong internal controls over financial management and compliance with all financial reporting requirements.**

Dreamers Academy's Principal will lead the administrative team in bookkeeping, budgeting, and payroll and will implement policies and procedures, according to FLDOE's Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book). The Principal will work collaboratively with the Governing Board and administrative team to manage daily operations and associated finances, including expenditures and receivables. Pellegrino Honick McFarland & Miller Accountants of Sarasota (PHMM), will manage payroll and accounting services, and will work with the board to conduct a search for a local firm to present an annual financial audit, in accordance with generally accepted auditing standards. Further, PHMM in concert with the auditor will prepare a Comprehensive Internal Control Manual as the standards and practices to which the administration will be held. Board member Al Weidner, former Deputy CFO of Sarasota County Schools, will head the Finance Committee and work with the Principal and PHMM on financial accountability and reporting.

- B. **Explain the mechanisms the governing board will use to monitor the school's financial health and compliance.**

On an annual basis, the school's Principal will prepare a budget, along with monthly cash flow projections, for presentation to the Board for its review and approval prior to the start of each fiscal year. The Board will formally adopt and continue to monitor (through its Finance Committee) the annual budget throughout the year. The Principal will provide reports to the Board on a monthly basis, outlining the progress of the budget through formal financial statements, comparing actual and projected expenditures to the approved budget. The Board will review the budget, expenditures, and projections and make amendments, as needed, or implement corrective actions to maintain financial stability.

- C. **Describe the school's plans and procedures for conducting an annual audit of the financial operations of the school.**

The Governing Board will retain Pellegrino Honick McFarland & Miller, PA to ask for bids from local CPA firms to act as auditor. The auditor will review the organization's operations and submit completed fiscal year audited financial statements to the Board. The Board will review and accept the audit report, including findings and recommendations. The Board will then submit the audited financial statements to Sarasota County, per requirements of the Auditor General of Florida.

- D. **Describe the method by which accounting records will be maintained.**

In compliance with Red Book requirements, funds will be allocated to the appropriate revenue accounts. Expenditure accounts will also be maintained as per the Red Book parameters. Dreamers Academy will utilize accounting software for daily operational accounting records and safe storage of the information. The school will contract PHMM, which will manage and maintain the payroll.

E. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and financial report.

One paper copy and one electronic copy of the audit report will be submitted to Sarasota County and to the Auditor within 45 days after delivery of the report to the Board, but not later than nine months after the end of the fiscal year.

F. Describe any key back-office services to be outsourced via contract, such as business services, payroll, and auditing services. Include the anticipated costs of such services and criteria for selecting such services.

Payroll and accounting services will be outsourced to Pellegrino Honick McFarland & Miller, PA at a cost of \$30,000 per year. The school's annual audit will be outsourced to a local CPA firm at a cost of approximately \$12,000 per year.

G. Describe how the school will store financial records.

A secured network at PHMM will be used to store financial records, to which only authorized employees and Board members will have access. File backups and hard-copy records will be stored in a secure environment.

H. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors' and officers' liability coverage.

Dreamers Academy will research reputable insurance companies and request bids for comparison for coverage including, but not limited to, the following:

General Liability Insurance: This will protect Dreamers Academy against liability claims for bodily or personal injury and property damage from third parties.

Workers' Compensation: This will cover the school for those sources of liability which would be covered by the latest edition of the standard Workers; Compensation Policy, as filed for use in Florida by the National Council on Compensation Insurance. In addition, coverage is to be included for any other applicable federal or state law.

Employers' Liability Insurance: This coverage will be included for the Federal Employers' Liability Act and will protect against employment-related wrongful acts (e.g. wrongful termination, discrimination) and inappropriate workplace conduct (e.g. invasion of privacy, negligent evaluation).

Property Insurance: This will cover risk of loss of physical assets (e.g. building, equipment).

Directors and Officers/School Leaders Liability Insurance: This will protect, those covered, against "wrongful acts," such as actual or alleged errors, omissions, misstatements, breach of duty, or failure to perform duties.

Section 22: Start-Up Plan

Dreamers Academy Start Up Plan for August 2019 First Day Opening

Item	Activity	Timeline
i.	Applying for and securing appropriate legal status (e.g. status as a state corporation, federal non-profit)	Complete
ii.	Identifying and securing facility	May – December 2018
iii.	Recruiting and hiring staff (leaders, teachers, and other staff)	February – June 2019
iv.	Staff training	July-August 2019
v.	Finalizing curriculum and other instructional materials	May 2019
vi.	Governing board training	April-June 2019
vii.	Policy adoption by Board	November 2018
viii.	Recruiting students	July 2018-March 2019
ix.	Enrollment lottery, if necessary	March 2019
x.	Establishing financial procedures	May 2019
xi.	Securing contracted service	April-June 2019
xii.	Fundraising, if applicable	August 2018-August 2019
xiii.	Finalizing transportation and food service plan	May-July 2019
xiv.	Procuring furniture, fixtures and equipment	May 2019
xv.	Procuring instructional materials	April-July 2019

This timetable is a projection and is not meant to be binding on the school or sponsor.

Chart of Attachments

Please tab or separate attachments as noted below

- A. Evidence of teacher and parental support for conversion, if applicable.
- B. Sample daily school schedule and annual school calendar
- C. Sample curriculum scope and sequence
- D. Reading curriculum
- E. Pupil Progression plan, if applicable
- F. Assessment Schedule
- G. Proposed discipline policy or student code of conduct, if applicable
- H. Articles of incorporation
- I. 501(c)(3) tax-exempt status determination letter (or copy of the filing form)
- J. Governing board by-laws
- K. Governing board code of ethics and conflict of interest policy
- L. For each board member, a Board Member Information Sheet, resume, and Statement of Assurances (templates provided)
- M. Organization charts that show the school governance, management, and staffing structure in
 - 1) the pre-operational year; 2) the first year of operation; 3) at the end of the charter term; and
 - 4) when the school reaches full capacity, if in a year beyond the first charter term
- N. Job description for the school leader and, if this person is already identified, his or her resume
- O. If the school leader is not yet identified, the qualifications the school will look for in a school leader
- P. Job description(s) and qualification requirements for each administrative or leadership position other than the school leader
- Q. Job description(s) and qualification requirements for the school's teachers
- R. Personnel policies, if developed
- S. Student enrollment application
- T. Evidence of demand for the school (e.g. petitions or intent to apply forms) or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, or contracts), if applicable
- U. Evidence of facility funding sources, if applicable
- V. Draft rental agreement or lease for facility, if applicable
- W. Florida Charter School Revenue Estimating Worksheet
- X. Proposed Operating Budget
- Y. Proposed Startup Budget
- Z. Evidence of external funding (e.g. foundations, donors, grants), if applicable.

Addendum (as applicable)

- AA. Commissioner's letter(s) of verification of high-performing status
- BB. ESP's organization chart
- CC. ESP's organization chart after any anticipated growth
- DD. Applicant history worksheet (*Form IEPC-M1A*, found at:
<http://www.fldoe.org/schools/school-choice/charter-schools/charter-school-reference>)
- EE. Draft contract between school and ESP
- FF. Applicant may attach up to an additional ten pages of supplemental material.

IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Dreamers Academy is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses, and certifications related to fire, health, and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

The governing board, at its discretion, allows Thomas Chaffee, Chairman to sign as the legal correspondent for the school.



Signature

January 20th, 2018
Date

Thomas Chaffee
Printed Name

MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS FOR ELLs

Program¹	Instructional Focus	Grade Level
REQUIRED		
English for Speakers of Other Languages (ESOL)	Use of ESOL instructional strategies to make instruction comprehensible.	Kindergarten – 12 th Grade
OPTIONAL (In addition to ESOL)		
Home Language/Bilingual Education	Use of home/native language instructional strategies to make instruction comprehensible	Kindergarten – 12 th Grade
Newcomer <i>(Specific equal access provisions are Required with this program)</i>	Use of either ESOL or home/native language instruction to make instruction comprehensible	Primarily in Grades 6 th to 12 th <i>(May be implemented in Grades 1 – 5 based on student needs)</i>

	Instructional Model/Approach²		Academic Content	Language of Instruction	Student Composition
	Model	Program			
1. Sheltered – English	E	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Only students classified as English language learners
2. Sheltered – Core/Basic Subject Areas	S	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3. Mainstream/Inclusion – English	I	E or N	English/Language Arts: Listening, Speaking, Reading & Writing ³	English	Students classified as English language learners and fluent English-speakers ⁵
4. Mainstream/Inclusion - Core/Basic Subject Areas	C	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers ⁵
5. Maintenance and/or Developmental Bilingual Education	O	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language [Native language of ELLs enrolled in program]	Only students classified as English language learners
6. Dual Language (Two-way Developmental Bilingual Education)	T	E, H, L, or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language ⁴	Students classified as English language learners and fluent English-speakers ⁵

¹ Denotes program approved by FDOE, regardless of instructional model/approach: ESOL is required; other programs may also be delivered, based on student need.

² More than one model/approach may be implemented at any given school.

³ Instruction must be aligned to areas of knowledge, standards, and benchmarks of the revised Reading and Language Arts Sunshine State Standards. Areas of knowledge are Reading Process, Literary Analysis, Writing Process, Writing Applications, Communication & Information and Media Literacy.

⁴ Language of instruction may or may not be the native language of ELLs.

⁵ Fluent English-speakers includes former ELLs and native English speakers

Dreamers Academy Proposed Sample School Schedule

Kdg (6)	8:30-8:40	8:40 - 10:10	10:10 - 10:40	10:40- 11:10	11:00-11:25	11:25 -12:25	12:25 - 1:05	1:05 - 1:50	1:50 - 2:45	2:45 -3:15	
Teacher 1	News & Class Mtg	Reading I 90 min.	Acceleration	Lunch	P.E Recess	Math	Specials	Writing	Reading II	Math Club	
Teacher 2			30 min.	30 min.	25 min.	60 min.	40 min.	45 min.	60 min.	20 min.	
Teacher 3											
Teacher 4											
Teacher 5					1x iReady Lab						
Teacher 6											

1st (2)	8:30-8:40	8:40 - 10:10	10:10 -10:55	10:55 - 11:25	11:15 - 11:40	11:40 - 12:10	12:00 -12:55	1:05 - 1:45	1:45 - 2:55	2:55 -3:15
Teacher 1	News &	Reading I	Writing	Lunch	P.E Recess	I-E Time	Math	Specials	Reading II	Math Club
Teacher 2	CM, Skill	90 min.	45 min.	30 min	20 min.	30 min.	60 min.	40 min.	60 min.	20 min.

2nd (2)	8:30-8:40	8:40 - 10:10	10:10 - 11:10	11:10 - 11:40	11:30 - 11:45	11:45 - 12:25	12:25 - 12:55	12:55 -1:40	1:40 - 2:40	2:40 - 3:15
Teacher 1	News &	Reading I	Reading II	Lunch	P.E Recess	Specials	I-E Time	Writing	*Math	Math
Teacher 2	CM, Skill	90 min.	60 min.	30 min	30 min.	40 min.	30 min.	45 min.	60 min.	Club

3rd (2)	8:30-8:40	8:40 - 10:10	10:10 - 11:10	11:10 - 11:40	11:40 - 12:10	12:00 - 12:20	12:20 - 1:20	1:20 - 1:45	1:45 - 2:25	2:25-3:15
Teacher 1	News &	Reading I	Reading II	I-E Time	Lunch	P.E Recess	Math	Math	Specials	Writing
Teacher 2	CM, Skill	90 min.	60 min.	30 min.		20 min.	60 min.	Club	40 min.	50 min.

4th (2)	8:30-8:40	8:40 - 9:40	9:40 - 10:20	10:20 - 11:00	11:00 - 12:30	12:30 - 1:00	12:50 - 1:15	1:15 - 1:45	1:45 - 2:45	2:45 - 3:15
Teacher 1	News &	Reading II	Writing	Specials	Reading 1	Lunch	P.E Recess	Math	Math	Science
Teacher 2	CM, Skill	60 min.	35 min.	40 min.	90 min.		30 min.	Club	60 min.	30 min.

5th (2)	8:30-8:40	8:40 - 9:40	9:40 - 10:20	10:20 - 10:50	10:50 - 12:10	12:10- 12:40	12:30-12:40	12:40 - 1:10	1:10 - 2:10	2:10- 3:15
Teacher 1	News &	Reading II	Specials	Math	Reading 1	Lunch	Recess	Writing	Math	Science
Teacher 2	CM, Skill	60 min.	40 min.	Club	90 min.		20 min.	30 min.	60 min.	65 min.

Fine Arts Tchr	8:30 - 9:40	9:40 - 10:20	10:20 - 11:00	10:50 - 11:00	11:45 - 12:25	12:25 - 1:05	1:05 - 1:45	1:45 - 2:25	2:25 - 3:15
Art	Push in to Reading Block	5th Grade	4th Grade	Break	2nd Grade	Kindergarten	1st Grade	3rd Grade	Planning
Computer.				11:00 - 11:30					
PE				Lunch					
Media									
Music									

2018-19 Student Calendar

July 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

0	0	Days in Quarter
0		Student Days

August 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 13 - First Day for Students

0	15	Days in Quarter
15		Student Days

September 2018						
S	M	T	W	Th	F	S
						1
2		4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	30	24	25	26	27	28
		29				

September 3 - Labor Day-No School

0	19	Days in Quarter
19		Student Days

Mth	Days	Qtr
Jul	0	1st
Aug	15	
Sept	19	
Oct	11	45
Oct	11	2nd
Nov	19	
Dec	14	44
Jan	18	3rd
Feb	19	
Mar	9	
Mar	6	4th
Apr	21	
May	18	
	180	180

October 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

October 15 - End of 1st Grading Period
October 19 - Professional Day-No school

11	11	Days in Quarter
22		Student Days

November 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21			24
25	26	27	28	29	30	

November 21-23 - Thanksgiving Holiday

0	19	Days in Quarter
19		Student Days

December 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Dec 20 - End of 2nd Grading Period
Dec 21 - Professional Day-No School
Dec 24-31 - Winter Break

14	0	Days in Quarter
14		Student Days

January 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20		22	23	24	25	26
27	28	29	30	31		

January 1-4 - Winter Break
January 21 - MLK Day-No School

0	18	Days in Quarter
18		Student Days

February 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17		19	20	21	22	23
24	25	26	27	28		

February 18 - President's Day-No School

0	19	Days in Quarter
19		Student Days

March 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	31	25	26	27	28	29
		30				

March 13 - End of 3rd Grading Period
March 15 - Professional Day
March 18-22 - Spring Break

9	6	Days in Quarter
15		Student Days

April 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

April 19 - Mini-Break

0	21	Days in Quarter
21		Student Days

May 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26		28	29	30	31	

May 24 - Last Day for Students
May 27 - Memorial Day

0	18	Days in Quarter
18		Student Days

June 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	30	24	25	26	27	28
		29				

0	0	Days in Quarter
0		Student Days

Note: If needed, Hurricane Make-up Days are April 19th, then November 21st.

Grades K-5 Identification/Intervention Decision Tree

STAR Early Literacy will be administered to all kindergarten students within the first 30 days of school.

Grade Level	Benchmark Assessment	If	Then
<u>Kindergarten</u>	STAR Early Literacy Florida Kindergarten Readiness Screener	Student scale score:	
		497-529	Continue with enhanced instruction that follows a developmental reading continuum including instruction with high level comprehension, vocabulary, word study, and fluency at the word and/or connected text level.
		438-496	Utilize the i-Ready diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and the Individual Student Profile Report and monitor progress more frequently. Tier 2 Intervention may be considered for these students.
		437 and below	Utilize the i-Ready student diagnostic report to identify focus skills and provide a learning pathway. Use differentiated instruction in small group settings based on the Instructional Grouping Profile Report and Individual Student Profile Report and monitor progress more frequently. Intervention will be increased with intensity and frequency based on students' individual needs.

<p>Chart D1: K-5 The i-Ready diagnostic will be administered three times per year to monitor student progress toward end of the year mastery of the Language Arts Florida Standards and to provide further instructional information so that students will achieve. Students are identified by profile groups and will receive instruction based on the MTSS. The <i>Instruction/Intervention Design for Implementation</i> document reflects the setting and support for the child as well as the tools and strategies the teacher will use to address the reading deficiencies. This document will be shared with the child’s parents as described in State Statute 1008.25. Revisions may be made as needed.</p>		
<p>IF: I-Ready scale scores on or above level (See attached Reading Placement Chart-green cells for the grade level) or FSA Levels 3-5</p>	<p>If: I-Ready scale score up to one year below grade level (See attached Reading Placement Chart-yellow cells for the grade level) or FSA Level 2</p>	<p>If: I-Ready scale scores one year or more below grade level (See attached Reading Placement Chart-red cells for the grade level) or FSA Level 1</p>
<p>Then:</p> <ul style="list-style-type: none"> Continue grade level instruction (Tier 1 instruction) and enrichment in high level reasoning skills, vocabulary, reading comprehension, and fluency practice strategies Provide differentiated small group instruction using appropriate leveled text. Provide a variety of opportunities to strengthen content reading and research <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> Reading Wonders (CCRP) Appropriate Leveled text for small group/guided reading, focusing on before, during and after strategies Delivery during the 90 minute reading block FCRR Literacy Center Follow-up CPALMS activities Literacy Circles/ Literature Circles Paired and independent reading across various genre Instructional Focus Guides on District Blackboard site (IFG) Personalized Learning Path on i-Ready Differentiated tools from i-Ready Teacher 	<p>Then:</p> <ul style="list-style-type: none"> Tier 1 and 2 Instruction Compare to other assessment data (Reading Wonders i.e. unit tests, performance tasks from IFG) Use Listening or Reading Comprehension, Provide enhanced instruction in the high level reasoning skills Use Reading Wonders’ vocabulary procedure (tier 2 words) and reading comprehension. Strategies should include but are limited to: questioning, retelling, summarizing, and metacognitive (think aloud) strategies. Provide additional strategies for text reading efficiency (comprehension and fluency). Promote automaticity by providing practice readings with diversity, at the phrase, sentence and paragraph level. Provide differentiated small group instruction to determine and focus on level of instruction. Determine P.A./Phonics level Students scoring in this range may need additional intervention (more time and smaller group size) in addition to or an extension of the 90 minute reading block 	<p>Then:</p> <ul style="list-style-type: none"> Tiers 1, 2, 3 Instruction Compare to other assessment data (i.e. Reading Wonders’ Unit tests, performance tasks from IFG) Determine P.A./Phonics level Students scoring in this range will need additional intervention (more time and smaller group size in addition to or an extension of to the 90 minute reading block). More targeted instruction Students not responding to this intensive intervention will be further diagnosed and will receive instruction through additional or alternative materials in order to accelerate reading success. <p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> Reading Wonders (CCRP) Wonderworks (Intervention program) based on reading need Appropriate leveled text for small group differentiated instruction focusing on before, during and after strategies Delivery during the 90 minute reading block + iii 20-30 minutes FCRR Literacy Center Follow-up CPALMS activities

<p>Toolbox</p> <ul style="list-style-type: none"> • Arts integration to enhance understanding • Extension of activities through technology/STEAM 	<p>Programs and Possible Materials:</p> <ul style="list-style-type: none"> • Reading Wonders (CCRP) • Wonderworks (Intervention program) as needed • Appropriate leveled text for small group differentiated instruction focusing on before, during and after • Delivery during the 90 minute reading block • FCRR Literacy Center Follow-up • CPALMS activities • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox • Extension of activities through technology • Arts integration to enhance understanding 	<ul style="list-style-type: none"> • Instructional Focus Guides on District Blackboard site (IFG) • Personalized Learning Path on i-Ready • Differentiated tools from i-Ready Teacher Toolbox • Extensions of Activities through technology • Select students may be served by Reading Recovery • Arts integration to enhance understanding
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Both i-Ready scale score and classroom assessments may influence flexibility of placement in the MTSS process, considering intensity of time, smaller group or one on one setting, or more targeted to reading element as shown in Chart D1.

Placing Reading at the forefront cannot be over-emphasized, for it is the foundation of a child’s education. Our reading curriculum will be intentional and deliberate in providing a predictable structure for our ELL and non-ELL students. While following the state mandated 90 minute reading block, the time will begin with teacher-led explicit lessons that will be delivered in a genuine manner as to carry children through the reading experience. Through step-by-step demonstrations, succinct think alouds that share metacognitive strategies and concrete goal- setting, teachers will lead students to meeting and exceeding grade level goals.

Reading Placements – Overall

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Emerging K	0 - 361	0 - 346	NA	NA	NA	NA
Level K	362 - 479	347 - 433	0 - 418	0 - 418	0 - 418	0 - 418
Level 1	480 - 536	434 - 536	419 - 488	419 - 473	419 - 473	419 - 473
Level 2	537 - 560	537 - 560	489 - 560	474 - 510	474 - 495	474 - 495
Level 3	561 - 800	561 - 602	561 - 602	511 - 602	496 - 556	496 - 541
Level 4	NA	603 - 800	603 - 629	603 - 629	557 - 629	542 - 580
Level 5	NA	NA	630 - 800	630 - 640	630 - 640	581 - 640
Level 6	NA	NA	NA	641 - 800	641 - 653	641 - 653
Level 7	NA	NA	NA	NA	654 - 800	654 - 669
Level 8	NA	NA	NA	NA	NA	670 - 800
Level 9	NA	NA	NA	NA	NA	NA
Level 10	NA	NA	NA	NA	NA	NA
Level 11	NA	NA	NA	NA	NA	NA
Level 12	NA	NA	NA	NA	NA	NA

Key: Red indicates one year or more below grade level
 Yellow indicates up to one year below grade level
 Green indicates on or above grade level

2019-2020 Dreamers Academy Tentative Assessment Schedule

<u>August</u> 8/10 - 9/21 - Kindergarten Readiness 8/14 - 9/8 - K-5th iReady Diagnostic, Reading & Math	<u>January</u> K-5th iReady Diagnostic, Reading & Math F&P Benchmark Assessment K-5th DA Writing Assessment K -5th
<u>September</u> K-5th iReady Diagnostic, Reading & Math F&P Benchmark Assessment K-5th DA Writing Assessment K -5th	<u>February</u> F&P Benchmark Assessment K-5th On-going Progress Monitor ACCESS for ELLs 2.0
<u>October</u> F&P Benchmark Assessment K-5th On-going Progress Monitor	<u>March</u> F&P Benchmark Assessment K-5th On-going Progress Monitor
<u>November</u> F&P Benchmark Assessment K-5th On-going Progress Monitor	<u>April</u> Stanford – 2nd FSA ELA & Math 3rd –5th NGSSS 5th Science
<u>December</u> F&P Benchmark Assessment K-5th On-going Progress Monitor	<u>May</u> NGSSS 5th Science Diagnostic Reading & Math iReady K – 4th (5th optional) K-5th iReady Diagnostic, Reading & Math DA Writing Assessment K -3rd

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Division of Corporations

Page 1 of 2

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FLORIDA PROFIT/NON PROFIT CORPORATION

Dreamers Academy, Inc.

Table with 2 columns: Item and Value. Rows include Certificate of Status (0), Certified Copy (1), Page Count (05), and Estimated Charge (\$78.75).

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COVER LETTER

Department of State
Division of Corporations
P. O. Box 6327
Tallahassee, FL 32314

SUBJECT: Dreamers Academy, Inc.
(PROPOSED CORPORATE NAME - MUST INCLUDE SUFFIX)

Enclosed is an original and one (1) copy of the Articles of Incorporation and a check for :

\$70.00
Filing Fee

\$78.75
Filing Fee &
Certificate of
Status

<input checked="" type="checkbox"/> \$78.75 Filing Fee & Certified Copy	<input type="checkbox"/> \$87.50 Filing Fee, Certified Copy & Certificate
ADDITIONAL COPY REQUIRED	

FROM: Cheyenne Moseley, LegalZoom.com, Inc.
Name (Printed or typed)

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Address

Glendale, CA 91203
City, State & Zip

323.962.8600 x 7625
Daytime Telephone number

onlinefilings@legalzoom.com
E-mail address: (to be used for future annual report notification)

NOTE: Please provide the original and one copy of the articles.

ARTICLES OF INCORPORATION
In compliance with Chapter 617, F.S., (Not for Profit)

ARTICLE I NAME
The name of the corporation shall be: Dreamers Academy, Inc.

ARTICLE II PRINCIPAL OFFICE
Principal street address: 800 Ben Franklin Dr., Suite 108
Mailing address, if different is:
Sarasota, Florida 34236

ARTICLE III PURPOSE
The purpose for which the corporation is organized is: Please see attached

ARTICLE IV MANNER OF ELECTION
The manner in which the directors are elected and appointed: The method by which the directors of the corporation are elected or appointed will be stated in the bylaws.

ARTICLE V INITIAL OFFICERS AND/OR DIRECTORS

Name and Title: Thomas Chaffec, P, D
Address: 800 Ben Franklin Dr., Suite 108
Sarasota, Florida 34236
Name and Title: Geri Chaffec, T, S, D
Address: 800 Ben Franklin Dr., Suite 108
Sarasota, Florida 34236

Name and Title: Dan Kennedy, D
Address: 800 Ben Franklin Dr., Suite 108
Sarasota, Florida 34236

Name and Title:
Address:
Name and Title:
Address:

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SECRETARY OF STATE
TALLAHASSEE, FLORIDA

Name and Title: _____ Name and Title: _____
 Address: _____ Address: _____

Name and Title: _____ Name and Title: _____
 Address: _____ Address: _____

ARTICLE VI REGISTERED AGENT

The name and Florida street address (P.O. Box NOT acceptable) of the registered agent is:

Name: United States Corporation Agents, Inc.
 Address: 13302 Winding Oaks Blvd., Suite A
Tampa, FL 33612

ARTICLE VII INCORPORATOR

The name and address of the incorporator is:

Name: Cheyenne Moseley, Legalzoom.com, Inc.
 Address: 9900 Spectrum Drive
Austin, TX 78717

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 TALLAHASSEE, FLORIDA

ARTICLE VIII EFFECTIVE DATE:

Effective date, if other than the date of filing: _____ (OPTIONAL)

(If an effective date is listed, the date must be specific and cannot be more than five business days prior or 90 business days after the filing.)

Note: If the date inserted in this block does not meet the applicable statutory filing requirements, this date will not be listed as the document's effective date on the Department of State's records.

Having been named as registered agent to accept service of process for the above stated corporation at the place designated in this certificate, I am familiar with and accept the appointment as registered agent and agree to act in this capacity

 Required Signature of Registered Agent

9/25/17
 Date

I submit this document and affirm that the facts stated herein are true. I am aware that any false information submitted in a document to the Department of State constitutes a third degree felony as provided for in s.817.155, F.S.

 Required Signature of Incorporator

9/25/17
 Date

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Attachment to
Articles of Incorporation of
Dreamers Academy, Inc.

Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under the section 501 (c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The business activity for said organization is as follows: Dreamers Academy is a VPK-8 school dedicated to bilingual education employing proven, data-driven instructional models, developing engaged scholars prepared to excel academically, and inspiring students to become leaders who positively impact society.

No part of the net earnings of this organization shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of this document, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c) (3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c) (2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

Upon the dissolution of this corporation, assets remaining shall be distributed for one or more exempt purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

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Attachment J Governing Board Bylaws

**Dreamers Academy
Governing Board Bylaws**

ARTICLE I. Name and Fiscal Period

Section 1. Name:

The name of the corporation is Dreamers Academy (the “Corporation”).

Section 2. Fiscal Year:

The fiscal year of the Corporation is July 1 to June 30.

ARTICLE II. Purpose and Mission

Section 1. Purpose and Mission:

The Corporation is a non-profit corporation organized under the laws of the State of Florida and its purposes are set forth in the Corporation’s Articles of Incorporation.

Section 2. Non-Discrimination:

The Corporation shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School.

Further, Dreamers Academy shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the state of Florida.

ARTICLE III. Board of Directors

Section 1. Directors:

The affairs of the Corporation shall be managed, controlled, and conducted by and under the supervision of the Board of Directors, subject to the provisions of the Articles of Incorporation (“Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than five (5) and not greater than nine (9), as designated by the resolution of the Board from time to time. This is inclusive of 2 board seats designated as founders’ seats.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, the Board may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the Board at the time of such election, and until his or her successor is elected and qualified. No director shall serve more than two (2) successive terms. Once a director has served two (2) full three (3)-year terms, at least one (1) year must elapse before he or she again may be elected or appointed to the Board of Directors.

In order to ensure continuity among the directors of the Corporation, the terms of the members of the board may be staggered as necessary.

Section 2. Powers:

The Board of Directors shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided herein, and may take such lawful acts that the Board deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board may delegate to officers of the Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

Section 3. Quorum and Approval of Actions:

A majority of the directors in office immediately before a regular or special meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present, including via telephone, at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Regular Meetings:

The Board of Directors shall hold regular meetings, as fixed by the Bylaws, or by resolution of the Board, for the purpose of transacting such business as properly may come before the Board. The Board of Directors shall hold regular meetings on a monthly basis during the academic year of the School and at least one (1) regular meeting during the summer break.

Section 5. Special Meetings:

Notwithstanding the preceding Section 4 of this Article IV, the Board of Directors may hold special meetings, defined as any meeting other than regularly scheduled meetings as set forth in Section 4, for any lawful purpose, aside from the election of members of the Board, upon not less than two (2) business days' notice, as described in Section 7 of this Article IV, and upon call by the Chair and at least one (1) other member of the board, or by two (2) or more members of the board. A special meeting shall be held at such date and time as specified in the notice of the meeting.

Section 6. Executive Sessions:

Any Board member may call an Executive Session during any special or regular Board meeting for issues concerning personnel or other matters permitted under the Florida Sunshine Law. All persons except Board members may be excluded from such Executive Sessions. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Executive Session. No action may be taken in an Executive Session.

Section 7. Compliance with Florida Sunshine Laws:

Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Florida Sunshine Laws, and any corresponding provision of subsequent Florida law, in connection with all regular or special meetings of the Board of Directors. Without limiting the forgoing, the Board of Directors shall post notice of any regular or special meeting not less than two (2) business days before such meeting at the place at which such meeting shall be held and shall provide for such other notice of such meeting as required under Florida Sunshine Law.

Section 8. Participation via telephone:

Directors may participate in a meeting of the Board of Directors via telephone.

Section 9. Action by Board:

The Board of Directors shall not take action other than at a meeting held in compliance with the Florida Sunshine Laws.

Section 10. Resignation, Removal, and Vacancies:

Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, Chair, or Secretary. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by the majority of the directors then in office. Cause shall include, but not be limited to:

- a) Violations of applicable law, including (but not limited to):
 - i. Violations of the Florida Charter School Law; and
 - ii. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under federal tax laws.
- b) Breach of fiduciary duty and/or commission of an ultra vires act, as defined by Florida law, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- d) Inadequate attendance at meetings of the Board of Directors, defined as absence from three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

Section 11. Compensation:

No member of the Board of Directors shall receive any compensation for serving in such office, provided that the Corporation may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation.

Section 12. Protocol:

The Board of Directors shall use Robert's Rules of Order, including the preparation and board approval of board meeting minutes.

ARTICLE IV. Committees

The Board of Directors may establish advisory committees having such responsibility as the Board shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board may be removed by the Board with or without cause.

ARTICLE V. Officers

Section 1. General Policy:

The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers, or members at-large, as the Board of Directors may elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for two (2) years, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified.

An officer shall be a member of the Board of Directors. Any officer may be removed by the Board at any time for cause as that term is defined herein in Article III, Section 10. Any vacancy in any office shall be filled by the Board, and any person elected to fill such vacancy shall serve until the expiration of the term vacated, and until his or her successor is elected and qualified.

Section 2. Chair:

The Chair shall have general supervision, management, control and oversight of the business of the Corporation, subject to these Bylaws and to the orders of the Board of Directors, and shall perform all the duties usually incident to the office of the Chair or that may be prescribed by the board. The Chair may enter into and execute any and all certificates, contracts, and other instruments of the Corporation that are approved by the Board of Directors. The Chair may delegate, as needed, to any other officer any duties of the office of the Chair.

Section 2. Vice Chair:

The Vice Chair shall have signatory authority with the approval, unavailability, or incapacitation of the Chair and shall have all the powers and responsibilities of the Chair in the absence of the Chair and generally carry out such duties as directed by the Chair or by the Board of Directors

Section 3. Secretary:

The Secretary shall be the custodian of all papers, books, and records of the Corporation other than the books of account and financial records. The Secretary shall prepare and enter in the minutes of all meetings of the Board. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform duties usual to such position and other duties as the Board or the Chair may prescribe.

Section 4. Treasurer:

The Treasurer shall keep and verify all records of the Corporation's accounts, receipts and disbursements and shall render accounts thereof, to the Board of Directors as often as they may require and shall perform other duties as are incident to this office.

Article VI. Property

The property of the Corporation shall be held and applied in promoting the general purposes of the Corporation. No property, including real estate, belonging to the Corporation shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the Chair, in the name of the Corporation, and such instrument shall be duly approved by the Secretary or Treasurer.

Article VII. Conflicts of Interest

Section 1. General Policy:

It is the policy of the Corporation and its Board of Directors that the directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgements in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based on any consideration other than the best interests of the Corporation.
- b) Directors, officers, and employees shall not seek or accept for themselves or any of their relatives, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies, consistent with ethical and accepted business practices.
- c) If a director, or a director's relative, directly or indirectly, owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or relative owns a significant financial interest or by which such officer, employee or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors.

Section 2. Effect of Conflict Provisions:

The failure of the Corporation, its Board, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation for the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VIII. Indemnification

Section 1. Indemnification by the Corporation:

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with, or resulting from any claim, action, suit, or proceeding a) if such person is wholly successful with respect thereto or b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VIII) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or

her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VIII.

Section 2. Definitions:

a) As used in this Article VIII, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

i. By reason of his or her being or having been a director, officer, employee or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

ii. By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

iii. By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

b) As used in this Article VIII, terms “liability” and “expense” shall include, but not be limited to, counsel fees and disbursement and amounts of judgements, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

c) As used in this Article VIII, the term “wholly successful” shall mean:

i. Termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her,

ii. Approval by a court, with knowledge of the indemnity provided in this Article VIII, of a settlement of any action, suit, or proceeding, or

iii. The expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification:

Every person claiming indemnification under this Article VIII (other than one who has been wholly successful with respect to any claim, action, suit or proceeding) shall be entitled to indemnification if

a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VIII and b) the Board, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights:

The right of indemnification provided in this Article IX shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification:

Irrespective of the provisions of this Article VIII, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses:

Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of any undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance:

The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VIII and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE IX. Contracts, Check, Loans, Deposits, and Gifts

Section 1. Contracts:

The Board of Directors authorizes the Chair and may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee, beyond the Chair, shall have power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks:

All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans:

Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits:

All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts:

The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the board shall determine.

ARTICLE X. Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation, provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws and any amendment to the Articles of Incorporation of the Corporation must be approved in writing by the School's sponsor prior to the Board of Directors taking any action thereon.

Certificate of Adoption

I, the duly elected Secretary of the Corporation, hereby certify that these Bylaws were duly adopted by the Board of Directors of the Corporation this ____day of _____, 2018.

Signature

Printed Name

CONDUCT POLICIES FOR BOARD MEMBERS

Code of Conduct

Dreamers Academy has adopted the following Code of Conduct that all Board members, agree to adhere to by signing below:

1.) Prohibition Against Private Inurement and Procedures for Managing Conflicts of Interest

No member of the Board of Directors shall derive any personal profit or gain, directly or indirectly, by reason of his or her service as a Board member with Dreamers Academy. Members of the board shall conduct their personal affairs in such a manner as to avoid any possible conflict of interest with their duties and responsibilities as members of the Board. Nevertheless, conflicts may arise from time to time.

- a) When there is a decision to be made or an action to be approved that will result in a conflict between the best interests of Dreamers Academy and the Board member's personal interests, the Board member has a duty to immediately disclose the conflict of interest so that the rest of the Board's decision making will be informed about the conflict.
- b) It is every Board member's obligation, in accordance with this policy, to ensure that decisions made by the Board reflect independent thinking. Consequently, in the event that any Board member receives compensation from Dreamers Academy such compensation will be determined by and approved by the full Board in advance.
- c) Any conflicts of interest, including, but not limited to financial interests, on the part of any Board Member, shall be disclosed to the Board when the matter that reflects a conflict of interest becomes a matter of Board action, and through an annual procedure for all Board members to disclose conflicts of interest.
- d) Any Board Member having a conflict of interest shall not vote or use his or her personal influence to address the matter, and he or she shall not be counted in determining the quorum for the meeting.
- e) All conflicts disclosed to the Board will be made a matter of record in the minutes of the meeting in which the disclosure was made, which shall also note that the Board member with a conflict abstained from the vote [and was not present for any discussion, as applicable] and was not included in the count for the quorum for that meeting.
- f) Any new Board member will be advised of this policy during board orientation and all Board members will be reminded of the Board Member Code of Conduct and of the procedures for disclosure of conflicts and for managing conflicts on a regular basis, at least once a year.
- g) This policy shall also apply to any Board member's immediate family or any person acting on his or her behalf.

2. Prohibition Against Sexual Harassment

Dreamers Academy strives to maintain a workplace that is free from illegal discrimination and harassment. While all forms of harassment are prohibited, it is the organization's policy to emphasize that sexual harassment is specifically prohibited. Any board member who engages in discriminatory or harassing conduct towards is subject to removal from the Board. Complaints alleging misconduct on the part of Board members will be investigated promptly and as confidentially as possible by a task force of the Board appointed by the Board Chair.

3. Confidentiality

Board members are reminded that confidential financial, personnel and other matters concerning the organization, donors, staff or clients/consumers may be included in board materials or discussed from time to time. Board members should not disclose such confidential information to anyone.

4. Active Participation

Board members are expected to exercise the duties and responsibilities of their positions with integrity, collegiality, and care. This includes:

- Making attendance at all meetings of the board a high priority.
- Being prepared to discuss the issues and business on the agenda, and having read all background material relevant to the topics at hand.
- Cooperating with and respecting the opinions of fellow Board members, and leaving personal prejudices out of all board discussions, as well as supporting actions of the Board even when the Board member personally did not support the action taken.
- Putting the interests of the organization above personal interests.
- Representing the organization in a positive and supportive manner at all times and in all places.
- Showing respect and courteous conduct in all board and committee meetings.
- Refraining from intruding on administrative issues that are the responsibility of management, except to monitor the results and ensure that procedures are consistent with board policy.
- Observing established lines of communication and directing requests for information or assistance to the Principal and/or Board Chair.

I, _____, recognizing the important responsibility I am undertaking in serving as a member of the Governing Board of Directors of Dreamers Academy hereby pledge to carry out in a trustworthy and diligent manner the duties and obligations associated with my role as a Board member and abide by this Code of Conduct. I understand that failure to abide by this Code of Conduct may result in my removal as a Board Member, pursuant to the requirements and processes provided in the organization's governing documents.

Signature

Date

**Dreamers Academy
Board Member Information Form**

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Alpheus S. Weidner III
- Home Address 920 Crosby Court Columbia TN. 38401
- Business Name and Address _____
- Phone Number 941-545-7697
- E-mail address Crosbycourt940@hotmail.com

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
- Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
- Yes No

Sarasota County School Board (Deputy Chief Finance Officer) School District is Rated "A"

5. Why do you wish to serve on the board of the proposed charter school?

Dr Todd Bowdon Superintendent of Sarasota County Schools met with one of the founding members and suggested they contact me for information. Once I saw what they wanted to do for students that are non English speaking and students that wanted to learn another language I decided I would like to use my experience with charter schools and district schools to help this charter school to be successful. This charter school is a local community effort to help serve a population of students that the data indicates the students need the program the other founding board members are going to put into practice.

6. What is your understanding of the appropriate role of a public charter school board member?

As a public charter school board member my role will be to serve as a team member with the other board members to insure policies are implemented and insuring the successful operation of the charter school. As a team member my previous experience will be used in the financial area.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My 35 years of experience with the Sarasota County School provides the experience necessary to be a team member on this charter board. My role with the Sarasota County School Board was one of working closely with various Superintendent's, district staff, board members, the media, the public, to insure that everyone had the necessary information to make appropriate financial management decisions.

-
8. Describe the specific knowledge and experience that you would bring to the board.

When the Legislature authorized charter schools in 1996 I was on the school district charter review committee and served until 2016. This allowed me to have a broad over view of charter schools. I was involved with the monthly charter school district Principal meetings, which gave me additional information in the operation of charter schools. Charter school principals and various charter school board members,during my tenure at the Sarasota County School Board would contact me on a wide range of financial issues. In summary I believe I will be an asset to the charter school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Dreamers Academy mission is to give limited English Proficiency students the services necessary to be successful when entering secondary education. Their guiding belief is with the curriculum and working closely with families the school will be an asset to the Sarasota County Schools offering a school that will emphasize services especially designed for non English speaking students and students wanting to learn a second language.

-
2. What is your understanding of the school's proposed educational program?

The school will be using a Two Way Immersion model that has been used for over 50 years.

-
3. What do you believe to be the characteristics of a successful school?

A successful school is one that has high student and staff morale. The academic achievement of students needs to be high. Discipline problems should be at a minimum. Staff turnover should be very low. In summary the school should be a community in which students, staff, and parents feel that all have selected the best school possible to meet the needs of their children.

-
4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

As a board member to monitor the academic performance I will review the student test, achievement levels, and have a team member relationship with the school leadership. In the area of financial and operational goals and objectives I will monitor the actual results of financial operations as compared to the budget. It is the responsibility of the board to insure the school is financially sustainable.

-
5. What do you see as your role regarding the school leaders?

The school leaders are responsible for the day to day operation of the school. They should have a good relationship with the parents, staff, and students. The Board members are to be policy makers insuring the school is operating properly and in compliance with applicable laws.

Governance

1. Describe the role that the board will play in the school's operation.

The board is responsible for reviewing school leadership reports and information. When state test data is available the Board should review the test data as compared to what school leadership has indicated the school is performing. In summary the school leadership is responsible for the day to day operation of the school.

-
2. How will you know if the school is successful at the end of the first year of operation?

There are several areas that need to be reviewed. The number of students that choose to remain at the school after the year has ended. The results of operations as compared to the budget. The number of staff that choose to remain at the school. The test data of students. The number of students being retained. In summary all of the above data will need review to ascertain the school success..

-
3. How will you know at the end of four years if the school is successful?

At the end of four years any start up problems should have been resolved. Each year progress should happen to increase the school's financial reserve for unexpected financial problems. The morale of staff, students and parents should be high. The continued growth of the student population will indicate the community likes the school educational program. The state test score of the school at the end of four years should have increased, hopefully to an A rating by the fourth year, if not before. All of the above will indicate the success of the school

-
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to work closely with the school leadership in a team effort. Each board member has a specific expertise that will help the school leadership team to be successful.

-
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Many times a misunderstanding can occur due to a lack of communication. I would bring the matter up as a board item or in a workshop session to address the situation.

-
6. If your school intends to contract with a third-party ESP:
- a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - c. Indicate whether you have been involved in the review/negotiation of the management agreement.
-

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Alpheus S. Weidner III

12/26/2017



Signature

Date

Alpheus S. Weidner III
920 Crosby Court Columbia TN. 38401
Telephone 941-545-7697 (Email crosbycourt940@hotmail.com)

Resume

Graduated from the College of New Jersey with a Bachelor of Administration degree with a emphasis in Accounting.

After graduating from college in 1973 began with the firm James Russo CPA doing audit and tax preparation.

In 1977 moved to Florida and was a tax return preparer for Buchman & Bilby in Tampa Florida.

In 1978 moved to Sarasota and was employed by Lovelace Roby & Company CPA doing audit and tax return preparation.

In 1980 became the controller for OBS Company in Sarasota. The company was a drywall and painting corporation.

In 1982 began with the Sarasota County School Board as Assistant Finance Director. Retired in 2017 after 35 years of service to the Sarasota County School Board. Retired in 2017 in the position of Deputy Chief Finance Officer. When I began with the Sarasota County School Board in 1982 my major responsibilities were in the accounting and budget area providing management information to the school district leadership team and School Board members. As the school system grew the finance area was divided into the departments of accounting, budgeting, payroll, and Risk Management. When the departments were formed my major responsibility was in the budget area.

Currently providing accounting services for corporate and individuals in the Bradenton / Sarasota Counties in Florida.

Attachment L – Board Member Information Sheet, Resume and Statement of Assurances

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Geri Chaffee
- Home Address 800 Ben Franklin Drive, Unit 108, Sarasota, FL 34236
- Business Name and Address _____
- Phone Number 312-498-1493
- E-mail address geri.chaffee@dreamersacademy.org

- Resume and professional bio are attached here.
- Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
- Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
- Yes No

5. Why do you wish to serve on the board of the proposed charter school?
I wish to serve because I believe in the mission and vision of the school, and can guide its success in attaining both.

6. What is your understanding of the appropriate role of a public charter school board member?
Board members help plan for the school's success, monitor its goals and objectives, evaluate management efficiency and program effectiveness, organize community stakeholders to assist, motivate staff and volunteers, fundraise, promote the school and all its events, provide fiduciary oversight, support the school's staff and services, advocate for issues that affect the school, advise the Executive staff and provide leadership to move the school forward.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I was President of Chicago-based public relations agency that represented various associations, and have helped with policy development and procedures for many commercial accounts over my career. My gift is bringing people together of various backgrounds and interests to work towards a common goal. I am expert at fundraising and community organizing activities. I have long-served on everything from Home Association Boards, Professional Association Boards and have been a member of Pine View's School Advisory Committee and the PLTW Guiding Committee.

8. Describe the specific knowledge and experience that you would bring to the board.
I bring to the Board extensive experience in marketing and communications having run a public relations company representing a wide variety of commercial clients. I also bring management experience in turning around low-performing multi-housing properties in urban markets. Finally, I am currently pursuing a Masters Degree in Education Leadership from University of South Florida, and I am a part of the College of Education community, not only learning the most current best practices but also developing a vast network of resources in the regional education community.

School Mission and Program

1. **What is your understanding of the school's mission and guiding beliefs?** Dreamers Academy seeks to make a big impact in academic outcomes of traditionally underperforming student populations. The Academy will offer a dual language educational model to develop bilingual, biliterate and culturally competent students who will excel across all academic content areas.

2. **What is your understanding of the school's proposed educational program?** Dreamers Academy educational model has been highly successful in the school districts in which it has been implemented. Students enrolled in TWI schools have been reported to be more motivated and engaged in their education, and up to nine months ahead of their monolingual peers by 8th grade.

3. **What do you believe to be the characteristics of a successful school?** A successful school is led by an inspiring and competent leader, has an enthusiastic and well-supported staff, holds true to its mission, has a highly engaged parental community, superior communication with all stakeholders, sufficient and continuously developing funding sources, and the resources to deliver an outstanding educational program for all its students.

4. **As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?** We intend to have monthly Board meetings in which we will review academic performance and all financial and operational processes. I also intend to volunteer at the school and provide support to admin and staff as needed.

5. **What do you see as your role regarding the school leaders?**
I see my role as supportive to the school leaders. I intend to ensure that the leaders have all the resources they need to accomplish the mission and vision of the school. Ideally, my role would be to help with any concerns or requirements; assist with research new programs and/or activities leaders may want to bring to the school; and coordinate community and family engagement.

Governance

1. **Describe the role that the board will play in the school's operation.**
The board will be responsible for the financial and managerial oversight of the school, policymaking, and compliance with all applicable laws.

2. **How will you know if the school is successful at the end of the first year of operation?**
We will consider the school a success at the end of the first year when all our students have gained a full year of instruction and are performing at or above grade level; if our parent and teacher surveys are positive; if we have attained maximum parental involvement; and if we have expanded our sponsors and donors.

3. **How will you know at the end of four years of the school is successful?**
At the end of four years we should have a fully enrolled school, great community support, and demand will be so great that the District will decide to operate TWI classrooms within existing schools in many different languages.

4. **What specific steps do you think the charter school board will need to take to ensure that the school is successful?** The charter school board will need to be actively involved in holding administration accountable and ensuring school leaders have all the resources and support they need to excel. The board should create and advisory board, as well as a parent-teacher organization and a foundation to manage fundraising, sponsorships and donors.

Attachment L – Board Member Information Sheet, Resume and Statement of Assurances

5. How would you handle a situation in which you believe one or more members of the school’s board were acting unethically or not in the best interests of the school?

I believe communication and transparency is always advisable. If I believe a member of the school board is acting unethically or not in the best interest of the school, I would address this directly with the school board member first and in private, and if there is disagreement, then I would involve additional board members.

-
6. If your school intends to contract with a third-party ESP: n/a
- Summarize your involvement in the selection process;
 - Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
- Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

- “Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
- “Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

Attachment L – Board Member Information Sheet, Resume and Statement of Assurances

(b) Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.

(c) The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: ***Geri Chaffee***


Signature

1-22-18

Date

Geri Chaffee

800 Ben Franklin Drive, Unit 108
Sarasota, FL 34236
(941) 888-4000
geri.chaffee@dreamersacademy.org

Education

University Of South Florida • Sarasota Manatee <i>Master of Education Leadership Candidate</i>	2017 - present
University Of Illinois • Chicago, IL <i>Certificate of Business Management</i>	1989
Washington University in St. Louis • St. Louis, MO <i>BA with a major in foreign language development/French concentration and a minor in Biology</i>	1986
Université de Caen • Normandie, France <i>Year abroad study program</i>	1985

Experience & Leadership

Soleus Investments • Affordable Housing Community Manager Create safe, healthy and prosperous affordable housing communities for low income families • build and lead sales and maintenance teams • develop and implement strategic marketing campaigns • contract and supervise capital improvement projects • serve as primary liaison to all government services • reduced crime by 1,200% • established full occupancy, low turnover and high tenant satisfaction	2012 – current
Chaffee Homeschool • Teacher Taught all subjects to our two children through 9 th grade alongside intense academic remediation (reading, writing, math) for a severely abused, homeless teenage girl culminating in UF Law degree in 2017	2006 – 2013
Northwest Christian Academy • Spanish Teacher Taught Spanish to children from K – 8	2003 – 2006
Chaffee Group • Co-Founder & President Founded and managed operations of multi-million-dollar communications firm, specializing in strategic marketing programs including public relations, media outreach, events, promotional campaigns, and branding	1995 – 2003
Joyce Brukoff Public Relations • VP & General Manager Started as an intern and rose to General Manager in six years	1988 – 1995

Community Service

Arts & Cultural Alliance Task Force Focused on integrating arts into K12 education	2016 – 2018
Pine View School Recording Secretary for both the School Advisory Committee (SAC) and Project Lead The Way (PLTW)	2016 – 2017
Tutoring & Mentoring Program Developed study group, tutoring and food program for underprivileged kids in the Newtown area of Sarasota	2011 - 2013

Personal Interests

Tri-lingual, fluent In Spanish, French and English • Advanced Scuba Diver, Nitrox + multiple specialties • Dedicated Foodie • Outdoor Sports Enthusiast • Serious History Buff • After school tutoring and mentoring

Attachment L – Board Member Information Sheet, Resume, Attestation

Dreamers Academy

Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve

Dreamers Academy

2. Full name

Daniel Kennedy

Home Address

2352 Burton Lane, Sarasota, FL 34239

Business Name and Address

N/A

Phone Number

E-mail address

chessie@comcast.net

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

Board Chair, Sarasota Academy of the Arts; Board Member, Sarasota Police; Board Member, International Midway Memorial Foundation; Board Chair, Sarasota Patriotic Observance Board

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).

Yes No

Assistant Principal, Scott County High School, Georgetown, KY; Assistant Principal, Riverview High School and Sarasota High School; Principal, Sarasota High School (SHS); CEO/Founder/Headmaster, Sarasota Military Academy (SMA). SHS and SMA were "A" schools while I was in a leadership position.

5. Why do you wish to serve on the board of the proposed charter school?

I serve as a board member of Dreamers Academy because the identified concept will benefit families, students, and the district. This concept will open multiple opportunities for EL students.

6. What is your understanding of the appropriate role of a public charter school board member?

Charter school board members should assume a fiduciary responsible role, monitor academic progress, make policy decisions, while remaining out of day to day operations.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Please see number three above.

8. Describe the specific knowledge and experience that you would bring to the board.

Please see number three above.

Dan Kennedy

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

I have reviewed the proposed school's mission and vision and find them consistent with the overall paradigm regarding developing an instructional program dedicated to enriching education opportunities and future opportunities for ELL students.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program is deeply researched and the data indicate significant gains for ELL students.

3. What do you believe to be the characteristics of a successful school?

A successful school demonstrates engaged and rewarded teachers, students, and parents while demonstrating increased community support and enrollment requests. Increased teacher applications also indicate success.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

The board will review annual test scores, climate surveys, financial data (monthly), and reflect on staff and parent comments during board meetings.

5. What do you see as your role regarding the school leaders?

The school principal will be selected by the board. He/she will hire assistants and staff/faculty while managing overall day to day operation of the school.

Governance

1. Describe the role that the board will play in the school's operation.

The board will not be involved with the day to day operation of the school. The school administration will manage general school operations. The board will remain available for advice and assistance while being informed of situations out of the ordinary.

2. How will you know if the school is successful at the end of the first year of operation?

The board will review financial data, academic progress, and overview climate surveys combined with community interest in the school along with other variables.

3. How will you know at the end of four years of the school is successful?

In four years the school should have expanded enrollment and have a successful record of state test results. Staff turnover should be minimal and climate surveys should be positive.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board should be a positive influence on the dynamics of the school by monitoring the performance of the leadership team and making corrections if required. Careful monitoring of school finances is critical. Selecting the appropriate school leader will be an important role for the board.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

If the board determines that a board member is acting unethically or not in the best interests of the school, the board chair should advise the district and then discuss the situation during an open board meeting. Board members may not discuss items that may come before the board privately.

6. If your school intends to contract with a third-party ESP: NOT APPLICABLE

a. Summarize your involvement in the selection process;

b. Explain your understanding of the legal relationship between yourself as a board member and the

ESP; and

- c. Indicate whether you have been involved in the review/negotiation of the management agreement.
-

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

(a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*

- 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision making authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
- 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

(b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*

(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: _____

D. Kennedy

Dan Kennedy
Signature

1-18-18

Date

Daniel Kennedy

2352 Burton Lane

Sarasota, FL 34239

(941) 812-5406 chessie@comcast.net

With 46 years of experience in the education field, I have held many leadership positions in education and community organizations, and have been a mentor and advocate for educational opportunities for people young and old.

Founded Sarasota Military Academy in 2002, the first military model-based charter in the country; founded Sarasota Military Prep Middle School in 2012.

Additional education experience and leadership positions include:

- * 1968 Accounting Teacher, Lexington, KY.
- * 1972 Associate Professor, University of Kentucky
- * 1976 Assistant Principal, Georgetown, KY
- * 1977 Business Teacher/Computer Programming Teacher, Sarasota, FL
- * 1980 Dean, Sarasota High School
- * 1993 Assistant Principal, Riverview High School
- * 1994 Principal, Sarasota High School
- * 2002 Founded, Sarasota Military Academy, Headmaster until retirement
- * 2012 Established Sarasota Military Academy Prep
- * 2013 Retired
- * 2013 Chairman of the Board, Sarasota Academy of the Arts – an A school
- * 2013 Board of Management, Sons of the American Revolution
- * 2013 City of Sarasota Police Board
- * 2014 Established Daniel Kennedy Consulting
- * 2017 Board Member, Dreamers Academy

IV. Board Member Information Form

Dreamers Academy

Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Ruby Linda Zickafoose, Ph. D.
Home Address 6815 13th Avenue East, Bradenton, Florida 34208
Business Name and Address Adjunct Professor, USF Sarasota Manatee, Sarasota, Fl.
Phone Number 941-812-0488
E-mail address rubyzick@aol.com
 Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). _____
3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No
4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No
See Administrator Roles and Responsibilities on attached resume.
5. Why do you wish to serve on the board of the proposed charter school?
My commitment to ELL students is evident throughout all of my twenty-eight (28) years in education. Dreamers Academy is an expression of that said commitment.
6. What is your understanding of the appropriate role of a public charter school board member?
As a board member of Dreamers Academy, my role will be one of researcher and consultant.
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My experience as an ELL student myself brings great insight along with my work with ELL primary students adds to my role as a board member of Dreamers Academy. I have also served as a paraprofessional, elementary educator, reading coach, instructional coach, district curriculum specialist, assistant principal and principal at the elementary school level. This experience can serve to provide critical insight to the development and oversight of a school with a high ELL population.
8. Describe the specific knowledge and experience that you would bring to the board.
As a current public school leader insight into the day-to-day running of a public school and the oversight required to meet internal (school) and external (district/ state) expectations of student achievement.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of Dreamers Academy is to support the educating of a historically underperforming ELL student population while implementing a Two-Way Immersion model.

2. What is your understanding of the school's proposed educational program?

Dreamers Academy will provide a two-way immersion, dual-language model, which is the first of its kind in Sarasota County Schools. Students will be bilingual, bi-literate and bicultural by the end of their K-5 school career.

3. What do you believe to be the characteristics of a successful school?

- *Solid Direction through vision and leadership*
 - *Safe and secure facilities*
 - *High Expectations for learning, which includes character development.*
 - *Learning organization for all. Teachers, Students and parents.*
-

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

On-going monthly board meetings will focus on school progress via reports on academics, finances and operational needs. Also, on-site walk-throughs will be conducted.

5. What do you see as your role regarding the school leaders?

My role is to support and oversee the leadership of Dreamers Academy. I will pay close attention to the implementation of the two-way immersion, dual language program and overall educational plans in regards to student achievement. We will also provide guidance in areas of governance.

Governance

1. Describe the role that the board will play in the school's operation.

The role of a board member is to oversee school leadership and hold them accountable to the school's mission and overall school's goals.

2. How will you know if the school is successful at the end of the first year of operation?

The success of Dreamers Academy after its first year will include:

- *Academic achievement surpasses current data for ELL students.*
 - *Success in the Two-way immersion, dual language program is fully implemented in K and ready to implement in grade 1.*
 - *Enrollment numbers are on point according to our enrollment projections.*
 - *Steps toward a brick-and-mortar facility have progressed.*
 - *Budget is secured for next school year along with securing of business partners to support school mission.*
-

3. How will you know at the end of four years of the school is successful?

After the fourth year, K-3 student's at Dreamers Academy will be fully bilingual in both English and Spanish. FSA data scores for our ELL students will have surpassed their counter parts in similar schools. Fully functional facility that houses our 500 students.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Dreamers Academy board will need to ensure that marketing for enrollment, financial support for teacher retention and state of the art facility will meet the needs of ELL parents and students.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

As with all issues, bring the issues to board in an objective manner for all board members to consider and rule on via board rules and regulations.

-
6. If your school intends to contract with a third-party ESP:
- a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
- Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

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2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*

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(c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: _____

Rubylinda Zickafosse

Rubylinda Zickafosse

Signature

1/14/17

Date

RUBYLINDA HERNANDEZ ZICKAFOOSE
6815 13TH AVENUE EAST
BRADENTON, FLORIDA 34208

CELL PHONE (941) 812-0488

OBJECTIVE *To equip students, teachers, and administrators with the tools to change lives.*

EDUCATION

- 2003-2009 *Ph.D. in Curriculum and Instruction with emphasis in Reading/Language Arts*
Dissertation: "Oye Mi Voz!" (Hear My Voice!): The Perceptions of Hispanic Boys Regarding their Literacy Experiences
University of South Florida – Tampa, Florida
GPA in Major 3.9/4.0
- 1998-2001 *Master of Arts Degree; Reading*
University of South Florida – Sarasota, Florida
GPA in Major 3.9/4.0
- 1989-1991 *Bachelor of Arts Degree; Early Childhood/Elementary Education*
University of South Florida – Tampa, Florida
GPA in Major 3.8/4.0

EDUCATIONAL EXPERIENCE

- 2016 – PRESENT Daughtrey Elementary School • *Principal/Instructional Leader*
- 2015 – 2016 James Tillman Elementary School • *Assistant Principal/Instructional Leader*
- 2013 – 2015 Orange Ridge Bullock Elementary School • *Assistant Principal/Instructional Leader*
- 2011- 2013 Wakeland Elementary School • *Assistant Principal/Instructional Leader*
- 2009 – 2011 Blackburn Elementary School • *Reading/Instructional Coach*
- 2006-2009 District Curriculum Department • *Elementary Curriculum Specialist*
- 2004-2006 Bashaw Elementary School • *K-5 Reading Coach*
- 2002-2004 Blackburn Elementary School • *K-5 Reading Coach & Elementary Teacher*
- 1991-2002 Palmetto Elementary School • *K-3 Elementary Teacher & Literacy Leader*

CURRENT & PREVIOUS RESPONSIBILITIES

ADMINISTRATOR

- Restructure, organize and train around the Multiple Tiered System of Support (MTSS) with the implementation of an intervention process in reading using the Leveled Literacy Intervention (LLI) program ***Gain of 26 points in 11-12 in bottom quartile learning gains (Wakeland)***
- Organize and facilitate DA school turn-around plan along with district and state instructional teams ***Gain of almost two letter grades in 13-14- 3 points away from a C (ORB)***
- Implement Manatee County Teacher Evaluation System (Danielson Model)
- Provide leadership to the School Leadership Team in the implementation of school and district initiatives
- Review and analyze school-wide data on a quarterly basis with Instructional Leadership Team (ILT)
- Coordinate and facilitate professional development of school-based PD sessions
- All other duties aligned with managing and leading an elementary school

READING/INSTRUCTIONAL COACH

- Provide leadership to the School Leadership Team in the implementation of school and district initiatives
- Coordinate and facilitate the professional development committee to design weekly school-based PD sessions

- Support teachers in the development and implementation of the Manatee Core Curriculum (MCC), specifically in writing
- Demonstrate research-based reading and writing mini-lessons for teachers with embedded reflection
- Support teachers in the development and implementation of the *Title 1 Learning Focused* instructional strategies.
- Assist the school Problem Solving Team (PST) with the implementation of the RtI process in reading and writing
- Develop and organize curriculum for focused small group instruction for school-based interventionists
- Train interventionists in focused small group instruction
- Organize and coordinate the extension of the K-5 leveled bookroom
- Organize and oversee the development of lesson plans for the school media center

ELEMENTARY CURRICULUM SPECIALIST

- Assist curriculum committees in the development of curriculum aligned to content standards
- Provide leadership to curriculum committees in the development, implementation, and evaluation of grade level assessments aligned to the state standards and benchmarks
- Provide professional development to support district balanced literacy initiative
- Assist in the implementation and maintenance of district comprehensive intervention programs
- Support students, teachers, and other school staff in implementing the district's reading coach initiative
- Provide leadership for reading coaches (10) to coordinate and implement district literacy initiatives
- Collaborate with building level teachers, teams, and principals in the development, implementation, and evaluation of school improvement goals related to student achievement in literacy

ADJUNCT PROFESSOR – UNIVERSITY OF SOUTH FLORIDA, SARASOTA CAMPUS

- **EDE 4223:** Creative Experiences – Summer 2013
- **EDE 4301:** Elementary Methods – Fall 2001; Fall 2002
- **EDF 2005:** Introduction to Education – Summer 2014
- **EEC 4706:** Early Language and Emergent Literacy – Spring 2004
- **LAE 4314:** Elementary Writing – Fall 2003, 2009, 2010, 2011; Summer 2003, 2004; Spring 2005, 2011
- **LAE 4414:** Children's Literature in Elementary Ed. – Spring 2006, 2009, 2011; Summer 2009, 2010 & 2011
- **RED 4310:** Teaching Elementary Reading – Fall 2009, 2012, 2013, 2014, 2015, 2017; Spring 2010, 2012, 2013, 2014, 2015, 2016; Summer 2013, 2014, 2015, 2016; 2017; **Upcoming Spring 2018**
- **RED 6540:** Assessment in Literacy – Fall 2009, **Upcoming Spring 2018**

PERSONAL PROFESSIONAL DEVELOPMENT

- School & District *Seven Habits for Highly Effective People* facilitator (Spring 2016)
- *Solution Tree* Professional Learning Community Conference (Summer 2013)
- State Rangefinders Committee for FCAT Writes, (2009, 2011)
- State Standards Writing Committee - *New Generation Standards* (2009)
- *Advanced Kagan Cooperative Learning* (Summer 2010)
- Teachers College, Columbia University *Reading & Writing Project* (2001, 2002, 2003, 2005, 2007, 2008, 2009, 2010, 2013, 2015)
- Teachers College, Columbia University *Coaching Institute* (2008, 2013)
- Teachers College, Columbia University *Reading & Writing Home Grown Institute* – Orange Ridge-Bullock Elementary (Summer 2008); Rogers Garden (Summer 2010)
- Teachers College, Columbia University *Saturday Reunion* (2003, 2005, 2006, 2007, 2008, 2013, 2014)
- PEBC *Coaching Institute* (2006)
- PEBC *Thinking Institute* (2007)
- Manatee County *Classroom Walk-Through Training* (2007)
- *Making and Managing Promises Train the Trainer* (2005)
- Florida's *Classroom Walk-Through Training* (2005)
- District *Facilitating Adult Learning* Training (2002, 2005, 2008)
- National Teacher of the Year Conference, Washington D.C. (2000)
- *Summer Institute for Excellence* (1997)
- *National Council for Staff Development Conference* (1999-2001)
- *Florida Educational Technology Conference* – FETC (1995-1998)
- Eric Jensen's *Brain-Compatible Teaching* (1998)

- *Kagan Cooperative Learning* (1997, 1998, Summer 2017)
- *Wong's Effective Teaching* (1997)

PROFESSIONAL DEVELOPMENT PRESENTATIONS

- Developed and facilitated ASCD National Conference Spring 2017 & Spring 2018
- Developed and facilitated FCAT Writing for Fourth Grade Teachers
- Developed and facilitated new teacher workshops for Suncoast Area Teacher Training (SCATT)
- Developed and facilitated *Wong's Effective Teaching*
- District co-facilitator for Beginning Teacher Program (TIPS)
- District and school facilitator *Kagan Cooperative Learning*
- Developed and facilitated *Brain-Compatible Learning*
- Developed and facilitated *Problem-Based Learning*
- Developed, coordinated, and facilitated *Summer Institute for Excellence* (1998-2001)
- Developed and facilitated literacy sessions: *Guided Reading, Running Records, Word Work, Write Traits, Confering with Writers, Reading/Writing Workshop, Strategies for Struggling Readers, Reading Strategies* (based on *Mosaic of Thought* by Keene & Zimmerman)
- Developed and facilitated various other literacy-based workshops based on staff needs

AWARDS & RECOGNITIONS

- Featured Teacher on Harry Wong Website: teachers.net (September, 2009)
- Migrant High School Banquet Keynote Address (1998, 2009)
- Successful Latina/o Scholar Award, USF (2008)
- Florida League of Teachers (1999 - 2006)
- Featured in book *American Dream* by Dan Rather (2001)
- Christa McAuliffe Fellowship Recipient (2001)
- National Board Certification: Early Childhood Generalist (1999)
- Florida Migrant Success Story of the Year (1999)
- USF Distinguished Alumni (1999)
- Milken National Educator Conference Guest Speaker (1999)
- Milken National Educator Award Recipient (1998)
- USF Commencement Speaker (Fall, 1998)
- Manatee County District Teacher of the Year (1998)
- Palmetto Elementary School Teacher of the Year (1998)
- Sallie Mae Beginning Teacher of the Year (1992)

PUBLICATIONS

- Zickafoose, R. & Zickafoose, S. (2015). *Steppin' Into My Teacher Shoes – A Teacher Induction Resource (2nd Edition)*. Byond, Z, Inc.
- Zickafoose, R. & Zickafoose, S. (2005). *Steppin' Up With My Reading Roadmap – A Teacher Induction Resource*. Byond, Z, Inc.
- Rushton, S. Eitelgeorge, J. & Zickafoose, R. (2003). Connecting Cambourne's Conditions of Learning to Brain/Mind Principles: Application for the Early Childhood Educators. *Early Childhood Education Journal*, 31(1), 11-21.

STATE AND NATIONAL PRESENTATIONS

- Rushton, S. & Zickafoose, R. (2001, July 23). *Integrating brain-based research into early childhood settings*. Paper presented at Annual Meeting of the Learning Brain Expo 2001: San Antonio, TX.
- Grandstaff, K. & Zickafoose, R. (1997). *Brain Strategies in the Classroom*. Session presented at IRA National Conference.
- First Grade Team. (1997). *Beyond the Pendulum: Effective Reading Strategies*. Session presented at IRA State Conference.

REFERENCES

References available upon request

IV. Board Member Information Form

Dreamers Academy

Board Member Information Form

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Steven Craig Zickafoose
Home Address 6815 13th Avenue East, Bradenton, Florida 34208
Business Name and Address Byond Z, inc. (address – same as above)
Phone Number 941-812-0487
E-mail address szickafoose@aol.com

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). attached

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

See resume

5. Why do you wish to serve on the board of the proposed charter school?
Dreamers Academy's mission is to improve the lives of ELL students whose education has been historically marginalized. My commitment to ELL students has been a consistent theme throughout my career and Dreamers Academy aligns with my personal mission.

6. What is your understanding of the appropriate role of a public charter school board member?
My role as a board member will be to oversee school leadership and hold the school leadership accountable to meet the school goals.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
As an educator and business owner, I have had relevant experience in organizing learning within an organization while managing human and fiscal resources.

8. Describe the specific knowledge and experience that you would bring to the board.

As a current public school leader, I have insight in the day to day running of a public school and the oversight required to meet internal (school) and external (district/state) expectations of student achievement.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

Dreamers Academy believes what the data affirms, that traditional education has left students whose first language is not English behind. Through Dreamers Academy students, whose home language is Spanish, will use this background knowledge to become bi-literate in English and Spanish while increasing student achievement.

2. What is your understanding of the school's proposed educational program?

Dreamers Academy will use a Two-Way Immersion model to develop students who are proficient in reading, writing and speaking in both Spanish and English.

3. What do you believe to be the characteristics of a successful school?

A successful school has engaged and active learners, productive and supportive faculty and inspirational and efficient leadership.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

Quarterly reports and bi-quarterly board meetings will provide monitoring data regarding finances and student achievement for the school. Additionally, on-site meetings to periodically oversee the daily work of the students, faculty and administration will be conducted.

5. What do you see as your role regarding the school leaders?

The board's role is to support and provide oversight to the school's leadership. My role will be to fully understand the goals of the school and the data milestones to ensure student progress.

Governance

1. Describe the role that the board will play in the school's operation.

The Dreamers Academy Board will oversee school leadership to implement the school goals and fiscal plan. Accountability measures will also be a part of our role.

2. How will you know if the school is successful at the end of the first year of operation?

Success at the end of the first year will be based on the number of enrolled students, the implementation of the Two-Way Immersion model, and the engagement of the school community into the mission of the school.

3. How will you know at the end of four years of the school is successful?

After the fourth year, students who entered the school in Kindergarten would have experienced several years of the dual-language model and should have a foundation in both English and Spanish literacy. The third grade FSA reading scores should surpass other students from comparative schools whose home-language is Spanish.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

- *Communicate regularly with the principal and the school staff.*
 - *Identify actions to support student achievement.*
 - *Monitor financial decisions to ensure effective fiscal stewardship.*
-

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Bring all members to the meeting including the persons with whom there is an issue. Discuss the issue and develop a solution that all members can agree. Ensure that all members realize that whatever decision is made, it should always be in the best interest of the students and the school.

6. If your school intends to contract with a third-party ESP:

- a. Summarize your involvement in the selection process;
- b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
- c. Indicate whether you have been involved in the review/negotiation of the management agreement.

N/A

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.

Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. 112.313(2), (3), (7), and (12) and 112.3143(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. 112.3145, which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

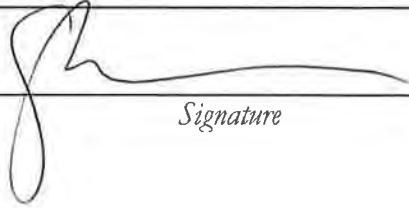
- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 - 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 - 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: _____

Steve Zickelrose



Signature

1/14/18

Date

STEVEN C. ZICKAFOOSE, ED. S.6815 13TH AVENUE EAST

BRADENTON, FLORIDA 34208

HOME PHONE (941) 750-0360 • CELL (941) 812-0487

WWW.TEACHINGMOVES.COM

OBJECTIVE*To make a difference in the lives of students, teachers, and educational leaders***HIGHLIGHTS**

- Moved King Middle School from a school grade of C to a B (2017)
- Increased promoted 8th graders from 80% to 99% over two years (2017)
- Developed and implemented a highly effective *Positive Behavior Intervention System* (PBIS) decreasing In-of-School Suspensions by 65% and Out-School-Suspensions by 42% (2017)
- Increased Middle School Acceleration score by 28 points at Nolan Middle School (2015)
- Co-Authored *Steppin' Into My Teacher Shoes – A Teacher Induction Resource* (2015)
- Increase Reading Scores by 48 points at Palmetto High School (2012)
- Increased Math Score by 42 points at Bashaw Elementary School (2011)
- National consultant working in South Chicago and Washington, D.C. – Teachscape, Inc. (2011)
- 'Staff developer who has gone beyond mentoring' – *New Teacher Induction* by Harry K. Wong (2003)
- *National New Staff Developer of the Year Award* – National Staff Development Council (2001)
- Manatee County's *Social Studies Teacher of the Year* (1998)

EDUCATION

- 2008-2010 Argosy University – Sarasota, Florida
Ed. S. - Educational Specialist in Educational Leadership
GPA in Major 3.8/4.0
- 1995-1997 St. Leo College – St. Leo, Florida
MBA - Master in Business Administration
GPA in Major 3.8/4.0
- 1989-1991 University of South Florida – Tampa, Florida
B.S. - Bachelor of Science Degree; Social Science Education
GPA in Major 3.7/4.0
- 1987-1989 Manatee Community College – Bradenton, Florida
A.A. - Associate of Arts Degree
GPA in Major 3.67/4.0

WORK EXPERIENCE

- 2015-present King Middle School • *Assistant Principal / Instructional Leader*
- 2012-2015 Nolan Middle School • *Assistant Principal / Instructional Leader*
- 2011-2012 Palmetto High School • *Reading-Instructional Coach*
- 2006-2011 Bashaw Elementary • *On-site Staff Developer / Reading-Instructional Coach*
- 2009-2011 Teachscape, Inc. • *Consultant / Staff Developer / Reading-Instructional Coach*
- 2006-2006 Nolan Middle School • *Teacher / On-site Staff Developer*
- 2002-2005 Lakewood Ranch High School • *Teacher / On-site Staff Developer*
- 1998-2002 Manatee County School Board • *Coordinator of Instructional Personnel*
- 1997-1998 Palmetto High School • *Social Studies Teacher / Staff Development Site Liaison*

- 1996-1997 Bayshore High School • *Social Studies Teacher*
- 1995-1996 Hartlee Middle School • *Drop Out Prevention Teacher*
- 1991-1995 Bayshore High School • *Social Studies Teacher*

CURRENT & PREVIOUS RESPONSIBILITIES

ASSISTANT PRINCIPAL/INSTRUCTIONAL LEADER

- Collaborate and develop Master Schedule
- Develop, implement and monitor Positive Behavior Intervention System (PBIS)
- Recruitment, hiring, supervising and evaluation of faculty and support staff
- Implement Manatee County Teacher Evaluation System
- Review and analyze school-wide MTSS data to prioritize School Improvement Goals
- Facilitate and communicate SIP via Instructional Literacy Leadership Team
- Coordinate and facilitate professional development of school-based PD sessions
- Develop, coordinate, and facilitate 'Guerilla PLC's' (School Data Teams)
- Integrate struggling student identification and monitoring within FOCUS System
- Coordinate all other duties aligned with managing and leading a middle school
- Develop, implement and monitor intervention systems focused on Bottom Quartile Reading/Math

READING-INSTRUCTIONAL COACH / ON-SITE STAFF DEVELOPER

- Professionally coach administrative, teaching, and support staff
- Develop, implement, and coordinate site-based Response to Intervention model K-5
- Coordinate, maintain and accomplish all state-required FAIR Assessments
- Provide model lessons for developing and veteran teachers
- Co-teach remedial reading and math with multiple staff members
- Coordinate and communicate site staff development activities
- Co-facilitate and communicate SIP process and plan
- Coordinate site-based learning teams and site-induction process, including mentors
- Develop and implement site-based teacher-to-teacher observations
- Developed, implemented, and coordinated a summer reading camp focused on struggling readers

EDUCATIONAL CONSULTANT

- Collaborate and coordinate with school/district leadership to develop effective school-wide Professional Development training and follow-up support
- Provide professional development around RtI and Effective Instruction
- Gather, aggregate, analyze and coach around student data
- Conduct standard Classroom Walk Throughs (CWT) and RTI-Classroom Walk Throughs (RtI-CWT) in K-5 and high school setting
- Conduct SWOT Analysis focused on school viability
- Train, support, and coach beginning and veteran teachers around RtI and effective instruction

COORDINATOR OF INSTRUCTIONAL PERSONNEL

- Train, support, and coach beginning and veteran teachers
- Train, support, and coach school and district administrators
- Counsel and support teachers and administrators in areas of *initial certification, recertification, teacher evaluation, professional development planning, and other district initiatives*
- Coordinate and collaborate with district departments on district initiatives
- Coordinate and collaborate with district charter school teacher and administration
- Coordinate and collaborate with state departments for compliance with legislative mandates
- Coordinate and collaborate with local colleges /state universities on regional and state initiatives
- Coordinate and facilitate district *Teacher Induction Program for Success (TIPS)*
- Develop, coordinate, and implement district *Alternative Certification for Teachers* program (ACT)
- Conduct annual assessment of programs within Staff Development Department
- Supervise Professional Development personnel
- Document, cross-reference, and record trainings with Master In-service Plan

VICE-PRESIDENT OF PUBLISHING BUSINESS

- Maintain relationships with clients throughout state and nation
- Research and develop materials for students, beginning/mentor teachers and administrators
- Forecast and manage business financial needs within budget
- Market and facilitate sales and delivery

SECONDARY TEACHER

- Prepare and implement curriculum, instruction and assessment for all curriculum areas including World Geography, US & World History, Reading, English, Math, and Character Development
- Maintain professional responsibilities including staff development, committee work, etc.

AWARDS & RECOGNITIONS

- Staff Developers who have “gone beyond mentoring” – New Teacher Induction: How to Train, Support, and Retain New Teachers. Breaux A. & Wong H. (2003)
- *National New Staff Developer* award – National Association of Staff Development-NSDC (2001)
- Florida’s *Mentor Teacher Grant Award* Recipient – \$200,000 (2001)
- Manatee County *Social Studies Teacher of the Year* (1998)
- Highest Four Year GPA in Social Studies Education (1991)

PROFESSIONAL DEVELOPMENT PRESENTATIONS

NATION / STATE

- *National Association Alternative Certification* Conference presenter (2000)
- *Florida Association of School Personnel Administrators* (FASPA) conference presenter (2000)
- *Florida Taskforce for Alternative Certification* presenter (2000)

ADMINISTRATORS

- Facilitator for District *Ramping up FOCUS*
- Co-facilitated District’s *Instructional Performance Appraisal System* training
- Facilitator for *Florida Performance Measurement System* training
- Facilitator for various other administrator workshops based on professional needs

TEACHERS

- Facilitator *Wong’s Effective Teaching*
- Facilitator *Kagan Cooperative Learning*
- Developed/facilitated *Brain-Compatible Learning*
- Developed and facilitated *Reading with the Brain in Mind* workshop
- Developed/facilitated *Peer Teacher Training*
- Developed/facilitated/coordinated *Summer Institute for Excellence*
- Facilitator for various other teacher workshops based on staff needs

SUPPORT STAFF

- Developed and facilitated *Working with the Brain in Mind* training
- Developed and facilitated *How to Communicate with Children* training
- Facilitator for various other support staff workshops based on support staff needs

STUDENTS

- Developed/facilitated elementary student assembly *The Brain Thing* (Testing and the Brain)
- Developed/facilitated secondary student seminar *The Brain Thing* (Testing and the Brain)
- Developed and implemented elementary literacy play *King Author and the Keys to the Kingdom*
- Developed and implemented elementary literacy play *Camp Read-A-Book*

OTHER PROFESSIONAL EXPERIENCE

- Co-facilitated *Instructional Performance Appraisal Taskforce* (IPAT)
- Chair and member of Manatee County’s *Teacher Induction Committee*
- Member of *Manatee Council for Professional Development* (MCPD)
- Member of state evaluation taskforce for *Instructional Personnel Evaluation Systems* (1999)
- Member of Manatee County’s *Staff Development Coordination Council*

PERSONAL PROFESSIONAL DEVELOPMENT

- Teachers College, Columbia University *Saturday Reunion* (2012, 2013, 2016)
- *Florida’s Reading Endorsement Add-on Certification* (June, 2011)
- *Aggression Control Techniques* – ACT (2011)
- *Response to Intervention* – Train the Trainer (2010)
- *Florida’s Classroom Walk-Through Training* (2005)
- *Florida Association of Staff Development* Conference – FASD (1998-2003)
- District *Facilitating Adult Learning* training (2002)
- *Summer Institute for Excellence* instructor (1997-2002)
- District *Gallop Teacher Perceiver Interview* training (2001)
- *National Council for Staff Development Conference* (1999-2001)
- *Florida Educational Technology Conference* – FETC (1995-1998)

- Eric Jensen's *Brain-Compatible Teaching* (1998)
- *Kagan Cooperative Learning* (1997, 1998)
- *Wong's Effective Teaching* (1997)
- *Sun coast Area Teacher Training* – SCATT (1991)

CURRICULUM

- Developed My High School Step – A Guide to State Assessment in Florida (July, 2006)
- Developed Steppin' Into the Standards – Where the Reader Meets the Writer (2004)
- Developed online teaching modules.YES! TEACH- <http://www.advancedlearningenvironment.org> (2002)
- SPECTRUM Curriculum Pilot teacher (1997)
- SPECTRUM Curriculum Writing Team (1996)

PUBLICATIONS

- Co-authored Steppin' Into My Teacher Shoes – A Teacher Induction Resource (2015)
- Authored My High School Steps – A Guide to State Assessment in Florida (July, 2006)
- Co-authored Steppin' Up With My Reading Roadmap – A Teacher Induction Resource (2005)
- Co-authored Steppin' Across the Math Mountain – A Teacher Induction Resource (2005)
- Developed Steppin' Into the Standards – Where the Reader Meets the Writer (2004)

REFERENCES

- | | |
|---|----------------|
| Michele Romeo
Principal; King Middle School | (941) 518-1957 |
| Scot Boice
Principal; Nolan Middle School | (941) 737-0694 |
| Willie Clark
Former Principal; Palmetto High School | (941) 720-2468 |
| Dr. Ron Hirst
Former Principal; Bashaw Elementary School | (941) 812-0982 |

IV. Board Member Information Form

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, and a signed copy of the Statement of Assurances.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve Dreamers Academy
2. Full name Thomas Chaffee
Home Address 800 Ben Franklin Drive, Unit 108, Sarasota, FL 34236
Business Name and Address _____
Phone Number 312-498-4959
E-mail address thomas.chaffee@dreamersacademy.org

- Resume and professional bio are attached here.
 Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
 Yes No

Northwest Christian Academy, Lake Zurich, IL

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If you served at a charter school, include performance data on form IEPC-MI1. If you served in a position of leadership at a non-charter school, provide any relevant data related to academic performance of the school(s).
 Yes No

5. Why do you wish to serve on the board of the proposed charter school?

I believe that a level playing field is necessary for all children to receive the promise of a public education. Dreamers Academy provides that level playing field for those children for whom language represents a barrier to learning, and a chance for kids to succeed academically who would fall further behind without the opportunity. I have chosen to serve on the Board to ensure that the school will have the resources, oversight and support necessary to deliver on this promise.

6. What is your understanding of the appropriate role of a public charter school board member?

Board members are ultimately responsible to provide for student success. As a practical matter the board enters into a contract with the District and is responsible for the overall success of the school. Board members are responsible for the responsible deployment of resources, fulfilling the mission and vision, managing the executive staff and the financial, management and student performance oversight, and compliance with all applicable laws.

-
7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have held significant positions, invested in, managed and served on numerous corporate boards, including several publicly-traded companies:

Realigent, Inc. (NASDAQ: HMSK)
Enterprise Informatics, Inc. (NASDAQ: EPRS)
Silvermine Capital, Inc.
Infinia Corporation
ePublishing, Inc.
DispensePoint, Inc.
Soleus, LLC.
Synchronex, Inc.
Beacon Live, Inc.
EllingtonCMS, Inc.

-
8. Describe the specific knowledge and experience that you would bring to the board.

I have served as CEO of multiple public and private companies, have acting as interim President & CEO in a turnaround capacity of 2 public and 3 private companies, and have extensive business operations management experience.

School Mission and Program

1. **What is your understanding of the school's mission and guiding beliefs?**

Dreamers Academy will implement data-driven best practices to develop bilingual, biliterate, and cross-cultural leaders of character, served in a caring environment that encourages family engagement and celebrates American diversity. The school will inspire scholars to enter High School a grade level ahead and prepared for success on a global scale – with rich academic content served by a bilingual staff who knows each student by name and need.

-
2. **What is your understanding of the school's proposed educational program?**

The Dual Language Immersion educational model is the only program known to have closed and surpass the achievement gap for not only English Language Learners but for other traditionally underperforming subgroups of the student population.

3. What do you believe to be the characteristics of a successful school?

A successful school is one in which students are engaged, joyful and learning; where teachers are also learning and collaborating; where parents feel welcome, included and involved in their children's education and where school leaders are viewed as caring and devoted to the mission and vision of the school.

4. As a board member, how will you monitor progress toward annual academic and financial/operational goals and objectives?

I will constantly monitor all financial reports as well as academic performance reports and other metrics for student performance and family engagement. We will establish our own set of metrics on student progression and performance for which we will compensate teachers and leadership.

5. What do you see as your role regarding the school leaders?

I see my role as strategic, supportive and advisory, but also as an evaluator of management efficiency and program effectiveness.

Governance

1. Describe the role that the board will play in the school's operation.

The Board creates policy, monitors school finances and operations, resolves disputes or problems, ensures the school has resources to function, and maintains forward momentum.

2. How will you know if the school is successful at the end of the first year of operation?

The school will be successful if the students are performing at or above grade level by the end of the first year; and we have a waiting list for students, teachers and staff that want to work with us.

3. How will you know at the end of four years of the school is successful?

At the end of four years we will consider ourselves successful if we have held true to our mission and vision, become a strong part of the community and have happy, fulfilled, performing students, teachers with engaged families.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Charter school board members must develop critical relationships with community stakeholders in support of the school, have revised policy to address issues arising from growth or law changes, created the infrastructure to ensure family engagement and fundraising avenues, and developed a seamless working relationship with the school leadership.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

Our board will address any such situations swiftly and directly. I personally will address it directly with the person involved, and take any necessary measures as the situation demands. Ethics are the cornerstone of leadership.

6. If your school intends to contract with a third-party ESP: n/a
 - a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosure

1. Indicate whether you or your spouse is an employee of a charter management organization.
 Yes No

If yes, please indicate when you (or your spouse) will end the relationship that poses this prohibited conflict.

Attestation

By signing this form, I hereby attest that I have read and understand the following provisions of Florida law relating to standards of conduct and financial disclosure and the restriction on the employment of relatives.

Standards of Conduct and Financial Disclosure (Section 1002.33(26), Florida Statutes)

- (a) *A member of a governing board of a charter school, including a charter school operated by a private entity, is subject to ss. [112.313](#)(2), (3), (7), and (12) and [112.3143](#)(3).*
- (b) *A member of a governing board of a charter school operated by a municipality or other public entity is subject to s. [112.3145](#), which relates to the disclosure of financial interests.*
- (c) *An employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school.*

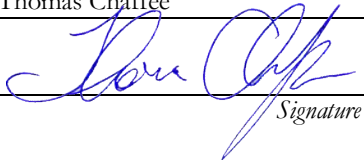
Restriction on Employment of Relatives (Section 1002.33(24), Florida Statutes)

- (a) *This subsection applies to charter school personnel in a charter school operated by a private entity. As used in this subsection, the term:*
 1. *“Charter school personnel” means a charter school owner, president, chairperson of the governing board of directors, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decisionmaking authority and in whom is vested the authority, or to whom the authority has been delegated, to appoint, employ, promote, or advance individuals or to recommend individuals for appointment, employment, promotion, or advancement in connection with employment in a charter school, including the authority as a member of a governing body of a charter school to vote on the appointment, employment, promotion, or advancement of individuals.*
 2. *“Relative” means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, or half sister.*
- (b) *Charter school personnel may not appoint, employ, promote, or advance, or advocate for appointment, employment, promotion, or advancement, in or to a position in the charter school in which the personnel are serving or over which the personnel exercises jurisdiction or control any individual who is a relative. An individual may not be appointed, employed, promoted, or advanced in or to a position in a charter school if such appointment, employment, promotion, or advancement has been advocated by charter school personnel who serve in or exercise jurisdiction or control over the charter school and who is a relative of the individual or if such appointment, employment, promotion, or advancement is made by the governing board of which a relative of the individual is a member.*
- (c) *The approval of budgets does not constitute “jurisdiction or control” for the purposes of this subsection.*

Certification

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and that my service on the charter school governing board does not pose a prohibited conflict of interest. I certify that if the proposed charter school is approved, I hereby agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest, and if the change results in a prohibited conflict of interest I will resign from the Board. I have attached all required documents.

Name: Thomas Chaffee


Signature

1/20/18

Date

Thomas Chaffee

Partner, Silvermine Capital, Inc.

Chief Executive Officer, ePublishing, Inc.

Thomas Chaffee is an entrepreneur with a knack for identifying and developing leading-edge technology and utilizing it to build revenues, reduce operating costs and create shareholder value. With a 30-year career spanning marketing, technology and business performance initiatives, Chaffee currently heads ePublishing, a Software-as-a-Service provider of cloud-based products and services powering media companies.

He is also a partner at Silvermine Capital – a venture firm dedicated to acquiring, and driving shareholder value for companies in transition. He and his firms currently have investments across SaaS Software, healthcare, media, real estate and energy verticals.

He formed Chaffee Interactive in 1994, to build complete end-to-end Internet solutions, providing strategic analysis, consultation, design and Web application development for Global 1000 companies, including Sprint, Motorola, Kraft, Stewart and Fidelity.

In late 2008, Chaffee Interactive launched an Enterprise Publishing System (EPS) platform delivering Content Management, eCommerce, Workflow, CRM, Mobile, SEO, Video, Advertising and more. The company fully re-branded to ePublishing in 2012 and shifted focus from services and development to product delivery as the ePublishing EPS took shape. The ePublishing platform has evolved from this effort into the most flexible, integrated and feature-rich software for media companies to deliver and monetize print, online and mobile content.

Chaffee became Chairman and CEO of Realigent Inc., (Nasdaq: HMSK) a publicly traded technology firm targeting the data and publishing-intensive real estate, banking and mortgage industries where he drove a major corporate restructuring, integrated over 28 acquisitions and redefined the company's product suite. He ultimately sold the company to two Fortune 500 acquirers.

In 2008, Mr. Chaffee began working with Infinia Corporation, an innovative alternative energy provider focusing on solar power. Serving as its President, he restructured the strategy, re-focused its workforce and drove marketing, finance and sales on behalf of the investors.

Previously, Chaffee worked in the family business, a multi-title publisher, and in account management for several Chicago-based advertising agencies. His primary area of specialization was in the emerging disciplines of Internet lead generation for clients including McDonald's, BP, Quaker and Sprint. During this time, he attended Northwestern University's Kellogg Graduate School of Management where he concentrated in Marketing and subsequently seminary classes at Trinity Evangelical Divinity School in Deerfield, IL.

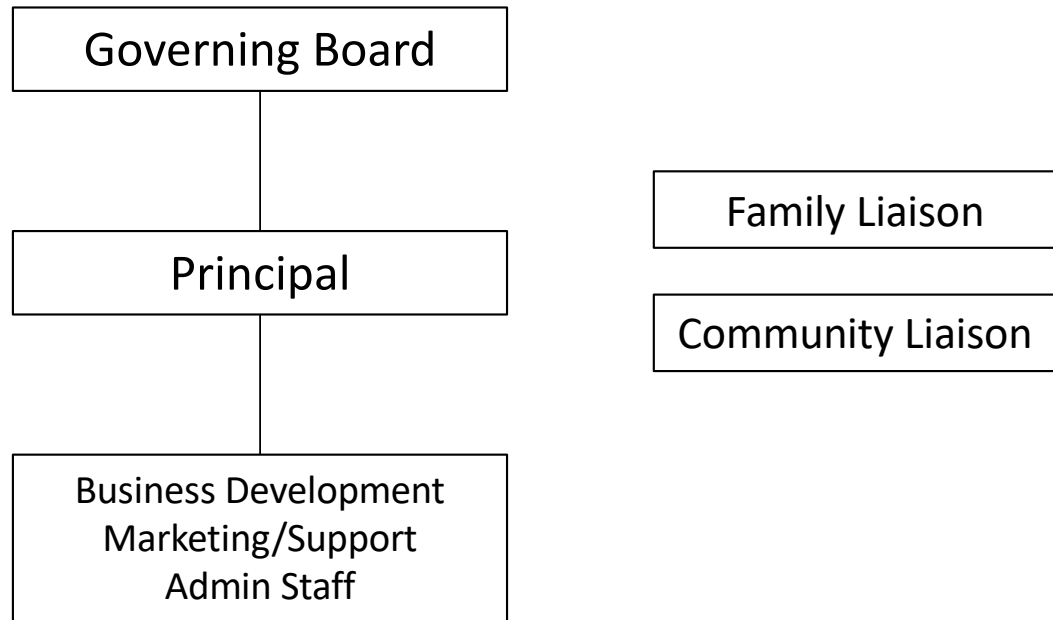
Mr. Chaffee previously served as Chairman of American Business Media's technology and digital committees, and notably as a founding partner in AT&T/Bell Labs' Strategic Alliance (a program assembling the nation's top developers, futurists and technology minds).

Corporate Board of Director responsibilities include: Homeseekers, Inc. (NASDAQ: HMSK), Enterprise Informatics, Inc. (Nasdaq: EPRS), Infinia Energy, Sunshine Media, TACH Media, Physicians Total Care (PTC), DispensePoint, Inc., Soleus, LLC., Synchronex, Inc., Silvermine Capital, and Northwest Christian Academy. A seasoned speaker, Chaffee is regularly asked to share his entrepreneurial, growth experiences and technology vision with industry leaders.

Chaffee is an accomplished musician; playing guitar, keyboards and singing with a wide variety of world-renowned artists as a young man. He has played on hundreds of jingles for clients such as McDonalds, Allstate, Coke, United Airlines, Kellogg, GM, Hallmark, Gatorade and Nike. His last major music engagement was as guitarist and musical director for Brian Wilson (The Beach Boys) on his seminal studio album "Imagination". Chaffee's musical activities are now exclusively focused on Sunday mornings. He is happily married with two children.

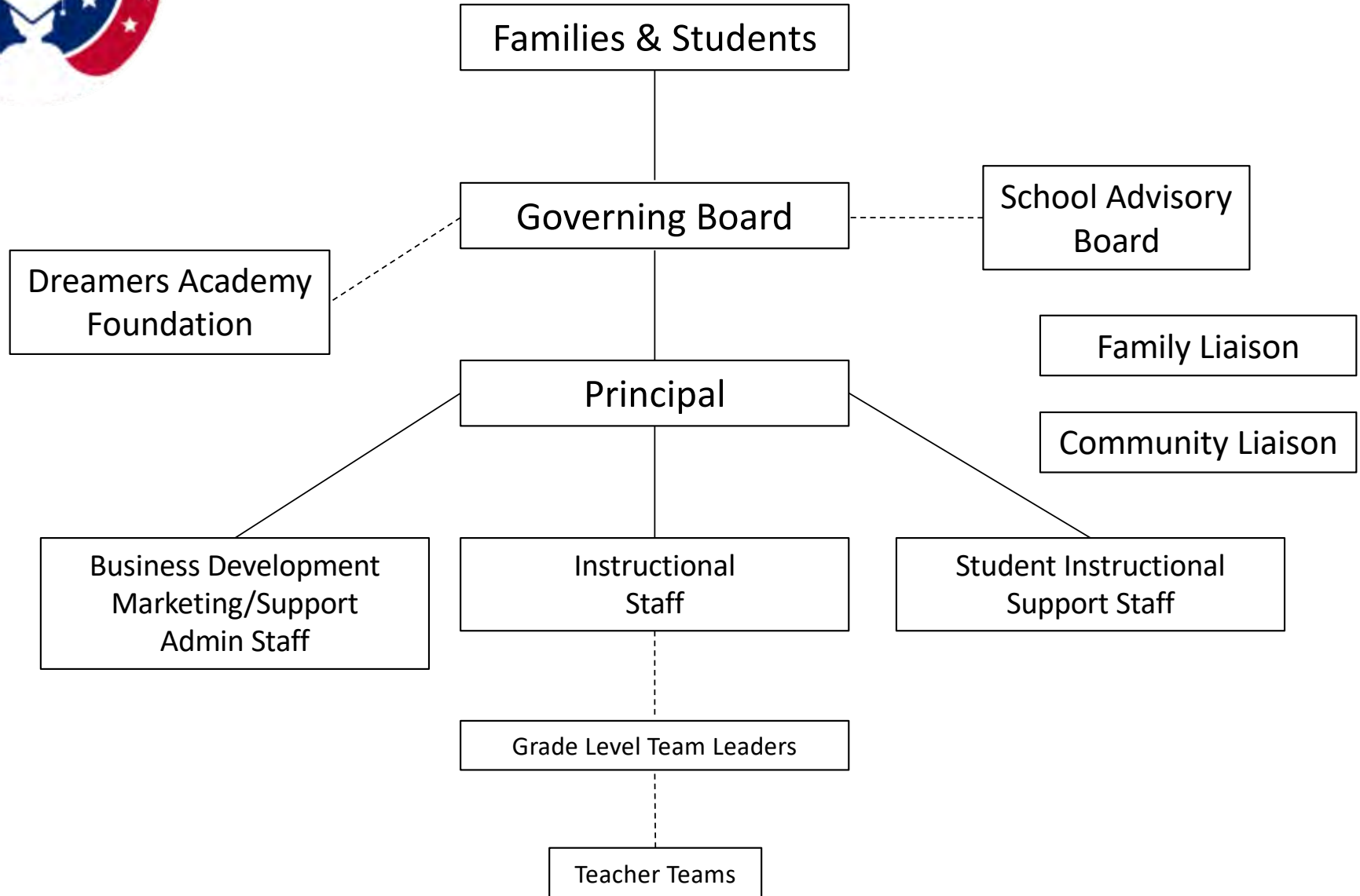


Attachment M1 – Pre-Operational Year

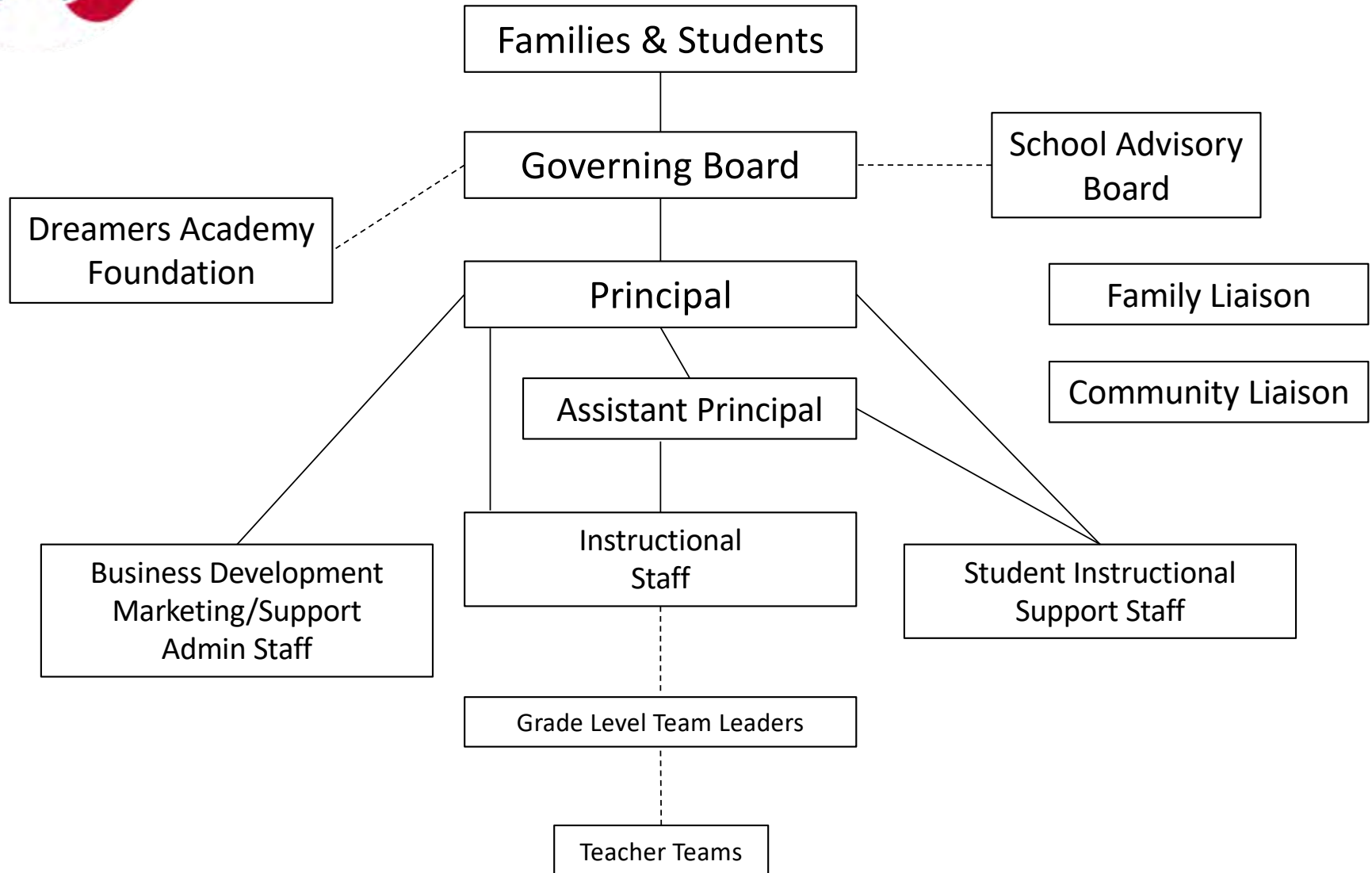




Attachment M2 – First Year Of Operations



Attachment M3 & M4 – End Of Charter Term/Full Capacity



Dreamers Academy
JOB DESCRIPTION
PRINCIPAL

QUALIFICATIONS:

- (1) Master's Degree from an accredited educational institution.
- (2) Minimum of five (5) years experience in education.
- (3) Minimum of three (3) years experience as a school administrator.
- (4) Bilingual in English and Spanish.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to prepare and manage the school's budget and allocated resources. Ability to read, interpret and enforce State Board of Education rules, Code of Conduct, school policies and appropriate state and federal statutes. Skills in personnel management and supervision. Knowledge of current educational trends and research. Ability to use public speaking skills, group dynamics and problem-solving skills.

REPORTS TO:

Governing Board, Dreamers Academy

SUPERVISES:

Administrative, Instructional and Service Personnel, and Volunteers

PERFORMANCE RESPONSIBILITIES:

1. Establish a role model conducive to hard work, caring and consistency for the entire staff.
2. Develop, implement and assess the academic program leading to student success.
3. Develop a positive teaching / learning environment leading to teacher and student success.
4. Promote a positive school image through appropriate communication and community involvement.
5. Develop high expectations for teachers and students and promote this vision to the community.
6. Develop and implement an annual School Improvement Plan.
7. Coordinate program planning with Governing Board.
8. Interview and select qualified employees to be recommended for employment.
9. Monitor and conduct personnel evaluations and take appropriate action.
10. Develop an annual assessment for inservice needs leading to faculty improvement.
11. Provide leadership and vision to the School Improvement Process and changes leading to improvement.
12. Develop and implement a safe and orderly school plan.
13. Develop and implement a successful discipline plan promoting a safe teaching/learning environment.
14. Develop and maintain the school budget by involving appropriate input and by meeting local and state guidelines.

15. Utilize managerial skills to design and organize activities to achieve goals.
16. Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar.
17. Facilitate the resolution of problems and tasks through problem-solving techniques.
18. Utilize critical thinking skills in analyzing data and reaching conclusions.
19. Direct the development of the master schedule.
20. Manage and assign the administration of the school testing program.
21. Establish job assignments for administrators, teachers and support staff personnel.
22. Assist in developing short- and long-range facility needs.
23. Coordinate the completion of plant safety and facility inspections.
24. Coordinate the school transportation services as required.
25. Establish procedures for student accounting and attendance.
26. Establish procedures for property inventory records.
27. Establish a program leading to the secure closure of the school and proper school opening each day.
28. Supervise the preparation of accurate and timely reports and records.
29. Assume responsibility for all official correspondence and news releases.
30. Manage the ordering of textbooks, materials and equipment.
31. Maintain visibility and accessibility on the school campus.
32. Assume responsibility for all student suspensions and expulsions in accordance with Governing Board policies and state law.
33. Perform other incidental tasks consistent with the goals and objectives of this position.
34. Ensure students are high school ready.
35. Develop/maintain relationship with appropriate district leadership, which may include Executive Director of Elementary Schools and Assistant Superintendent of Curriculum and Instruction.
36. Be informed of district educational initiatives.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the Governing Board's approved compensation plan. Length of the work year and hours of employment shall be those established by the Governing Board.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Adapted from School District of Sarasota County, November 2017

Dreamers Academy
JOB DESCRIPTION
ASSISTANT PRINCIPAL

QUALIFICATIONS:

- (1) Master's Degree from an accredited educational institution.
- (3) Minimum of three (3) years successful classroom teaching experience.
- (4) Bilingual in English and Spanish.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of laws, regulations and policies governing education in state and county. Knowledge of curriculum and instructional programs and practices for appropriate level. Willingness to learn budgetary and supervisory responsibilities. Skill to work with people in an effective manner. Knowledge of scheduling and supervision. Ability to communicate effectively, both orally and in writing. Ability to plan, organize and prioritize. Ability to use data in the decision-making process. Ability to use technology resources effectively.

REPORTS TO:

School Principal

SUPERVISES:

Instructional, Support and Service Personnel as assigned by the School Principal

PERFORMANCE RESPONSIBILITIES:

1. Assist in the development, implementation and evaluation of the instructional program, including the use of technology.
2. Supervise curricular and extracurricular activities as assigned.
3. Provide recommendations to the Principal regarding curriculum improvement.
4. Supervise textbook and equipment selection, acquisition and inventory.
5. Assist the Principal in the administration of the summer school program.
6. Assist with coordinating student field trips.
7. Assist in developing the master schedule and assignment of students and staff.
8. Assist in the administration of the testing program.
9. Assist in gathering, analyzing and interpreting data related to student performance.
10. Assist in coordinating the School Accreditation Program and School Improvement Program.
11. Assist with the supervision of personnel, including orientation of new employees as assigned.
12. Assist the Principal in developing personnel assignments and duty rosters.
13. Assist in implementing and administering negotiated employee contracts.
14. Assist in the coordination of the school's inservice program.
15. Assist teachers in developing professional development plans and activities.
16. Assist in monitoring and assisting substitute teachers.
17. Assist the Principal with the daily operation of the school.

18. Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.
19. Assist in the supervision of the maintenance and care of the physical plant.
20. Assist in developing and monitoring the school budget.
21. Assist in maintaining property inventories.
22. Assist in supervising school transportation services.
23. Assist in identifying maintenance or facility needs.
24. Assist in monitoring student attendance.
25. Assist in ensuring that the school's discipline policy is consistently and fairly administered.
26. Assist with student supervision and discipline.
27. Assist in interpreting and implementing the Pupil Progression Plan.
28. Assist in developing, implementing and evaluating the school's guidance program.
29. Confer with students, parents and teachers to resolve problems and facilitate learning.
30. Assist in coordinating schedules for extracurricular activities.
31. Seek to improve skills and knowledge through participation in inservice and other professional development activities.
32. Model and maintain high standards of professional conduct.
33. Demonstrate initiative in identifying needs or potential for improvement and take appropriate action.
34. Promote and support professional development for self and others.
35. Maintain visibility and accessibility.
36. Keep the Principal informed about potential problems, unusual events or possible opportunities for school improvement.
37. Provide leadership in developing and implementing mission, goals and priorities of the school.
38. Assume duties and responsibilities of the Principal in his / her absence.
39. Assist in planning and implementing the school's public relations program and website.
40. Conduct faculty meetings when requested by the Principal.
41. Serve on advisory committees as requested by the Principal.
42. Support and attend community functions.
43. Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
44. Perform other incidental tasks consistent with the goals and objectives of this position.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the Governing Board's approved compensation plan. Length of the work year and hours of employment shall be those established by the Governing Board.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Governing Board's policy on evaluation of personnel.

Dreamers Academy
JOB DESCRIPTION
TEACHER

QUALIFICATIONS:

- (1) Bachelor's Degree from an accredited educational institution.
- (2) Bilingual in English and Spanish

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

REPORTS TO:

Principal or designee

SUPERVISES:

Paraprofessionals, assistants and volunteers.

PERFORMANCE RESPONSIBILITIES:

1. Establish a role model conducive to hard work, caring and consistency for the entire staff.
2. Establish short and long-range goals based on student needs and state curriculum requirements.
3. Plan and prepare lessons and strategies which support the School Improvement Plan.
4. Plan and prepare lessons which are meaningful and engaging.
5. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in relevant learning experiences.
6. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
7. Assist in assessing changing curricular needs and plans for improvement.
8. Maintain a positive, organized and safe learning environment.
9. Manage time, materials and equipment effectively.
10. Instruct and supervise the work of volunteers and aides when assigned.
11. Establish and maintain effective and efficient record keeping procedures.
12. Use effective student behavior management techniques.
13. Assist in enforcement of school rules, administrative regulations and Governing Board policies.

Adapted from School District of Sarasota County, November 2017

Dreamers Academy – Solicitud de Ingreso

I. Información de Estudiante

Apellido(s): _____ Nombre: _____
Edad: _____ Fecha de Nacimiento (Mes/Día/Año): _____ F: ____ M: _____

Padres (o Encargado)

Nombre(s): _____
Dirección: _____
Ciudad: _____ Estado: _____ Zip Code: _____

E-Mail: _____

Teléfono Casa #: _____ Celular #: _____

Trabajo #: _____

Idioma(s) que se hablan en la casa _____

Participó el estudiante en algún program pre-escolar como PreK o jardín o cuido? Si ____ No ____

Si Si, cual programa – Nombre: _____

II. Información Familiar

Hermanos (as) – Tine el estudiante hermanos o hermanas en Dreamers Academy? Si ____ No ____

III. Ingreso y Participación

Si el número de solicitudes excede las plazas en cada grado, los padres seran avisados de el proceso de lotería para admisión a Dreamers Academy. Después de la primera semana escolar, cualquier plaza disponible será ocupada con los resultados de la lotería.

Entiendo que la inscripción de mi alumno es condicional y depende del cupo disponible, y me comprometo a comprender y seguir las siguientes pautas:

1. Alumnos inscritos en Dreamers Academy permaneceran juntos desde Kindergarten hasta 5to grado. El éxito del programa bilingüe require instrucción continua y apoyaremos a nuestro alumno desde inder hasta 5to grado.
2. Comprendo que el contenido de instrucción en matemáticas, literatura, estudios sociales y ciencia será enseñado en español los primeros 3 años (K-2).
3. Apoyo el programa alentando a mi alumno a la meta de desarrollar el bilingüismo.
4. Consultaré a los maestros y la administración para estrategias adicionales para apoyar al éxito academic de mi alumno en el program de doble inmersión bilingüe.

Firma de Padre: _____ Fecha: _____

Firma de Madre: _____ Fecha: _____

Dreamers Academy New Student Enrollment Form*

I. Student Information

Last Name: _____ First: _____ Middle: _____
Age: _____ Date of Birth (MM/DD/YY): _____ Gender: _____
Parent(s)/ Guardian(s)
Name(s): _____
Address: _____
City: _____ State: _____ Zip Code: _____
E-Mail Address: _____
Home #: _____ Cell #: _____ Work #: _____
What language/s does your child use to speak with family members at home?

Was your child in a preK program? ___Yes ___No If yes, name of PreK
Program: _____

II. Family Information

Siblings: Does your child have siblings currently enrolled at Dreamers Academy? ___Yes ___No

III. Enrollment & Participation Commitment

Should interest in the program exceed the number of available slots, parents will be notified and an internal lottery process conducted. After the first week of school, admission to fill any remaining seats will be allocated based on the results of the lottery.

I understand that the enrollment of my child is conditional upon space availability and on my understanding of and commitment to the following:

1. Children enrolled at Dreamers Academy will remain together in Kindergarten through fifth grade. The success in this dual language immersion program requires consistent instruction over time, and I intend to support my child in the program from now through fifth grade.
2. I understand that content instruction in math, language arts, social studies, and/or science will be in Spanish.
3. I will support the program by encouraging my child's biliteracy and bilingualism.
4. I will consult with teachers and administration for additional strategies to support my child's academic success in the Dual Language Immersion Program.

Parent/Guardian Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

**This form will also be available in Spanish.*



January 24, 2018

Sarasota County School Board
1960 Landings Blvd.
Sarasota, FL 34231

To whom it may concern:

I am writing to support bringing bilingual education to Sarasota – an educational model grounded in solid research that appears to have yielded superior academic outcomes for both English learners and English speakers in the many school districts it has been implemented across the country.

I support the Dreamers Academy concept because it is a local school project, brought to us by renowned Sarasota community and education leaders, who identified a need, and came together to lend their time, experience, expertise and resources to address a very focused achievement gap in our school system.

In fact, expansion of effective educational models that can bring linguistically segregated, ethnic minorities and socio-economically disadvantaged children to grade level by the end of elementary school would certainly increase their chances of success as they enter the challenging middle school years. It will also greatly contribute to improving graduation rates among these at-risk student populations, and the long-term quality of life in our community.

This model brings additional equity and international thinking to our city schools by also encouraging native English speakers to learn a second language (in this case Spanish) alongside Spanish speakers who are learning English. All will strive to achieve at or above grade level, together, in a culturally immersive environment. At the same time, the Dreamers Academy celebrates American diversity while facilitating greater family and community engagement.

As City Manager, I have a vested interest in anything that will contribute to retaining our School District's A grade in the state. I can personally attest to the economic and social benefits that embracing diversity and managing a superior school system fueled by local passion for quality education brings to our community.

Sarasota City Manager's Office
1565 First Street, Sarasota, FL 34236
Telephone: 941-954-4102 Fax: 941-954-4129

Dr. Todd Bowden, our new school superintendent, has publicly announced the School District's three key objectives:

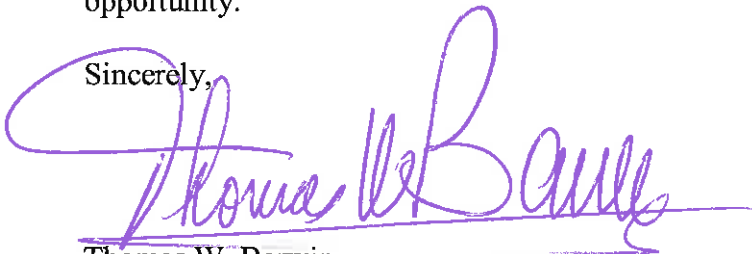
- 1 – Maintaining our tradition of excellence;
- 2 – Extending excellence to all students;
- 3 – Committing that all students will be college and career ready.

Dreamers Academy has aligned its mission with these three principles, and is focused on bringing a proven education model so that ALL students can succeed. Closing the achievement gap of our most vulnerable and at-risk students, many of which currently reach middle school one or two grade levels behind, is Dreamers Academy greatest priority. The Dual Language Immersion Two-Way model they seek to implement produces bilingual and biliterate students that are above grade level by 8th grade.

As our county and city demographics continue to evolve, with over 13% of county households speaking a language other than English at home, the majority of these Spanish, I support proven educational models that offer all our residents an opportunity for more inclusion, engagement and participation in their schools, civics and our community at large.

Thank you for your ongoing public service and consideration of this innovative educational opportunity.

Sincerely,



Thomas W. Barwin
City Manager



SARASOTA COUNTY SHERIFF'S OFFICE

FAIRNESS • INTEGRITY • RESPECT • SERVICE

SHERIFF TOM KNIGHT

COLONEL KURT A. HOFFMAN, CHIEF DEPUTY

January 24, 2018

Dr. Todd Bowden
Superintendent of Schools
1960 Landings Boulevard
Sarasota, Florida 34231

Dear Superintendent ^{Todd} Bowden:

I am writing in support of the Dreamers Academy and its founding Board in opening the first bilingual school focused on a disadvantaged student population in Sarasota County.

This is a local initiative developed by community and education leaders who recognized a gap in our school system. Our school district holds an essential role in our county and adding the dual language immersion instructional model would provide yet another excellent educational option for our children.

As a Sheriff's Office, we take pride in our youth programs and relationship with the community. Our county is becoming increasingly diverse, and we support this new venture which will offer additional opportunities to our community.

Many of our Sarasota schools serve families whose primary language is not English, now accounting for approximately 13% of households countywide. Reinforcing bilingualism and biliteracy for these Sarasota students, as well as providing the same opportunity to native English-speaking students, would positively influence the academic future of all children.

The popularity of bilingual schools has been well documented across the country, and we are excited to see this educational model coming to Sarasota County. As our county continues to grow, it is important that our students learn to communicate in more than one language and are exposed different cultures and social contexts.

I support this educational model because it is grounded on extensive research and best practices, and has been proven to successfully close and often surpass the achievement gap within some of our most at-risk student populations. This in turn will help more students succeed as they advance to high school and should improve graduation rates among our diverse students, and develop skills to excel in college.

Sincerely,

A handwritten signature in green ink that reads "Tom" with a stylized flourish underneath.

Tom Knight, Sheriff
Sarasota County, Florida



6010 CATTLERIDGE BLVD. • SARASOTA, FL 34232 • WWW.SARASOTASHERIFF.ORG • 941.861.5800

ACCREDITED FULL SERVICE LAW ENFORCEMENT AGENCY

EQUAL OPPORTUNITY EMPLOYER



Shannon H. Staub
2064 Oakridge Circle
Venice FL 34293-3822
shannonstaub@gmail.com
941-497-6643

January 12, 2018

To Whom It May Concern:

As a strong supporter of our public education system, I realize that the system cannot do everything that our children/youth/students need. Therefore, when I am made aware of a need that can help our students become more literate and successful in life, but that our public education system cannot meet, I am open to other means to reach the goal.

In the case of our Hispanic student population, it reached 19% of the enrollment in 2015 and is continuing to grow. However, their dual language literacy is not growing. I have been advised that Dual Language instruction, for which the Center of Applied Linguistic has established specific guidelines, does increase bilingualism, biliteracy (ability to read and write in two languages) and more culturally-adjusted and successful students.

Because public funds for education are strained beyond the ability to add more and more programs, I offer my support for Dreamers Academy. Their proposal to provide a Dual Language Immersion, Two-Way model program has been proven to increase student success. The beauty of this program is that those children with Spanish as a primary language will learn English which children with English as a primary language will learn Spanish. Not only will they learn the idioms of languages but the overall enhancements of biliteracy and cross-cultural competency. This is a win for all these children.

Putting into place a program like this will, as shown in many research studies, provide a foundation for better grade level academic achievement in both English and Spanish. These students will function better in the academic and social environments.

Please give thorough review of the proposal of Dreamers Academy. Hopefully, you will see the benefits of the private funds for this program, to reap public and private benefits for our kids.

Warm regards,

Shannon Staub



January 25, 2018

Sarasota County School Board
1960 Landings Blvd.
Sarasota, FL 34231

Dear School Board members;

I am writing to lend my support to Dreamers Academy, a school promising to deliver a dual language education program to the Sarasota Community.

Our School District has been recognized as one of the best in Florida, so it is fitting that it should host the best educational model for ethnic minorities and socio-economically disadvantaged children. TWI schools have been turning out students that outperform kids in traditional schools all over the country, and they are doing it in two languages.

Despite the immense success of Sarasota County Schools, achievement gaps in Sarasota mean that some kids fall behind and do not reach their academic potential. There are many reasons for this, and the Robert L. Taylor Community Complex serve children from all backgrounds, providing a nurturing and enriching environment for education, exercise, sports and various recreational activities. Over the years we have experienced greater diversity in our community, including families for whom English is a second language.

Increasing diversity is a hallmark in our educational system as well, and introducing bilingual instruction, where all children can learn a second language, is a very valuable skill that will serve them well throughout their personal and professional lives.

While the Sarasota County School District is a leader in education for the State of Florida, I believe that a bilingual program such as Dreamers Academy would support the constant growth of Sarasota County Schools and diversity in our communities.

Sincerely,

Arthur Larkins
R. L. Taylor Community Complex, Manager

rtaylor.com | [facebook.com/RLTCC](https://www.facebook.com/RLTCC)

1845 John Rivers St.

Sarasota, Florida 34234

Office (941)-954-4182 ext. 3323

Fax: (941)-358-4446





January 10, 2018

Sarasota County School Board
1960 Landings Blvd.
Sarasota, FL 34231

This letter is in support of the Dreamer's Academy charter school application to bring a solid researched based, effective model for bilingual education to Sarasota County Schools.

In my work in early education in Sarasota County, we have seen a surge in enrolled children for whom English is a second language. Multiple studies are highlighting the importance of reinforcing literacy in a child's home language, as this creates the solid foundation necessary for literacy in a second language. This is true for both native English speakers and English Language Learners. Literacy in two languages also expands the bilingual brain to higher cognitive achievement - which accounts for the astounding academic outcomes witnessed in dual language programs, such as the one proposed by the Dreamers Academy..

While our school district certainly attempts to address the needs of bilingual families, there are unfortunately still large gaps in achievement. The Dual Language Immersion Two-Way model, proposed by the Dreamers Academy, has proven effective in closing the achievement gap of some of our most at-risk students. In school districts across the country where these bilingual educational models have been operating for many years, students are emerging up to nine months ahead academically by 8th grade.

In several North Carolina Districts with two-way bilingual language instruction, for instance, students score statistically significantly higher in reading in 4th grade than their non-dual language peers, a pattern that continues through 8th grade according to Thomas and Collier, researchers from George Mason University. I understand that many states are now creating incentives and funding mechanisms to help Districts bring this proven model to their communities, as an alternative to the challenges of continuing to focus on remedial tactics to try and bring students to grade level throughout their elementary years.

Bringing this educational choice to Sarasota would be a great benefit to our community, and greatly complement the outstanding school system we are all working so hard to maintain. It is so critical that our non-English speaking families feel comfortable enough to completely engage with their children's schools, participate in their educational journey, and learn with them in a Two-Gen model along with other enhancement programs that Dreamers Academy promises to establish. We fully support families having this option as an additional choice in our community.

Sincerely,


Janet Kahn
Executive Director

1750 17th Street, Building L
Sarasota, FL 34234
Phone 941.954.4830 ~ Fax 941.954.4831
www.earlylearningcoalitionsarasota.org



January 25, 2018

Sarasota County School Board
1960 Landings Blvd
Sarasota, FL 34231

Dear School Board members,

I am writing to express support for Dreamers Academy, which will bring dual language education to Sarasota County. Our school district is one of the best in the state, and the bilingual program that Dreamers Academy is proposing would offer parents another excellent and proven educational choice for their children.

Sarasota County has a long history of nurturing area youth through high quality schools, libraries, sports, and non-profit led programs. Yet economic realities have forced our families and communities to make difficult choices, often preventing youth who need help the most from getting the support they need. With everything we do to support our children and youth, barriers and challenges prevent best efforts from reaching all youth.

At SCOPE we aim to connect and inspire citizens to create a better community. We do this by collecting and analyzing data, working with non-profit organizations on research projects and engaging the community through study groups and workshops. Through our recent collaboration with the Positive Youth Development Council, we are finalizing work on the Sarasota County community plan for children and youth.

Our work continues to reveal many opportunities for additional engagement and outreach to some of our most vulnerable populations, and we are encouraged to see that local community and education leaders are addressing the academic achievement gap with a dual language immersion model that is inclusive and promises bilingualism, biliteracy, and cross-cultural competence to students of all backgrounds and ethnicities.

Our student population is becoming increasingly diverse, with 52% of K-12 Sarasota students receiving free and reduced lunch, a metric used to determine socio-economic challenges. Additionally, 13% of Sarasota County households speak a home language other than English, which can create challenges when engaging with school staff, especially teachers, and participating in the education of their children.

We hope to work with Dreamers Academy as they grow and offer a rigorous educational program not only for its students, but a parent resource center with wraparound services and adult education to help these families to participate more fully in our communities.

Sincerely,

A handwritten signature in blue ink that reads "Lance Arney". The signature is fluid and cursive, with a long horizontal stroke at the bottom.

Lance Arney, Ph.D.
Executive Director

Herbert Wertheim College of Engineering
Florida Engineering Experiment Station (FLEXStation)

311 Weil Hall
PO Box 116550
Gainesville, FL 32611-6550
352-392-7047

To Whom It May Concern:

The University of Florida Innovation Station, Sarasota County respectfully provides this letter of support for Sarasota County School District initiatives that promote academic achievement of underserved minorities. Our mandate for Sarasota is to affect regional economic development through establishment and growth of a quality pipeline of engineering talent in support of high-tech industry and manufacturing. This can only be accomplished by fostering programs that bring out the potential in all students.

The dual-language immersion model has been shown to improve academic achievement overall as well as to quickly (by middle school) bring native Spanish-speakers up to par with English-speaking students. The results are more students graduating, more going to college, and more qualifying for academically rigorous programs like UF Engineering. This dovetails with our efforts, beginning at the elementary level, to introduce students to engineering and technology in order to start them down the STEM career path, and to prepare them academically to follow that path.

This is an exciting proposal that will address a critical need in Sarasota's educational system in a very real and innovative way. The Innovation Station, Sarasota County staff are dedicated to helping programs like this and the students it will serve become a successful part of our community.


Patricia Harris

Workforce Development Coordinator

UF Innovation Station Sarasota County
Florida Engineering Experiment Station (FLEXStation)
University of Florida
941-217-5308 | pattijcw@eng.ufl.edu



January 8, 2018

To whom it May Concern:

I am writing in strong support of the Dreamers Academy School being proposed by Geri Chaffee in Sarasota, Florida. My expertise is in international and comparative education, social foundations of education, and human rights; and my research is with the resettlement of refugee students. Through my work, I have come to believe that the best model of education is through a truly bilingual program in which students of both English and another language receive education in both languages, with the result that all students complete their education becoming bilingual.

Americans have the tendency to believe that others will come to speak English and that they do not need to learn another language. Interestingly, more people speak Spanish than English, with 399 million speakers of Spanish and 335 million speakers of English. Far more speak Mandarin, at 848 million.

Much educational rhetoric speaks of preparing students to be competent in a globalized world. And yet, unlike many countries, most US public schools do not begin to teach children a second language in elementary school, although research indicates that it is easier to learn a second language as a young child. Unfortunately, most US public schools offer a second language in high school, and most US students do not become bilingual. Once students reach the job market, graduates from other countries are privileged over US students, as most other countries, especially in Europe, require language studies beginning with primary school.

The majority of research indicates that children of other languages who move to an English-speaking country have more success if they can maintain their native language while they learn English. Studies seem to focus on English language learners. Although this is not my expertise, I have noted that far fewer studies target the equally important goal of encouraging English-speaking students to become fully fluent in a second language. The 2010 PBS documentary, *Speaking in Tongues*, profiled two fully immersive bilingual schools in San Francisco: one Spanish-English, and the other Mandarin-English. It indicates the myriad of reasons that such an education is preferable to a monolingual education.

COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

University of South Florida Sarasota-Manatee • 8350 N. Tamiami Trail, C263 • Sarasota, FL 34243-2025
Phone (941) 359-4454 • Fax ((941) 359-4489 • www.usfsm.edu

As a US educator, I believe my country is amiss in not providing an education in which all students will be bilingual by graduation. This skill would serve them well when they enter the job market. Until such a provision is recognized for its importance, I strongly support fully bilingual charter schools such as the Dreamers Academy.

Sincerely,

A handwritten signature in black ink that reads "Jody L. McBrien". The signature is written in a cursive style with a long horizontal flourish at the end.

Jody L. McBrien, Professor
2017 Visiting Professor, Soka University, Japan
University of South Florida, Sarasota-Manatee



LEAGUE of UNITED LATIN
AMERICAN CITIZENS

January 17, 2018

Sarasota County School Board
1960 Landings Blvd.
Sarasota, FL 34231

Dear School Board members,

I am writing to support Dreamers Academy, the first dual language immersion school in Sarasota County. As an educator and President of the League of United Latin American Citizens (LULAC) Hispanic Educators Miami Council, I can attest to the superior success this model delivers to all students, but especially to those for whom English is a second language.

The beauty of this model is that it provides equity for all students – English speakers and Spanish speakers learn their second language together, and all students and their families get an opportunity to celebrate their cultures, ethnicities and heritage among a supportive, inclusive and bilingual staff. TWI schools have grown rapidly across the country, and we are thrilled to see that Sarasota is introducing this highly effective instructional model to its community.

It is by now well known that Two-Way immersion dual language schools close and often surpass the achievement gap currently plaguing English Language Learners, of which Spanish-speaking kids are a majority. However what is less known is that in TWI schools these superior outcomes are also shared by native English speaking kids from socio-economically distressed families, who tend to be ahead of their peers across all academic subjects by the fifth grade!

LULAC has a long history of advocacy for minority language students, having led numerous civil rights organizations to bring about the Consent Decree in 1990, the framework for which ESOL education is delivered in Florida. For generations, LULAC members have proudly served the Hispanic community since being founded in 1929. We have increased educational opportunities for thousands of deserving young Hispanic students throughout the country. We operate one of the largest Hispanic scholarship programs in the nation and provide academic enrichment programs to elementary, middle, and high school students.

This year, we not only welcome Sarasota as our newest LULAC Council, but also applaud the County's role in bringing Dual Language Education to its increasingly diverse student population.

Respectfully,

Mari Corugedo

www.lulacflorida.org

Hispanic Educators LULAC Florida 7233
LULAC Florida State Director

January 8, 2018

Sarasota County School Board
1960 Landings Blvd.
Sarasota, FL 34231

I am writing to support Dreamers Academy, the first bilingual school in Sarasota County, and hoping that they bring this concept to Manatee and other communities where the need is so great.

As the largest owner and manager of affordable housing in Sarasota and with developments in many communities across the country, I have first-hand knowledge of the educational struggles of the children and the communities I serve. My tenants are responsible people whose primary concern is that their children attain a good education and are the beneficiaries of all their sacrifices and hard work.

Unfortunately, in the current educational model, I see how children from good two-parent families, are full of life when they enter Kindergarten, completely bilingual, enthusiastic and full of energy, and by 4th and 5th grade they are demoralized and defeated.

Not only do the schools manage to squash any literacy they may have acquired in their home language, these children often end up not mastering English sufficiently to learn all the other subjects, which are taught in English. They are expected to learn English while learning science, math and history in English!

This is particularly disturbing when there exist educational models that are proven to serve the needs of all students, particularly those who enter school already with the advantage of bilingualism and a very supportive family.

I love this model – the Dual Language Immersion Two-Way Model – because it is backed by extensive research and practical experience, and it works. When implemented with fidelity, and run by smart, entrepreneurial and leaders bold enough to quickly adapt to the changing needs of the students they serve, it produces middle school scholars who are fully bilingual and biliterate, and totally prepared to take on high school and beyond.

I also love the fact that it is an inclusive program – it works as well for native English kids who are learning a second language, right there in the same classroom as the Spanish speakers who are learning English.

Most of all I love the fact that families who are also learning English can now be fully invested in their kids' school life, help with homework, talk to the teachers and staff, contribute, and share their culture with our own. It creates a welcoming environment for everyone – everyone works together collaboratively, for the benefit of all our children.

There is no question Sarasota needs to support this educational model. Then maybe they can get around to allowing us to build affordable homes for all these families who are living and working hard here among us.

Sincerely,



Harvey Vengroff
941 586 4946

January 8, 2018

School Board of Sarasota County
1960 Landings Blvd.
Sarasota, FL 34231

I am writing to express my support for Dreamers Academy, and its establishment of the first dual language immersion school in Sarasota County. I have been leading literacy, arts integration and enrichment programs in Sarasota schools for the past ten years, and I also am actively involved in the Suncoast Grade Level Reading Campaign.

I have spent many years working directly in our Title 1 schools to help students achieve grade level reading proficiency. Dreamers Academy is using an instructional model supported by 40 years of research that puts it at the forefront of overcoming the high achievement gaps of English Language Learners and other socio-economically disadvantaged groups in our school system.

The research is clear: when children's home language is reinforced and developed, it paves the way for literacy in English! It sounds counterintuitive but many longitudinal studies have demonstrated that all students benefit from dual language immersion programs.

The opportunity to bring such an outstanding educational option to Sarasota is very exciting! It creates equity where all students are learning a second language; and all are able to access content in two languages. It creates an ability to create a bridge for different cultures, and an opportunity for increased family and community engagement.

My deepest interest is in achieving grade level reading proficiency, and the dual language immersion two-way model has exceeded all expectations in this regard. By fifth grade, native English speaking students of all socio-economic classes and ethnicities are performing one grade level ahead of their monolingual peers in traditional schools in all subjects - and they are doing it in two languages.

Literacy in a second language paves the way for them to become masters in their primary language. Content acquired in one language is easily transferred to a second language. These core language skills are vital to achieving grade level proficiency in reading.

Studies are proving that interrupting home language development before the age of 12 is having an adverse effect on the natural cognitive development of children - especially on their ability to read at grade level. Instead, let's reinforce the home language while developing mastery of the second language, all the while mastering all core content.

The result is bilingual, biliterate scholars ready to take on high school, career and college and become the much needed leaders we need in our world today.

I urge you to bring this first bilingual school to Sarasota County - Dreamers Academy, Geri and Tom Chaffee have my full support to let it be the first of many innovative educational concepts that ensures our District leads in Florida and beyond.

Sincerely,

Shelly Dorfman

January 3, 2018

Sarasota County School Board
1960 Landing Blvd
Sarasota FL 34231

To Whom It May Concern:

I would like to express my wholehearted support for the proposed bilingual school. As a former Florida middle school teacher, I have witnessed the daily battles faced by English Language Learners and their parents. Now that I myself am a parent of school-aged children, my appreciation and empathy for their struggles has only multiplied. And as I engage with community members in my role as an outreach specialist, my drive and dedication to do what's best for Sarasota County grows.

I was raised in a family that had high expectations for educational attainment. Though my parents were successful in imprinting those expectations, and a desire to meet them, on both my older sister and me – perhaps they became too lax in their involvement when it came to my younger brother. His behavior was typical of many young people: school was not his priority, nor was it his passion. It required an effort that he would rather invest in video games or social adventures. I remember well the raised voices during evening hours, when he was expected to complete his assignments. Yet even if he asked for help from my parents, how could they assist if he was unable to explain the objective or context of the assignment? My parents were at the end of their rope with their teenage son, and finally – the threat became a reality: they began communicating with *each of his teachers, every day*.

Once the communication began, two things happened: 1) my brother was more likely to pay attention during class and be forthcoming with information at home, and 2) my parents gained an awareness of his subjects and assignments so that they could truly help, and developed productive relationships with his teachers. The problem had never been his intelligence or capabilities. And no solution would have succeeded without parental involvement and communication.

I'm sure you can relate this story to one of your own family members, friends, or even yourself. It's not uncommon.

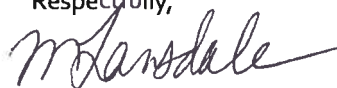
Fast forward to my years as a middle-school teacher. Were the students any different than my brother? Not particularly... but for the significant percentage of English Language Learners, the solution wasn't as simple as an email to mom or dad and an attitude adjustment. Imagine the student trying to explain the content to his parents, when he doesn't even understand the language in which it's been taught. Imagine the parents trying to communicate with the teacher, when they don't understand the language themselves. Imagine the teacher's despair at not being able to connect with her students and their support systems.

I can't recall how many parent-teacher conferences I participated in during my time in the classroom. What I can tell you is that, when the conferences required a translator, the end results were less successful. Without an easy way to follow-up with the parents and engage in meaningful two-way dialogue, much went unsaid and the bulk of the communication was left to the overworked ELL Coordinator, who could not reasonably be expected to maintain a knowledge of the content taught in every class throughout the school. And the students continued to fall behind.

Now that I have a daughter in school, I cannot fathom a world in which I couldn't communicate with her teacher. How would I share updates on my daughter's hearing and speech after she visits the ENT? How would I confirm my own understanding of open and closed syllables to ensure I'm not contradicting the teacher at home? And my daughter's only in first grade! It's just the tip of the iceberg!

I now work for the local government in a position focused on empowering Sarasota County residents to improve our community. As a former teacher, a parent, and a community advocate, I'm unaware of any other measure proposed that will have the magnitude of transformational impact as that presented by a bilingual school. Please remove the language barrier that holds back so many of our children, and allow families to engage in and celebrate learning with one another. Please support a bilingual school in Sarasota County.

Respectfully,



Miranda Lansdale

January 18, 2018

Sarasota County
School Board
1960 Landings Blvd.
Sarasota, FL 34231

Ref: Dreamers Academy

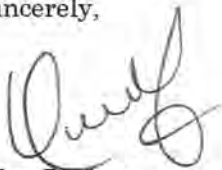
When I learned that a project like Dreamers Academy, a school that will offer a bilingual education in the Sarasota County was a possibility, I couldn't believe it! Finally, an education system that will benefit those students that face the hardships of the language barrier.

As a substitute teacher in Sarasota School District I have seen first-hand the difficulties children whose families don't speak English experience trying to catch up. Furthermore, learning all content in English while they are also learning the language of instruction results in having many students fall one or more grade levels behind, a deficit from which they rarely recover. That is why in Sarasota, the achievement gap of these kids (ELLs) is wider than the state's in every category tested (math, science, social studies and English Language Arts) and also their graduation rate is lower than the state average.

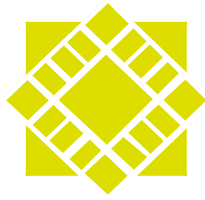
Giving the students the opportunity of a bilingual education opens the doors to many possibilities, not only in the education field but also in their future professional career. Knowing two languages allows them to benefit from a new culture. In fact, there is ample research to show that bilingualism gives children social, linguistic and cognitive advantages over their peers. Bilingual children out-perform their monolingual peers in study after study. Research has also shown that the advantages last well into old age – elderly bilinguals perform as well as younger monolinguals. In other words, bilingualism is a kind of brain insurance, keeping your mind sharp well into old age.

Although I am a very proud mother of three bilingual students of Pine View School, one of the best school in the state, I would have loved to have an option such as Dreamers Academy for my children's education.

Sincerely,



Olga Brokate
Substitute Teacher
Sarasota County
941-726-3340



San Jose State University
Child and Adolescent Development
College of Education
One Washington Square, San José, CA 95192-0075
408-242-9542 KLindholmLeary@mac.com

January 6, 2018

Sarasota County School Board
1960 Landing Blvd
Sarasota, FL 34231

To Whom It May Concern:

I am writing to urge you to support the dual language program proposed for the Dreamers Academy public charter school.

I have worked with and conducted research in the area of Dual Language (DL) programs over the past 32 years and am considered an expert in this field. I have also consulted with various state departments of education, the US Department of Education, and have worked with a number of schools across the country, including programs in Florida. I have written many books, chapters, journal articles, and given over 125 presentations about effective DL programs and the kinds of outcomes we see in students of different backgrounds, from preschool through high school. My research and writings include a focus on linguistically diverse students (English Learners) but also other culturally and socio-economically diverse students, including native English speakers. Thus, my comments are grounded in a strong research base in this field.

First, there is considerable research over the past 30 years demonstrating that DL programs are effective. Despite wide variations in communities, schools, and students forming the research base, results are quite consistent in showing that both native English-speaking and English Learner (EL) **students who participate in DL programs achieve at levels that are at least comparable to, and often superior to, their peers enrolled in English-only instruction on standardized tests of achievement and language proficiency in English;** but, DL students have the additional benefit in that the students are also bilingual and biliterate, which their English-only instructed peers are typically not. Furthermore, native English-speaking and EL students who attain the highest levels of bilingualism tend to score at higher levels of achievement on standardized tests of reading and math compared to English-speaking students enrolled in English monolingual classrooms. However, research clearly demonstrates that these successful results are not always apparent until grade 4 or 5, especially for children who are educationally at risk, because it takes time for children to fully develop the two languages and thus to close the achievement gap and score at high levels on achievement tests that require considerable proficiency in two languages.

Second, federally supported syntheses of research and recent studies have carefully examined the research on the relationships between literate proficiency in an EL student's primary language (L1) and in English. It should be noted that most of this research is focused on Spanish speaking ELs. One major finding of this body of research is that oral English proficiency is important to, but not sufficient for, English literacy and this is especially true for reading comprehension. A second

major finding is that there is strong evidence that Spanish literacy promotes English L2 literacy development. According to the National Literacy Panel and U.S. Department of Education syntheses, Spanish literacy is at least as significant a predictor of English literacy as English oral language development. As Riches and Genesee (2006) note: “L1 literacy does not detract from L2 literacy development but rather contributes to and supports its development. In effect, ELLs with successful L1 literacy experience progress more quickly and successfully in their L2 literacy development than ELLs with no prior L1 literacy.” (p. 81)

Third, the Guiding Principles for Dual Language Programs is a research-based document that clearly details the major dimensions of effective DL programs, including program structure. As the document indicates, an effective program structure has a shared vision and set of goals that provide commitment to and an instructional focus on bilingualism and biliteracy. As a part of this shared vision and goals, all students are to receive additive bilingualism. Additive bilingualism refers to an instructional program structure in which all students are provided instruction and support to fully develop their first language and to fully develop a second language as well; thus, the second language is added to the first language to provide bilingualism. Researchers have consistently reported the loss of the primary language among potentially bilingual children who are instructed only or largely through English, especially young children who have not had the time to fully develop their first language. Furthermore, some researchers have even reported that some students who began as dominant or monolingual Spanish speakers suffered so much language loss that they were considered not proficient in Spanish.

Finally, several studies have shown that ELs who develop high levels of proficiency in both English and the home language are more successful at closing the achievement gap in reading with the norming group than ELs with low levels of bilingual proficiency. Likewise, bilingual Hispanic students have higher achievement scores, GPAs, and educational expectations than their monolingual English-speaking Hispanic peers. Thus, the highest EL achievers are those who maintained and continued to develop their Spanish, while relatively low achieving ELs tended to have poor Spanish language skills. These results are consistent with research showing positive relationships between level of bilingualism and cognitive development.

In addition, the research shows that low-income students are the new majority in schools and these students, whether EL or native English speakers, are also more likely to experience lower test scores and higher drop-out and lower college-going rates plus a widening income achievement gap (Reardon, 2013). Yet, the results show that the dual language program is meeting the needs of the elementary, middle, and high school students, many of whom are low income.

I would strongly urge you to support the Dreamers Academy as this would provide students, especially EL students, an opportunity to close the achievement gap and would provide the support they need to develop their skills for college and careers.

Sincerely,



Kathryn Lindholm-Leary, Ph.D.
Professor Emerita

January 3, 2018

Dear Sarasota County School Board,

Our family is in complete support of Dreamers Academy. My husband and I are prospective new parents, currently living in Sarasota County and pregnant with our first child. We recognize that Sarasota has a multitude of wonderful educational opportunities that have provided countless families and children with an outstanding education. Unfortunately, none of the current options offer the type of education that our family is seeking –a personalized, hands-on, experience-based education that is 100% bilingual. Dreamers Academy, would absolutely be our school of choice, and we pray that it becomes a reality.

I was born and raised in Maine with English as my first language. Growing up in a small town, there were few choices regarding school systems. Fortunately, the elementary school that I attended offered a second language starting in first grade. In my town, there was only English-speaking families, and there was not a need for a bilingual education, but the gift of knowing a second language has been instrumental in my development into adulthood. Here in Sarasota, the reality is that a huge percentage of children grow up in homes in which Spanish is the only language spoken, yet attend schools where English is the only language spoken. The toll that this takes on students and families is heartbreaking, and often causes confusion for both the children as well as their parents.

My husband was born in Cuba and moved to the United States when he was twelve years old. He did not know any English, and spent the majority of his youth trying to learn English while simultaneously learning the other subjects. It was a struggle that I cannot begin to understand. He graduated from Sarasota High School, but never felt as though he was able to excel in any of the subjects. As a result, he chose not to continue with a higher education.

It is extremely important to us that our future children have the best opportunities and are able to communicate fluently with my English-speaking family as well as my husband's Spanish-speaking family. We are going to teach our son both languages from a very early age, and it is imperative to us that the school system that he is a part of is bilingual so as to compliment this decision.

Currently, there are not any truly bilingual educational options for children in Sarasota County in which every class, every teacher, and all of the support staff speak both English and Spanish fluently. As a result, there is a huge educational gap between those that speak English as a first language and those that do not. Imagine a child who is trying to learn English while sitting through a math class. Unable to truly articulate their questions, they are often left behind. For my husband and his siblings, this is not something that they have to imagine, because it was their reality.

The ability to send our children to a school that is bilingual and encourages family engagement while also celebrating American diversity would be a dream come true. We are hopeful that by the time our child enters the Sarasota school system, that he will be able to attend Dreamers Academy, a school that promises to offer a rich academic content and personalized education. We are confident, that with the backing of Tom and Geri Chaffee, Dreamers Academy would be a huge success. We have never met two more passionate and dedicated people.

Dreamers Academy is essential for the future of the children of Sarasota County, and we hope that you will allow it to become a reality.

Kind regards,



Kortnee Gonzalez

January 18, 2018

To Whom It May Concern:

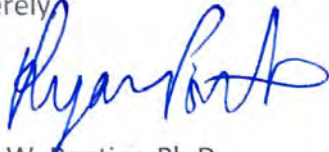
As a current professor of bilingual education and TESOL at Florida International University and a former professor at Miami Dade College, I have regularly heard versions the following story: "My parents came to the United States because of the promise of opportunity, more so for me than for them. All members of my family spoke Spanish, so when I was born here, I also learned Spanish and thought nothing of it. When I entered Kindergarten, I was told that I had to learn English, which was both exciting and scary. I attended ESOL classes, during which I was taken to another classroom and taught English. Sometimes I was made fun of for the way I said certain words and phrases, as well as the fact that I more easily made friends with other Spanish speakers. I knew that I wanted to be part of a group that did not see me as different, so I dedicated myself to learning English as quickly and as proficiently as possible. I outdid myself. I learned English so well and used it for so many things and with so many people that my Spanish declined. In fact, I began to struggle speaking in Spanish with my parents, and I found it almost impossible to interact with my grandparents who spoke exclusively Spanish, even after 10 years of living in this country. I have since tried to regain my Spanish, but it has been difficult since I use English with my friends and with my siblings. I wish I had been able to maintain my Spanish so that I could still have the close relationship with my parents and grandparents that I used to."

This should never be the case. In Florida, we desire the best for our students and their families. This includes providing an appropriate education to all students, regardless of the language strengths they bring with them to school. As stated below, transformation is possible.

I write to express my excitement at the idea of the creation of the first dual language school in Sarasota. It is my understanding that the school will strategically align itself with sound bilingual education theory, be implemented with appropriate and adequate resources, and be evaluated regularly in a meaningful way, three requirements of the Florida LULAC Consent Decree of 1990. I choose to support a school that intentionally designs and runs itself using the principles of dual language education, a proven approach to educating *not only* English learners, *but also* those who identify English as a home language. In other words, this program is for everyone, and it values bilingualism, biliteracy, and cross-cultural understanding (Baker, 2006; de Jong, 2011; Lindholm-Leary, 2001; Wright, 2010). To that end, dual language programs have boasted high academic achievement for all populations (Collier & Thomas, 2004; Thomas & Collier, 2002, 2012).

Dreamers Academy—with the leadership of Geri Chaffee—has the potential to transform the lives of students and families in Sarasota. I urge you to engage them in the process of educating students in a way that meaningfully reflects how language is used in everyday life.

Sincerely,



Ryan W. Pontier, Ph.D.

Visiting Assistant Professor, Florida International University
President, Miami-Dade TESOL/Bilingual Education Association
Co-Moderator, Sunshine State TESOL Advocacy Group
Chair, LULAC Florida Early Childhood Bilingual Education Council

DREAMERS ACADEMY

January 5, 2018

TO : Sarasota School Board
FROM : Manuel R Chepote
RE : Dreamers Academy

As a resident and a business owner in Sarasota for the past 27 years, I have seen an explosion of the Hispanic population.

Geri Chaffee is presenting a request to the School Board of Sarasota for the approval of the Dreamers Academy, school that will devote efforts to properly develop programs with bilingual and biliteracy education for our youth.

The growth of the Hispanic Population in the State of Florida is unstoppable, we are expecting around 500,000 new Spanish speaking arrivals from Puerto Rico to the mainland, after Hurricane Maria destroyed the Island. The tremendous opportunity for the Dreamers Academy is here NOW and will be a tremendous asset for Sarasota County to become a leader in the area for this type of school, where bilingual and biliteracy education is implemented, at the same time addressing a very substantial need in our community.

I hope the School Board of Sarasota assesses the tremendous value of this project and untimely gives the approval for the benefit of the youth of our County.

Truly yours,

Manuel R Chepote (941) 544-4610 1300 Mai St. Sarasota, Fl. 34236

January 10, 2018

Board of Directors
Dreamers Academy

Dear Board of Directors:

I am writing this letter in support of the Dreamers Academy. As someone whose parent was raised in a Spanish speaking household, I realize the difficulties of making a transition to an English language education. Also, I am familiar with your board of directors which gives me great confidence with your ability to make this academy a reality and finally as a Certified Public Accountant who audits charter schools regularly, I feel this organization would be an excellent addition to Sarasota County offerings for charter schools.

My mother arrived in New York from Puerto Rico at the age of four with a brother and a sister. All three spoke only Spanish, and yet were forced to go into an educational system that taught only in English. My mother would tell us stories about the difficulties she and her siblings would have in not only learning the language and getting an education but also in making the transition to the culture because of these language barriers. When I mentioned the Dreamers Academy to her she was very excited and commented that if she had had an organization like this available to her and her siblings, the transition into the American culture and language would have been much easier.

With regard to your board of directors, I have known Dan Kennedy for 35 years. Dan was one of my high-school teachers and I was his assistant for the first computer class offered by Sarasota County at Sarasota High School in 1983. I can honestly say without Mr. Kennedy's influence I would not be where I am today. Professionally I have worked with Dan for approximately 15 to 20 years. I have also audited charter schools where he has been head master and on the board of directors. I find him to be a great asset to any charter school with which he is involved. Not only is he a giving person, but also a wonderful educator.

Finally, I have been in Sarasota County for 45 years. I have been a business owner for 26 of those years. Our firm has been auditing charter schools since the late 90's. I have seen a wide variety of charter schools focusing on discipline, or the arts, or sciences but have never seen one focus on blending language and culture. I found that even though I had four years of Spanish in high school, if I didn't have the support of my mother at home, I would not be able to speak Spanish even remedially. I believe with the growing Hispanic population of Sarasota and Manatee counties, this type of school is not only desirable but necessary to integrate those families as fully as possible.

I wish the board well in getting this organization off the ground and I look forward to seeing the Dreamers Academy as a very successful charter school continuing in the community for many years into the future.

Sincerely,

A handwritten signature in cursive script, appearing to read 'T. Pellegrino, Jr.', with a long horizontal flourish extending to the right.

Thomas V. Pellegrino, Jr., C.P.A.

January 18, 2018

Dear Sarasota School Board members,

I am writing to express my support for Dreamers Academy's bilingual education model in Sarasota County. Developing bilingualism and biliteracy in our Sarasota students will give them an incredible advantage in their personal and professional lives. As a bilingual myself, I would love to have this option for my children and my patients' children.

Sarasota's population is becoming increasingly diverse, and we need educational options such as this "dual language immersion" model which has proven so successful in many other communities across the country. This would create greater equity and better prepare our youth for all careers in our increasingly shrinking global community.

Thank you,

A handwritten signature in black ink, appearing to read "Delia Cotera, DDS". The signature is fluid and cursive, with the first name being the most prominent.

Dr. Delia Cotera

To: Sarasota County School Board

From: Dr. Rosa Castro-Feinberg

Mrs. Geri Chaffee from the Dreamers Academy asked for my opinion on the efficacy of the Two-Way Immersion model. My training and experience as well as the findings from the extensive relevant research literature lead me to the following conclusions.

1. An adequately resourced and parent supported Dual Language Immersion model offers English language learners and language minority students the unrivaled opportunity to become proficient in English and with cultural norms of the United States, maintain and expand home language skills, and achieve at or above grade level in the content areas.

2. An adequately resourced and parent supported Dual Language Immersion model offers English language origin students unique and extensive opportunities for becoming bilingual, bicultural, and biliterate.

These are significant outcomes offering promise of life long advantages for Dual Language Immersion students.

As Dr. Bill Rivers, Executive Director, Joint National Committee for Languages, has stated, there are "indisputable cognitive, educational, and employment benefits of biliteracy." His statement coincides with the three main areas of benefits from bilingualism cited by the American Council on the Teaching of Foreign Languages: high academic achievement, cognitive benefits, and positive attitudes and beliefs toward other cultures.

Knowledge of the value of bilingualism to students and society is no longer limited to language educators. The increasing demand for opportunities for all students to become bilingual, bicultural, and biliterate can be gauged by the large and still growing number of states that offer a State Seal of Biliteracy to be affixed to the high school diploma of qualifying students. Florida is one of 30 States that have a Biliteracy Seal program.

My observations are based on my experience in the following roles over the course of several decades. I have been a teacher, an administrator, the Director of the University of Miami National Origin Desegregation Assistance Center providing training and technical assistance in a 14 state area to school districts and state education agencies; a faculty member engaged in teacher and administrator preparation at the University of Miami and at Florida International University; and a member of the School Board for the Dade County Public Schools, the fourth largest school district in the nation and the home of Coral Way Elementary School. This is the school that revived the Dual Language Immersion model during the 60s, now implemented at hundreds of schools across the nation.

Rosa Castro Feinberg, Ph. D.

rcastro@fiu.edu

Jan. 23, 2018

22 de enero de 2018

Sarasota School Board
1960 Landings Blvd.
Sarasota, FL 34231

Queridos miembros del School Board,

Por medio de esta doy una fuerte recomendación a la nueva escuela elemental propuesta para apertura en 2019 – Dreamers Academy.

Soy originalmente de Guatemala y tengo dos hijos varones nacidos aquí y en las escuelas del condado de Sarasota. Ni yo ni mi marido hablamos bien el inglés pero estamos aprendiendo.

Hubiese deseado haber podido tener esta oportunidad de poder educar a mis hijos en una escuela bilingüe ya que ambos han perdido bastante el español y nos hablan casi exclusivamente en inglés.

En Guatemala tenemos muchas escuelas bilingües – es lo más común aprender en inglés y en español. También en otros estados de los Estados Unidos hay varias escuelas donde los niños aprenden dos y hasta tres idiomas.

Es muy importante para nosotros el que nuestros hijos tengan todas las oportunidades de poder aprender y salir adelante, pero nosotros no podemos ayudarles con las tareas pues no entendemos el idioma.

Recientemente mi hijo tuvo unas calificaciones bajas en el examen federal de la Florida y así me enteré que ya no estaba en el programa ESOL – que ya lo habían dado de baja. Es difícil para nosotros mantenernos al día con los procesos e infraestructura de la escuela pues además trabajamos bastante y varias horas.

El poder levantar el teléfono y llamar a cualquier persona de la escuela que pueda ayudarnos si el niño está enfermo o si tenemos alguna pregunta de tareas o alguna otra cosa sería una ventaja.

De ser posible traer este modelo educativo que existe en tantos otros países del mundo, y mismo otros estados de este país, sería maravilloso. Especialmente el que nuestros hijos puedan contribuir en ambos idiomas – que aprendan bien el inglés sin tener que perder el español.

Muchísimas gracias por la oportunidad de dar nuestra humilde opinión.

Ana Salguero

Ana Salguero



Graduate School of Education & Information Studies
P.O. Box 951521
Los Angeles, CA 90095-1521

January 3, 2018

To Whom it May Concern:

This is a letter of support for the Dreamers Academy model proposed to be implemented in Sarasota schools. I have studied bilingual and dual language education from an education policy perspective for approximately 40 years and have written extensively on this topic in both widely cited books and in peer reviewed research journals. My expertise lies in what I have come to know about the effects of well-implemented bilingual and dual language education models for students from immigrant language backgrounds.

The first and very successful bilingual program was actually born in South Florida in the early 1960s at Coral Way school. Nonetheless, there has been heated debate over the last several decades about the effectiveness of bilingual programs. Often the arbiters of these debates would simply conclude that the jury was out and there was evidence on both sides of the issue. In reality, ideology has driven language education policy in the U.S. rather than science.

Today, it is fundamentally irrefutable that strong dual language programs, of the kind advocated by the Center for Applied Linguistics, yield superior results for both English learners (ELs) and English speakers. Several studies have been published in the last several years in the most prestigious and academically rigorous journals in the U.S. that all conclude that EL students who participate over a period of years in strong dual language programs **out-perform their peers who are in English only programs by middle school across all measures of English—both in English proficiency as well as in English Language Arts.** This has been shown definitively by Ilana Umansky & Sean Reardon (2014, *American Educational Research Journal*) and Rachel Valentino & Sean Reardon (2015, *Educational Evaluation and Policy Analysis*). All of these researchers are from Stanford and used a longitudinal data set that allowed them to track students in different programs from kindergarten to high school. Another recent study out of RAND (a very prestigious think tank) and conducted in Portland Schools, used random assignment to dual language and non-dual language programs and found that the EL students similarly outperformed their peers who were not assigned to dual language in measures of English Language

Arts (Steele et al, 2017, *American Educational Research Journal*). Studies have also long shown that non-EL students perform as well in these programs as in others, but additionally gain a second language.

Of course, test scores are not the only things that matter. **Two-Way Dual language programs**, if carefully implemented to include similar percentages of EL and non-EL students from different economic strata, also provide the opportunity to desegregate schools and prepare students for the diverse world that they will enter after finishing school. In a study by Genessee & Gándara (1998), we found that students in these programs tended to have more positive inter-ethnic relations, hold other cultures in higher regard, and have more positive views of diversity.

Parents are also often pleased at the prospect that their dual language speaking children will simply have more opportunities in the workplace. In a recent study we published in our book, *The Bilingual Advantage, Language, Literacy and the U.S. Labor Market* (2014), we found that two-thirds of employers across ALL fields of employment preferred to hire bilinguals over monolingual English speakers. Moreover, those students from immigrant backgrounds who were educated bilingually graduated both high school and college at higher rates, and earned more when they entered the labor market.

Well implemented dual language programs are truly a win-win for all concerned. They provide skills that are appreciated by employers—both language and cultural skills—as well as by admissions officers when students apply to college. They are the most effective intervention we have seen for EL students to narrow the achievement gap between themselves and their native English peers, and they provide a more well rounded 21st Century education for all students. Across the country we are seeing an explosion in these programs, largely supported by educated parents who are aware of the research findings. In California, we are preparing to expand these programs massively as the pent up demand is enormous.

I wish you luck in your endeavors and hope one day to visit the Dreamers Academy – and its various offspring that will surely result once the community has the opportunity to see such a program in action.

Sincerely,

A handwritten signature in black ink, appearing to read 'Pg', with a horizontal line extending to the right from the end of the signature.

Patricia Gándara, Ph.D.

Research Professor & Co-Director Civil Rights Project

Education Week Webinar: Reaching English Language Learners to Ensure Equity For All
January 25, 2018

Dr. Abram Jimenez
Vice President of Education, Illuminate Education, Inc.
Former Chief of Schools, San Francisco Unified School District
Director of School Transformation, Partnership for Los Angeles Schools
Administrator, San Diego Schools

What is your opinion on dual language immersion programs?

Phenomenal question. I have three children – all three of my children since they were in Kindergarten have been in a dual language immersion program. And for both my wife and I, we felt that our children understanding two languages and being proficient in two languages is such an added value for their education.

From so many different perspectives, to learn a world where language is vast and it's everywhere and with our communication being through technology, just to have English we felt that we were limiting our children, and again we are blessed to have a school system, a public school system that we had this opportunity. And while it was very difficult for my kids at the beginning, now they are flourishing.

In fact my daughter is a 9th grade student and already taking an Advanced Placement course in Spanish. And this would never have been available or even her being able to do that in that absence. The opportunity that it brings for her, the way that she can think in different ways, and being exposed to culture not just around language but context with books and magazines and informational text and thinking about different disciplines like science in a language that is not in English stretches her to think in ways that she hasn't.

And I'm just so grateful and highly, highly recommend for any school leader, any governing board that is really thinking of this – you know I would ask you to really do some research and look at some phenomenal school systems across the country; ask for what those best practices are and then incubate those within your school system, so that students regardless of where they live have the opportunity to really stretch and become much more productive citizens of the United States.

And that's what makes our country phenomenal – it's the diversity; it's the great thinking; it's the cultures all coming together into one place.

Again great question and I think what a great opportunity.



20 de enero de 2018

Sarasota School Board
1960 Landings Blvd.
Sarasota, FL 34231

Estimados miembros de la Junta Escolar,

Escribo para dar mi apoyo a la idea de una escuela bilingüe en Sarasota, donde mis hijos puedan aprender inglés sin tener que sacrificar su lengua natal. Sería una ventaja tan grande poder participar plenamente en la escuela y poder ayudar a nuestros hijos mientras estamos trabajando duro para aprender el idioma y las reglas de este nuestro país adoptivo.

Mi nombre es Julia Nuñez y tengo un hijo de 8 años y un hijo de 1 añito. Llegamos de México a Sarasota en Septiembre del 2016 cuando mi hijo entró a primer grado. Por suerte le tocó una maestra puertorriqueña que le ayudó mucho pues podía comunicarse con él y con nosotros fácilmente. Mi hijo llegó a hablar bastante bien el inglés el año pasado aunque le cuesta todavía escribirlo y leerlo. Estaba en el programa ESOL pero en realidad no iban muy a fondo en lo académico. Es difícil para nosotros poderle ayudar pues no hablamos ni leemos inglés.

Ese año la maestra de Segundo grado es Americana y no habla nada de español. El niño tiene ayuda dos veces en semana después de la escuela y los demás días va a Boys and Girls Club donde le ayudan con tutorías personas hispanoparlantes. El niño está un poquito atrasado en lectura y escritura.

Sería para nosotros una gran ventaja poder ayudarlo con las áreas, y poder reforzar lo que va aprendiendo en la escuela. También sería una ventaja tener maestros bilingües como la maestra de primer grado que tanto nos ayudó ese primer año.

De hecho estamos muy agradecidos de poder estar en este país, y anelamos poder contribuir y participar de lleno.

Sinceramente,



Julia Nuñez

January 5, 2018



Sarasota County School Board
Sarasota County Schools
1960 Landings Blvd.
Sarasota, FL 34231

Dear Sarasota County School Board,

I am writing in support of the Dreamers Academy of Sarasota, which my wife and I view as a necessary component to help complete Sarasota County's tapestry of outstanding educational opportunities.

I am aware of the growing challenges that people face as they enter a multi-lingual world of commerce. As a new business owner with a young child in Sarasota County, I am re-learning Spanish in my spare time in order to supplement my capacity for an upcoming architectural project opportunity. I grew up in New England and learned some elementary Latin, Spanish, and Italian in school. While I am very grateful, I did not develop my language education beyond that. In retrospect, I wish that I had.

The Dreamer's Academy promises to improve the quality of life for the dual-language population based on research. Options are critical to serving the growing diverse educational needs of Sarasota. While our household is not yet dual-language, we recognize the urgency and important value of enhancing the educational experience for every household in each community.

Thank you for your time and consideration.

Respectfully yours,

A handwritten signature in blue ink, appearing to read 'A. Etter', with a stylized flourish at the end.

Andrew & Alexis Etter

From: Neil Goodrich ngoodr@gmail.com
Subject: Fwd: Evanston TWI Program
Date: January 11, 2018 at 3:23 PM
To: geri.chaffee@dreamersacademy.org

NG

Good morning Geri,

I am writing on behalf of my wife and I who wanted to share our experience with a two-way immersion program. Our daughter, now in 3rd grade, has been in the local TWI program since she started in the public school system in Kindergarten.

We were thrilled to win one of the lottery placements to get her into the program and I have to say, we have not been disappointed. There are two major benefits we continue to talk about and share when we talk to other parents about the program.

First is the language capability itself. For a house with single-language parents, it would have been extremely difficult for us to grant these skills to our children. The presence of a second language not only creates new opportunities (throughout her entire future life) that would otherwise be closed, but also lowers barriers for her to learn additional languages. Being able to connect to other human beings fundamentally changes your life experiences - as an example, our daughter rides horses and many of the grooms and barn staff are native Spanish speakers. The TWI program has allowed her to connect and share amazing experiences with those folks because they are able to communicate. Because those men and woman are able to communicate with our daughter, she has learned all kinds of informal lessons in the barn - lessons that English only speakers do not have access to. I cannot overemphasize this point - it opens doors to new experiences, opportunities, and friendships by allowing her to connect with more people.

That leads me to the second major benefit - maybe the one that we talk about the most. Neighborhoods and communities are often filled with people that are similar to one another - regardless of what that profile is. For me, growing up, "normal" meant a stand alone house with a nuclear family. My friends and the people to whom I was exposed all followed that same model, thereby reinforcing that standard. The magic of the TWI program is that our daughter is exposed to all kinds of "normals" - families that live with extended relatives in a house, or many people in an apartment, families that travel back to their parents' countries every Summer and many other models. Being immersed in a room full of such differences at such an early age, means that our daughter is being taught that there is never one single way - she is exposed to stories and experiences that others don't have. The diversity, not in race, but in lifestyles and family culture has been an amazing boon!

In short, we have been thrilled with the experiences and skills that our daughter is undergoing now - but also that will be available throughout the entirety of her life. Her perspective of different family cultures will instill a unique perspective, curiosity and open-mindedness. Her ability to speak additional languages will open doors that we could never have effectively opened ourselves. We hope our thoughts have been helpful.

Thank you,
Neil & Amy Goodrich



January 17, 2018

Sarasota County School Board
1960 Landings Blvd
Sarasota, FL, 34231

RE: Dreamers Academy

To whom it may concern:

Building Hope is a non-profit foundation based in Washington, DC that works to close the educational achievement gap by giving students access to high quality public charter schools in cities across the country. We support the expansion of academically successful schools with the capacity to grow their enrollments in order to catalyze change across their local public education systems by providing technical and financial assistance related to capital projects. Our services may also include grants to pay for professional fees associated with a project (i.e., architect, engineering), or other project-specific needs and sponsoring school fundraising events to support the academic program.

We have researched the background of the board and team of Dreamers Academy and Building Hope is committed to support **Dreamers Academy** in securing a long-range plan for the opening of the above-referenced charter school. In order to ensure that the charter school is able to secure working capital for opening, Building Hope can offer a number of different services including facility and working capital financing. Building Hope may provide such financial assistance to the charter school by:

- Lending funds to for facilities acquisitions and/or improvements at below-market rates.
- Guaranteeing, insuring, and reinsuring debt used to assist charter schools to acquire, renovate, or construct school facilities.
- Guaranteeing or insuring leases of personal or real property that are needed to begin or continue the operation of the charter schools.
- Facilitating financing by potential lenders.
- Facilitating the issuance of bonds by charter schools or other public entities for the benefit of charter schools.
- Credit Enhancement Program

In addition, if the charter school is unable to secure a start-up grant, Building Hope may secure a line of credit for the school up to \$500,000 to help with the startup costs. The proposed terms have a five-year term with a 1% commitment fee and a 6% annual interest rate, subject to approval of the charter contract and the board of Building Hope.

Sincerely,

Richard Moreno
Vice-President
Southern Region

Revenue Estimate Worksheet for Dreamers Academy Charter School Year 1

Based on the 2017-18 FEFP Second Calculation

School District:

Sarasota

1. 2017-18 FEFP State and Local Funding

Base Student Allocation \$4,203.95 District Cost Differential: 1.0113

Program	Number of FTE (1)	Program Cost Factor (3)	Weighted FTE (2) x (3) (4)	2017-18 Base Funding (WFTE x BSA x DCD) (5)	
101 Basic K-3	43.00	1.107	47.6010	\$	202,373
111 Basic K-3 with ESE Services	22.00	1.107	24.3540	\$	103,540
102 Basic 4-8	15.00	1.000	15.0000	\$	63,772
112 Basic 4-8 with ESE Services	7.00	1.000	7.0000	\$	29,760
103 Basic 9-12		1.001	0.0000	\$	-
113 Basic 9-12 with ESE Services		1.001	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)		3.619	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)		3.619	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)		3.619	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)		5.526	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)		5.526	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)		5.526	0.0000	\$	-
130 ESOL (Grade Level PK-3)	151.00	1.212	183.0120	\$	778,067
130 ESOL (Grade Level 4-8)	50.00	1.212	60.6000	\$	257,638
130 ESOL (Grade Level 9-12)		1.212	0.0000	\$	-
300 Career Education (Grades 9-12)		1.001	0.0000	\$	-
Totals	288.00		337.5670	\$	1,435,150

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	Program Cost Factor	Weighted FTE	2017-18 Base Funding (WFTE x BSA x DCD)	
Advanced Placement				\$	-
International Baccalaureate				\$	-
Advanced International Certificate				\$	-
Industry Certified Career Education				\$	-
Early High School Graduation				\$	-
Small District ESE Supplement				\$	-
Total Additional FTE	0.0000		Additional Base Funds	\$	-
Total Funded Weighted FTE	337.5670		Total Base Funding	\$	1,435,150

Charter schools should contact their school district sponsor regarding eligible FTE. Please note that "Number of FTE" is NOT equivalent to number of students enrolled in these courses or programs. Please refer to footnote (a) below.

2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
	22.00	PK-3	251	\$ 1,028	\$ 22,616
		PK-3	252	\$ 3,318	-
		PK-3	253	\$ 6,771	-
	15.00	4-8	251	\$ 1,152	\$ 17,280
		4-8	252	\$ 3,442	-
		4-8	253	\$ 6,895	-
		9-12	251	\$ 820	-
		9-12	252	\$ 3,110	-
		9-12	253	\$ 6,563	-
Total FTE with ESE Services	37.00		Total ESE Guarantee	\$	39,896

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share.

Charter School UFTE: 288.00 ÷ District's Total UFTE: 42,936.88
= 0.6708%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E37 above by the district's total WFTE to obtain school's WFTE share.

Charter School WFTE: 337.57 ÷ District's Total WFTE: 47,501.29
= 0.7106%

4. Supplemental Academic Instruction (UFTE share)	(b)	<u>8,758,112</u>	x	0.6708%	\$	<u>58,749</u>
300 Lowest Performing Schools Allocation	(d)				\$	<u>-</u>
Charter schools on the list of 300 lowest performing elementary schools should contact their school district sponsor to obtain additional funds.						
5. Discretionary Millage Compression Allocation	(b)	<u>0</u>	x	0.6708%	\$	<u>-</u>
.748 Mills (UFTE share)						
6. Digital Classrooms Allocation (UFTE share)	(b)(e)	<u>1,167,840</u>	x	0.6708%	\$	<u>7,834</u>
7. Safe Schools Allocation (UFTE share)	(b)	<u>952,133</u>	x	0.6708%	\$	<u>6,387</u>
8. Instructional Materials Allocation (UFTE share)	(b)	<u>3,274,632</u>	x	0.6708%	\$	<u>21,966</u>

Dual Enrollment Instructional Materials Allocation	(f)			\$	-			
ESE Applications Allocation:				\$	-			
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.								
9. Declining Enrollment (WFTE share)	(c)	0	x	0.7106%	\$ -			
10. Sparsity Supplement (WFTE share)	(c)	0	x	0.7106%	\$ -			
11. Reading Allocation (WFTE share)	(c)	2,007,791	x	0.7106%	\$ 14,267			
12. Discretionary Local Effort (WFTE share)	(c)	42,266,205	x	0.7106%	\$ 300,344			
13. Proration to Funds Available (WFTE share)	(c)	0	x	0.7106%	\$ -			
14. Discretionary Lottery (WFTE share)	(c)	742,632	x	0.7106%	\$ 5,277			
15. Class Size Reduction Funds:								
		<u>Weighted FTE (not including Add-On)</u>	X	<u>DCD</u>	X	<u>Allocation factors</u>	=	
PK - 3		254.9670		1.0113		1,317.03	=	339,594
4-8		82.6000		1.0113		898.36	=	75,043
9-12		0.0000		1.0113		900.53	=	0
Total *		337.5670						Total Class Size Reduction Funds \$ 414,637
(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)								
16. Student Transportation (g)								
Enter All Adjusted Fundable Riders		202	x	381	\$ 76,962			
Enter All Adjusted ESE Riders		20	x	1,389	\$ 27,780			
17. Federally Connected Student Supplement (h)								
Impact Aid Student Type		Number of Students		Exempt Property Allocation	Impact Aide Student Allocation	Total		
Military and Indian Lands				\$0.00	\$0.00	\$ -		
Civilians on Federal Lands				\$0.00	\$0.00	\$ -		
Students with Disabilities					\$0.00	\$ -		
Total						\$ -		
18. Florida Teachers Classroom Supply Assistance Program (i)								
19. Food Service Allocation (j)								
Total					\$ 2,409,249			

20. Funding for the purpose of calculating the administrative fee for ESE charter schools. (k)
If you have more than a 75% ESE student population, please place a 1 in the following box: \$ -

NOTES:

- (a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.
- (b) District allocations multiplied by percentage from item 3A.
- (c) District allocations multiplied by percentage from item 3B.
- (d) Additional funds are provided within the Supplemental Academic Instruction Allocation to support an additional hour of reading instruction in the 300 lowest performing elementary schools pursuant to s. 1011.62(1)(f), F.S. Charter schools that are on the list of 300 lowest performing elementary schools could consult their district sponsor to obtain these additional funds.
- (e) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S.
- (f) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(1)(i), F.S.
- (g) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.
- (h) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.
- (i) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.
- (j) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
- (k) Consistent with s. 1002.33(20)(a), F.S., for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2% of available funds from the FEFP and categorical funding for which charter students may be eligible. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2%.

Other:

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.
Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

Dreamers Academy
Five Year Budget (Detailed Worksheet)
Attachment X

	<u>Year 1</u> <u>288 Students</u>	<u>Year 2</u> <u>360 Students</u>	<u>Year 3</u> <u>432 Students</u>	<u>Year 4</u> <u>504 Students</u>	<u>Year 5</u> <u>576 Students</u>
Revenue					
FTE	\$ 1,435,150	\$ 1,796,775	\$ 2,157,953	\$ 2,519,130	\$ 2,871,201
ESE Allocation	39,896	37,876	45,072	52,268	60,332
Supplemental Academic Instruction	58,749	73,428	88,115	102,803	117,490
Digital Classrooms Allocation	7,834	9,791	11,750	13,708	15,667
Safe Schools Allocation	6,387	7,983	9,579	11,176	12,773
Instructional Materials Allocation	21,966	27,455	32,946	38,438	43,929
Reading Allocation	14,267	17,863	21,455	25,045	28,545
Discretionary Local Effort (WFTE share)	300,344	376,042	451,657	527,229	600,899
Discretionary Lottery (WFTE share)	5,277	6,607	7,936	9,264	10,558
Class Size Reduction	414,637	527,928	641,079	754,230	829,466
Student Transportation Income	104,742	130,737	156,732	183,108	209,103
Total FEFP State and Local Funding	<u>2,409,249</u>	<u>3,012,485</u>	<u>3,624,274</u>	<u>4,236,399</u>	<u>4,799,963</u>
Community Donations	-	-	-	-	-
Estimated Startup Reserve/Contingency Funds	<u>325,200</u>	<u>382,571</u>	<u>652,362</u>	<u>913,413</u>	<u>1,370,234</u>
Total Net Revenue	2,734,449	3,395,056	4,276,636	5,149,812	6,170,197
Estimated Expenses					
Administrator	98,095	101,529	105,082	108,760	112,567
Assistant Principal	-	-	89,718	92,858	96,108
Classroom Teacher	672,000	869,400	1,079,795	1,303,852	1,542,271
Signing Bonus/Performance Bonus	18,000	14,500	17,000	19,500	22,000
Other Certified	231,000	260,820	359,932	372,529	385,568
Substitutes	23,040	28,800	34,560	40,320	46,080
Other Support Personnel	162,238	207,838	244,443	267,254	276,608
Facilities Staff	51,238	53,031	80,393	109,605	113,441
Retirement Benefits	12,933	15,820	20,713	23,841	26,725
SS & Medicare	96,054	117,498	153,836	177,073	198,490
Group Insurance	64,915	79,407	103,965	119,669	134,143
Workers' Compensation	5,500	5,500	5,500	5,500	5,500
Unemployment Insurance	6,993	8,316	9,450	9,450	9,450
Professional & Technical Services	42,000	42,000	44,000	44,000	46,000
Property & Liability Insurance	24,000	24,000	24,000	24,000	24,000
Lease Costs	251,000	275,000	299,000	323,000	347,000
Repairs & Maintenance	7,000	7,000	7,000	7,000	7,000
Communications (Postage & Phone)	9,080	9,080	9,080	9,080	9,080
Water & Sewer	12,000	12,000	12,000	12,000	12,000
Garbage Collection	8,000	8,000	8,000	8,000	8,000
Other Purchased Services	19,000	19,000	19,000	19,000	19,000
Electricity	16,000	16,000	16,000	16,000	16,000
Supplies	25,000	25,000	25,000	25,000	25,000
Textbooks	39,000	39,000	45,000	45,000	50,000
Periodicals	1,500	1,500	1,500	1,500	1,500
Food	10,368	12,960	15,552	18,144	20,736
Other Materials & Supplies	8,400	8,400	8,400	8,400	8,400

Dreamers Academy
Five Year Budget (Detailed Worksheet)
Attachment X

	<u>Year 1</u> <u>288 Students</u>	<u>Year 2</u> <u>360 Students</u>	<u>Year 3</u> <u>432 Students</u>	<u>Year 4</u> <u>504 Students</u>	<u>Year 5</u> <u>576 Students</u>
Taxes, Dues & Fees	3,000	3,000	3,000	3,000	3,000
Sports & Recreation	12,000	12,000	12,000	12,000	12,000
Miscellaneous Expense	2,000	2,000	2,000	2,000	2,000
Non Capitalized Furniture & Equipment	15,000	15,000	15,000	15,000	15,000
Pupil Transportation	174,959	218,698	262,438	306,177	349,917
District Admin. Fee	104,568	104,600	104,869	105,069	104,166
Library Books	2,000	2,000	2,000	2,000	2,000
Audio/Visual Materials	3,000	3,000	3,000	3,000	3,000
Furniture, Fixtures, Equipment	3,500	3,500	3,500	3,500	3,500
Computer Software	1,500	1,500	1,500	1,500	1,500
Line of Credit Interest	27,595	22,143	16,354	10,208	3,684
Line of Credit Principal	88,402	93,854	99,643	105,789	112,313
Total Estimated Expenses	<u>2,351,878</u>	<u>2,742,694</u>	<u>3,363,223</u>	<u>3,779,578</u>	<u>4,174,747</u>
Net	<u>\$ 382,571</u>	<u>\$ 652,362</u>	<u>\$ 913,413</u>	<u>\$ 1,370,234</u>	<u>\$ 1,995,450</u>

Dreamers Academy
Five year budget
Attachment X

	Year 1	Year 2	Year 3	Year 4	Year 5
	288 Students	360 Students	432 Students	504 Students	576 Students
Revenue					
FTE	\$ 1,435,150	\$ 1,796,775	\$ 2,157,953	\$ 2,519,130	\$ 2,871,201
ESE Allocation	39,896	37,876	45,072	52,268	60,332
Supplemental Academic Instruction	58,749	73,428	88,115	102,803	117,490
Digital Classrooms Allocation	7,834	9,791	11,750	13,708	15,667
Safe Schools Allocation	6,387	7,983	9,579	11,176	12,773
Instructional Materials Allocation	21,966	27,455	32,946	38,438	43,929
Reading Allocation	14,267	17,863	21,455	25,045	28,545
Discretionary Local Effort (WFTE share)	300,344	376,042	451,657	527,229	600,899
Discretionary Lottery (WFTE share)	5,277	6,607	7,936	9,264	10,558
Class Size Reduction	414,637	527,928	641,079	754,230	829,466
Student Transportation Income	104,742	130,737	156,732	183,108	209,103
Total FEFP State and Local Funding	<u>2,409,249</u>	<u>3,012,485</u>	<u>3,624,274</u>	<u>4,236,399</u>	<u>4,799,963</u>
Community Donations	-	-	-	-	-
Estimated Startup Reserve/contingency funds/Prior year fund balance	<u>325,200</u>	<u>382,571</u>	<u>652,362</u>	<u>913,413</u>	<u>1,370,234</u>
Total Revenue	2,734,449	3,395,056	4,276,636	5,149,812	6,170,197
Estimated Expenses					
Instruction	713,040	912,700	1,131,355	1,363,672	1,610,351
Support Personnel	162,238	207,838	244,443	267,254	276,608
Other Certified	231,000	260,820	359,932	372,529	385,568
School Administration	98,095	101,529	194,800	201,618	208,675
Professional Development	-	-	-	-	-
Board (Training)	-	-	-	-	-
Employee Benefits	186,395	226,541	293,464	335,533	374,308
Fiscal Services	42,000	42,000	44,000	44,000	46,000
Food Services	10,368	12,960	15,552	18,144	20,736
Classroom Materials	65,500	65,500	71,500	71,500	76,500
Pupil Transportation Services	174,959	218,698	262,438	306,177	349,917
Operation of Plant	300,000	324,000	348,000	372,000	396,000
Maintenance of Plant	68,238	70,031	97,393	126,605	130,441
Other Purchased Services	26,480	26,480	26,480	26,480	26,480
Other Expenditures	147,568	147,600	147,869	148,069	147,166
Capital Outlay	<u>125,997</u>	<u>125,997</u>	<u>125,997</u>	<u>125,997</u>	<u>125,997</u>
Total Estimated Expenses	<u>2,351,878</u>	<u>2,742,694</u>	<u>3,363,223</u>	<u>3,779,578</u>	<u>4,174,747</u>
Excess of Revenues Over Expenditures	<u>\$ 382,571</u>	<u>\$ 652,362</u>	<u>\$ 913,413</u>	<u>\$ 1,370,234</u>	<u>\$ 1,995,450</u>

Dreamers Academy
Five year budget
Estimated FTE calculation

	Year 1	Year 2	Year 3	Year 4	Year 5
	288 Students	360 Students	432 Students	504 Students	576 Students
Grade					
K	108	108	108	108	108
1	36	108	108	108	108
2	36	36	108	108	108
3	36	36	36	108	108
4	36	36	36	36	108
5	36	36	36	36	36
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	288	360	432	504	576
Detailed					
K - 3					
Basic	43	57	72	87	87
ESE	22	29	36	43	43
ELL	151	202	252	302	302
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	216	288	360	432	432
4 - 5					
Basic	15	15	15	15	29
ESE	7	7	7	7	14
ELL	50	50	50	50	101
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	72	72	72	72	144
Total	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
	288	360	432	504	576

Basic	20%
ESE	10%
ELL	70%

Projected Operating Budget for Year One
Dreamers Academy
Based on 288 Students - WFTE 337.5670

Revenue		
FTE	\$ 1,435,150	
ESE Allocation	39,896	
Supplemental Academic Instruction	58,749	
Digital Classrooms Allocation	7,834	
Safe Schools Allocation	6,387	
Instructional Materials Allocation	21,966	
Reading Allocation	14,267	
Discretionary Local Effort (WFTE share)	300,344	
Discretionary Lottery (WFTE share)	5,277	
Class Size Reduction	414,637	
Student Transportation Income	104,742	
Total Revenue	2,409,249	
Estimated Expenses		
Instruction	713,040	
Support Personnel	162,238	
Other Certified	231,000	
School Administration	98,095	
Professional Development	-	
Board (Training)	-	
Employee Benefits	186,395	
Fiscal Services	42,000	CPA, Audit
Food Services	10,368	
Classroom Materials	65,500	
Pupil Transportation Services	174,959	70% of Students
Operation of Plant	300,000	Bldg. Lease, Utilities, Ins.
Maintenance of Plant	68,238	Pest, Jan. Supp., Repairs, Grounds
Other Purchased Services	26,480	Comm., Printing, Marketing
Other Expenditures	147,568	5% District Admin Fee, Equip. Rent
Capital Outlay	125,997	
Total Estimated Expenses	2,351,878	
Excess of Revenues Over Expenditures	\$ 57,371	
Other Financing Sources (Uses)		
Fundraising	-	
Grants	-	
Community Donations	-	

Projected Operating Budget for Year One
Dreamers Academy
Based on 288 Students - WFTE 337.5670

	Estimated Startup Reserve/Contingency Funds	325,200	
	Fund Balances, Current Year	\$ 382,571	

Dreamers Academy
Projected Expenses & Capital Outlay Year One
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Salaries			
	Administrator	\$ 98,095	Principal
	Assistant Principal	-	
	Classroom Teacher	672,000	16 FT
	Signing Bonus/Performance Bonus	18,000	
	Other Certified	231,000	Counselor (.5), Student Support Spec. (.5), ESE liason (.5), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (.5). Media (.5)
	Substitutes	23,040	
	Other Support Personnel	162,238	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (2), Guidance (.5), Registrar (.5), Receptionist (.5), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	51,238	Head Custodian (1), Custodian (1)
Total Salaries		1,255,611	
Employee Benefits			
	Retirement Benefits	12,933	Based on 1/2 Staff Participation
	SS & Medicare	96,054	7.65%
	Group Insurance	64,915	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	6,993	2.7% of 1st \$7,000 per Employee
Total Benefits		186,395	
Purchased Services			
	Professional & Technical Services	42,000	CPA, Audit
	Property & Liability Insurance	24,000	
	Lease Costs		
	Land & Buildings	240,000	\$20,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
	Communications (Postage & Phone)		
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
	Water & Sewer	12,000	
	Garbage Collection	8,000	
	Other Purchased Services		
	Pest Control	1,600	
	Printing	5,400	

Dreamers Academy
Projected Expenses & Capital Outlay Year One
Appendix I - Budget Worksheet

Description		Amount	Additional Information
	Marketing	12,000	
Total Purchased Services		372,080	

Dreamers Academy
Projected Expenses & Capital Outlay Year One
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Energy Services			
	Electricity	16,000	
Total Energy Services		16,000	
Materials & Supplies			
	Supplies	25,000	
	Textbooks	39,000	
	Periodicals	1,500	
	Food	10,368	
	Other Materials & Supplies	8,400	Custodial Supplies
Total Materials & Supplies		84,268	
Other Expenses			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	174,959	70% of Students
	District Admin. Fee	104,568	
Total Other Expenses		311,527	
Capital Outlay			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	27,595	
	Line of Credit Principal	88,402	
Total Capital Outlay		125,997	
Total Expenses and Capital Outlay		\$ 2,351,878	

Dreamers Academy
Preliminary Staffing Allocation

1/23/18

Basic Academic Allocation:			
	K-3		12.0
	4-5		4.0
1:18	K	6.00	6.0
1:18	1st	2.00	2.0
1:18	2nd	2.00	2.0
1:18	3rd	2.00	2.0
1:18	4th	2.00	2.0
1:18	5th	2.00	2.0
SubTotal:			16.0
Fine Arts Enrichment:			
	Art		1.0
	Music		1.0
	Physical Education		1.0
	Technology Asst.		0.5
	Media		0.5
SubTotal:			4.0
Student Support:			
	Counselor (SAI)		1.0
	Student Support Specialist (SAI)		0.5
	ESE Liaison		0.5
SubTotal:			2.0
Administration:			
	Principal		1.0
	Asst Principal		0.0
SubTotal:			1.0

Student Enrollment:	Projected	Current	
Pre-K B:	0	0	
K	108	0	
1	36	0	
2	36	0	
3	36	0	
K-3 SubTotal:	216	0	
4	36	0	
5	36	0	
4-5 SubTotal:	72	0	
Total:	288	0	0
Support Personnel			
K-1 Inst Para		2.0	
2nd-5th Gr Inst Para (ELL)		2.0	
ESOL Paraprof		0.0	
Guidance Clerk		0.5	
Registrar		0.5	
Receptionist		0.5	
Secretary	Bookkeeper	1.0	
Lab Manager		1.0	
Clinic/Nurse		1.0	
SubTotal:			8.5
Facilities Manager			
Head Custodian		1.0	
Custodian		0.0	
SubTotal:			1.0

Instructional Staff 22.0
Administrative 1.0

Dreamers Academy
Statement of Cash Flow
July 1, 2019 - June 30, 2020

	Total	Jul. 2019	Aug. 2019	Sep. 2019	Oct. 2019	Nov. 2019	Dec. 2019	Jan. 2020	Feb. 2020	Mar. 2020	Apr. 2020	May 2020	Jun. 2020
Supplies	25,000	2,083	2,083	2,084	2,083	2,083	2,084	2,083	2,083	2,084	2,083	2,083	2,084
Textbooks	39,000	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250	3,250
Periodicals	1,500	125	125	125	125	125	125	125	125	125	125	125	125
Food	10,368	864	864	864	864	864	864	864	864	864	864	864	864
Other Materials & Supplies	8,400	700	700	700	700	700	700	700	700	700	700	700	700
Total Materials & Supplies	84,268	7,022	7,022	7,023	7,022	7,022	7,023	7,022	7,022	7,023	7,022	7,022	7,023
Other Expenses													
Taxes, Dues & Fees	3,000	250	250	250	250	250	250	250	250	250	250	250	250
Sports & Recreation	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
Miscellaneous Expense	2,000	166	167	167	166	167	167	166	167	167	166	167	167
Non Capitalized Furniture & Equip	15,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Pupil Transportation	174,959	14,580	14,580	14,580	14,580	14,579	14,580	14,580	14,580	14,580	14,580	14,580	14,580
District Admin. Fee	106,533	8,878	8,877	8,878	8,878	8,878	8,877	8,878	8,878	8,878	8,877	8,878	8,878
Total Other Expenses	313,492	26,124	26,124	26,125	26,124	26,124	26,124	26,124	26,125	26,125	26,123	26,125	26,125
Capital Outlay													
Library Books	2,000	2,000	-	-	-	-	-	-	-	-	-	-	-
Audio/Visual Materials	3,000	3,000	-	-	-	-	-	-	-	-	-	-	-
Furniture, Fixtures, Equipment	3,500	2,400	100	100	100	100	100	100	100	100	100	100	100
Computer Software	1,500	950	50	50	50	50	50	50	50	50	50	50	50
Line of Credit Interest	27,595	2,500	2,464	2,428	2,392	2,356	2,319	2,282	2,245	2,208	2,171	2,134	2,096
Line of Credit Principal	88,402	7,167	7,202	7,238	7,275	7,311	7,347	7,384	7,421	7,458	7,495	7,533	7,571
Total Capital Outlay	125,997	18,017	9,816	9,816	9,817	9,817	9,816	9,816	9,816	9,816	9,816	9,817	9,817
Total Expenses and Capital Outlay	\$ 2,352,843	\$ 203,587	\$ 195,386	\$ 195,388	\$ 195,387	\$ 195,387	\$ 195,386	\$ 195,387	\$ 195,385	\$ 195,390	\$ 195,384	\$ 195,389	\$ 195,387

Projected Operating Budget for Year Two
Dreamers Academy
Based on 360 Students - WFTE 422.6260

Revenue			
FTE	\$	1,796,775	
ESE Allocation		37,876	
Supplemental Academic Instruction		73,428	
Digital Classrooms Allocation		9,791	
Safe Schools Allocation		7,983	
Instructional Materials Allocation		27,455	
Reading Allocation		17,863	
Discretionary Local Effort (WFTE share)		376,042	
Discretionary Lottery (WFTE share)		6,607	
Class Size Reduction		527,928	
Student Transportation Income		130,737	
Total Revenue		3,012,485	
Estimated Expenses			
Instruction		912,700	
Support Personnel		207,838	
Other Certified		260,820	
School Administration		101,529	
Professional Development		-	
Board (Training)		-	
Employee Benefits		226,541	
Fiscal Services		42,000	CPA Audit,
Food Services		12,960	
Classroom Materials		65,500	
Pupil Transportation Services		218,698	70% of Students
Operation of Plant		324,000	Bldg. Lease, Utilities, Ins.
Maintenance of Plant		70,031	Pest, Jan. Supp., Repairs, Grounds
Other Purchased Services		26,480	Comm., Printing, Marketing
Other Expenditures		147,600	5% District Admin Fee, Equip. Rent
Capital Outlay		125,997	
Total Estimated Expenses		2,742,694	
Excess of Revenues Over Expenditures	\$	269,791	
Other Financing Sources (Uses)			
Fundraising		-	
Grants		-	

Projected Operating Budget for Year Two
Dreamers Academy
Based on 360 Students - WFTE 422.6260

	Community Donations	-	
	Fund Balances, Prior Year	382,571	
	Fund Balances, Current Year	\$ 652,362	

Dreamers Academy
Projected Expenses & Capital Outlay Year Two
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Salaries			
	Administrator	\$ 101,529	Principal
	Assistant Principal	-	
	Classroom Teacher	869,400	20 FT
	Signing Bonus/Performance Bonus	14,500	
	Other Certified	260,820	Counselor (1), Student Support Spec. (.5), ESE liason (.5), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (.5). Media (.5)
	Substitutes	28,800	
	Other Support Personnel	207,838	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (4), ESOL Paraprof (1), Guidance (.5), Registrar (.5), Receptionist (.5), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	53,031	Head Custodian (1), Custodian (1)
Total Salaries		1,535,918	
Employee Benefits			
	Retirement Benefits	15,820	Based on 1/2 Staff Participation
	SS & Medicare	117,498	7.65%
	Group Insurance	79,407	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	8,316	2.7% of 1st \$7,000 per Employee
Total Benefits		226,541	
Purchased Services			
	Professional & Technical Services	42,000	CPA; Audit
	Property & Liability Insurance	24,000	
Lease Costs			
	Land & Buildings	264,000	\$22,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
Communications (Postage & Phone)			
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
Water & Sewer		12,000	
Garbage Collection		8,000	
Other Purchased Services			
	Pest Control	1,600	

Dreamers Academy
Projected Expenses & Capital Outlay Year Two
Appendix I - Budget Worksheet

Description		Amount	Additional Information
	Printing	5,400	
	Marketing	12,000	
Total Purchased Services		396,080	

Dreamers Academy
Projected Expenses & Capital Outlay Year Two
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Energy Services			
	Electricity	16,000	
Total Energy Services		16,000	
Materials & Supplies			
	Supplies	25,000	
	Textbooks	39,000	
	Periodicals	1,500	
	Food	12,960	
	Other Materials & Supplies	8,400	Custodial Supplies
Total Materials & Supplies		86,860	
Other Expenses			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	218,698	70% of Students
	District Admin. Fee	104,600	
Total Other Expenses		355,298	
Capital Outlay			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	22,143	
	Line of Credit Principal	93,854	
Total Capital Outlay		125,997	
Total Expenses and Capital Outlay		\$ 2,742,694	

Projected Operating Budget for Year Three
Dreamers Academy
Based on 432 Students - WFTE 507.5800

Revenue		
FTE	\$ 2,157,953	
ESE Allocation	45,072	
Supplemental Academic Instruction	88,115	
Digital Classrooms Allocation	11,750	
Safe Schools Allocation	9,579	
Instructional Materials Allocation	32,946	
Reading Allocation	21,455	
Discretionary Local Effort (WFTE share)	451,657	
Discretionary Lottery (WFTE share)	7,936	
Class Size Reduction	641,079	
Student Transportation Income	156,732	
Total Revenue	3,624,274	
Estimated Expenses		
Instruction	1,131,355	
Support Personnel	244,443	
Other Certified	359,932	
School Administration	194,800	
Professional Development	-	
Board (Training)	-	
Employee Benefits	293,464	
Fiscal Services	44,000	CPA, Audit
Food Services	15,552	
Classroom Materials	71,500	
Pupil Transportation Services	262,438	70% of Students
Operation of Plant	348,000	Bldg. Lease, Utilities, Ins.
Maintenance of Plant	97,393	Pest, Jan. Supp., Repairs, Grounds
Other Purchased Services	26,480	Comm., Printing, Marketing
Other Expenditures	147,869	5% District Admin Fee, Equip. Rent
Capital Outlay	125,997	
Total Estimated Expenses	3,363,223	
Excess of Revenues Over Expenditures	\$ 261,051	
Other Financing Sources (Uses)		
Fundraising	-	
Grants	-	

Projected Operating Budget for Year Three
Dreamers Academy
Based on 432 Students - WFTE 507.5800

	Community Donations	-	
	Fund Balances, Prior Year	652,362	
	Fund Balances, Current Year	\$ 913,413	

Dreamers Academy
Projected Expenses & Capital Outlay Year Three
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Salaries			
	Administrator	\$ 105,082	Principal
	Assistant Principal	89,718	
	Classroom Teacher	1,079,795	24 FT
	Signing Bonus/Performance Bonus	17,000	
	Other Certified	359,932	Counselor (1), Student Support Spec. (1), ESE liason (1), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (1). Media (1)
	Substitutes	34,560	
	Other Support Personnel	244,443	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (4), ESOL Paraprof (1), Guidance (1), Registrar (1), Receptionist (1), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	80,393	Head Custodian (1), Custodian (2)
Total Salaries		2,010,923	
Employee Benefits			
	Retirement Benefits	20,713	Based on 1/2 Staff Participation
	SS & Medicare	153,836	7.65%
	Group Insurance	103,965	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	9,450	2.7% of 1st \$7,000 per Employee
Total Benefits		293,464	
Purchased Services			
	Professional & Technical Services	44,000	CPA, Audit
	Property & Liability Insurance	24,000	
Lease Costs			
	Land & Buildings	288,000	\$24,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
Communications (Postage & Phone)			
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
	Water & Sewer	12,000	
	Garbage Collection	8,000	
Other Purchased Services			
	Pest Control	1,600	

Dreamers Academy
Projected Expenses & Capital Outlay Year Three
Appendix I - Budget Worksheet

Description		Amount	Additional Information
	Printing	5,400	
	Marketing	12,000	
Total Purchased Services		422,080	

Dreamers Academy
Projected Expenses & Capital Outlay Year Three
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Energy Services			
	Electricity	16,000	
Total Energy Services		16,000	
Materials & Supplies			
	Supplies	25,000	
	Textbooks	45,000	
	Periodicals	1,500	
	Food	15,552	
	Other Materials & Supplies	8,400	Custodial Supplies
Total Materials & Supplies		95,452	
Other Expenses			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	262,438	70% of Students
	District Admin. Fee	104,869	
Total Other Expenses		399,307	
Capital Outlay			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	16,354	
	Line of Credit Principal	99,643	
Total Capital Outlay		125,997	
Total Expenses and Capital Outlay		\$ 3,363,223	

Projected Operating Budget for Year Four
Dreamers Academy
Based on 504 Students - WFTE 592.5340

Revenue			
	FTE	\$ 2,519,130	
	ESE Allocation	52,268	
	Supplemental Academic Instruction	102,803	
	Digital Classrooms Allocation	13,708	
	Safe Schools Allocation	11,176	
	Instructional Materials Allocation	38,438	
	Reading Allocation	25,045	
	Discretionary Local Effort (WFTE share)	527,229	
	Discretionary Lottery (WFTE share)	9,264	
	Class Size Reduction	754,230	
	Student Transportation Income	183,108	
	Total Revenue	4,236,399	
	Estimated Expenses		
	Instruction	1,363,672	
	Support Personnel	267,254	
	Other Certified	372,529	
	School Administration	201,618	
	Professional Development	-	
	Board (Training)	-	
	Employee Benefits	335,533	
	Fiscal Services	44,000	CPA, Audit
	Food Services	18,144	
	Classroom Materials	71,500	
	Pupil Transportation Services	306,177	70% of Students
	Operation of Plant	372,000	Bldg. Lease, Utilities, Ins.
	Maintenance of Plant	126,605	Pest, Jan. Supp., Repairs, Grounds
	Other Purchased Services	26,480	Comm., Printing, Marketing
	Other Expenditures	148,069	5% District Admin Fee, Equip. Rent
	Capital Outlay	125,997	
	Total Estimated Expenses	3,779,578	
	Excess of Revenues Over Expenditures	\$ 456,821	
	Other Financing Sources (Uses)		
	Fundraising	-	
	Grants	-	

	Community Donations	-	
	Fund Balances, Prior Year	913,413	
	Fund Balances, Current Year	\$ 1,370,234	

Dreamers Academy
Projected Expenses & Capital Outlay Year Four
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Salaries			
	Administrator	\$ 108,760	Principal
	Assistant Principal	92,858	
	Classroom Teacher	1,303,852	28 FT
	Signing Bonus/Performance Bonus	19,500	
	Other Certified	372,529	Counselor (1), Student Support Spec. (1), ESE liason (1), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (1). Media (1)
	Substitutes	40,320	
	Other Support Personnel	267,254	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (5), ESOL Paraprof (1), Guidance (1), Registrar (1), Receptionist (1), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	109,605	Head Custodian (1), Custodian (3)
Total Salaries		2,314,678	
Employee Benefits			
	Retirement Benefits	23,841	Based on 1/2 Staff Participation
	SS & Medicare	177,073	7.65%
	Group Insurance	119,669	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	9,450	2.7% of 1st \$7,000 per Employee
Total Benefits		335,533	
Purchased Services			
	Professional & Technical Services	44,000	CPA, Audit
	Property & Liability Insurance	24,000	
	Lease Costs		
	Land & Buildings	312,000	\$26,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
	Communications (Postage & Phone)		
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
	Water & Sewer	12,000	
	Garbage Collection	8,000	
	Other Purchased Services		
	Pest Control	1,600	

Dreamers Academy
Projected Expenses & Capital Outlay Year Four
Appendix I - Budget Worksheet

Description		Amount	Additional Information
	Printing	5,400	
	Marketing	12,000	
Total Purchased Services		446,080	

Dreamers Academy
Projected Expenses & Capital Outlay Year Four
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Energy Services			
	Electricity	16,000	
Total Energy Services		16,000	
Materials & Supplies			
	Supplies	25,000	
	Textbooks	45,000	
	Periodicals	1,500	
	Food	18,144	
	Other Materials & Supplies	8,400	Custodial Supplies
Total Materials & Supplies		98,044	
Other Expenses			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	306,177	70% of Students
	District Admin. Fee	105,069	
Total Other Expenses		443,246	
Capital Outlay			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	10,208	
	Line of Credit Principal	105,789	
Total Capital Outlay		125,997	
Total Expenses and Capital Outlay		\$ 3,779,578	

Projected Operating Budget for Year Five
Dreamers Academy
Based on 576 Students - WFTE 675.3460

Revenue		
FTE	\$ 2,871,201	
ESE Allocation	60,332	
Supplemental Academic Instruction	117,490	
Digital Classrooms Allocation	15,667	
Safe Schools Allocation	12,773	
Instructional Materials Allocation	43,929	
Reading Allocation	28,545	
Discretionary Local Effort (WFTE share)	600,899	
Discretionary Lottery (WFTE share)	10,558	
Class Size Reduction	829,466	
Student Transportation Income	209,103	
Total Revenue	4,799,963	
Estimated Expenses		
Instruction	1,610,351	
Support Personnel	276,608	
Other Certified	385,568	
School Administration	208,675	
Professional Development	-	
Board (Training)	-	
Employee Benefits	374,308	
Fiscal Services	46,000	CPA, Audit
Food Services	20,736	
Classroom Materials	76,500	
Pupil Transportation Services	349,917	70% of Students
Operation of Plant	396,000	Bldg. Lease, Utilities, Ins.
Maintenance of Plant	130,441	Pest, Jan. Supp., Repairs, Grounds
Other Purchased Services	26,480	Comm., Printing, Marketing
Other Expenditures	147,166	5% District Admin Fee, Equip. Rent
Capital Outlay	125,997	
Total Estimated Expenses	4,174,747	
Excess of Revenues Over Expenditures	\$ 625,216	
Other Financing Sources (Uses)		
Fundraising	-	
Grants	-	

Projected Operating Budget for Year Five
Dreamers Academy
Based on 576 Students - WFTE 675.3460

	Community Donations	-	
	Fund Balances, Prior Year	1,370,234	
	Fund Balances, Current Year	\$ 1,995,450	

Dreamers Academy
Projected Expenses & Capital Outlay Year Five
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Salaries			
	Administrator	\$ 112,567	Principal
	Assistant Principal	96,108	
	Classroom Teacher	1,542,271	32 FT
	Signing Bonus/Performance Bonus	22,000	
	Other Certified	385,568	Counselor (1), Student Support Spec. (1), ESE liason (1), Art (1), Music (1), Phys. Ed. (1), Tech. Asst (1). Media (1)
	Substitutes	46,080	
	Other Support Personnel	276,608	Paraprofessional (2), 2nd - 5th Instr. Para (ELL) (5), ESOL Paraprof (1), Guidance (1), Registrar (1), Receptionist (1), Secretary/Bookkeeper (1), Lab Manager (1), Clinic/ Nurse (1)
	Facilities Staff	113,441	Head Custodian (1), Custodian (3)
Total Salaries		2,594,643	
Employee Benefits			
	Retirement Benefits	26,725	Based on 1/2 Staff Participation
	SS & Medicare	198,490	7.65%
	Group Insurance	134,143	Based on 1/2 Full-Time Staff
	Workers' Compensation	5,500	
	Unemployment Insurance	9,450	2.7% of 1st \$7,000 per Employee
Total Benefits		374,308	
Purchased Services			
	Professional & Technical Services	46,000	CPA; Audit
	Property & Liability Insurance	24,000	
Lease Costs			
	Land & Buildings	336,000	\$28,000 per Month
	Equipment	11,000	Copier, Water Coolers, Internet
	Repairs & Maintenance	7,000	
Communications (Postage & Phone)			
	Telephone	3,400	
	Cell Phones	2,880	Administration
	Postage	2,800	
	Water & Sewer	12,000	
	Garbage Collection	8,000	
Other Purchased Services			
	Pest Control	1,600	

Dreamers Academy
Projected Expenses & Capital Outlay Year Five
Appendix I - Budget Worksheet

Description		Amount	Additional Information
	Printing	5,400	
	Marketing	12,000	
Total Purchased Services		472,080	

Dreamers Academy
Projected Expenses & Capital Outlay Year Five
Appendix I - Budget Worksheet

Description		Amount	Additional Information
Energy Services			
	Electricity	16,000	
Total Energy Services		16,000	
Materials & Supplies			
	Supplies	25,000	
	Textbooks	50,000	
	Periodicals	1,500	
	Food	20,736	
	Other Materials & Supplies	8,400	Custodial Supplies
Total Materials & Supplies		105,636	
Other Expenses			
	Taxes, Dues & Fees	3,000	Professional Development & Board Training
	Sports & Recreation	12,000	
	Miscellaneous Expense	2,000	
	Non Capitalized Furniture & Equipment	15,000	
	Pupil Transportation	349,917	70% of Students
	District Admin. Fee	104,166	
Total Other Expenses		486,083	
Capital Outlay			
	Library Books	2,000	
	Audio/Visual Materials	3,000	
	Furniture, Fixtures, Equipment	3,500	
	Computer Software	1,500	
	Line of Credit Interest	3,684	
	Line of Credit Principal	112,313	
Total Capital Outlay		125,997	
Total Expenses and Capital Outlay		\$ 4,174,747	

Dreamers Academy
Five Year Staffing Plan

1/23/18

Personnel		Year 1	Year 2	Year 3	Year 4	Year 5
Administrative Staff:						
Principal		1	1	1	1	1
Asst Principal		0	0	1	1	1
Total Administrative Staff:		1	1	2	2	2
Instructional Staff:						
Kindergarten		6	6	6	6	6
First Grade		2	6	6	6	6
Second Grade		2	2	6	6	6
Third Grade		2	2	2	6	6
Fourth Grade		2	2	2	2	6
Fifth Grade		2	2	2	2	2
Sixth Grade		0	0	0	0	0
Seventh Grade		0	0	0	0	0
Eighth Grade		0	0	0	0	0
Total Instructional Staff:		16	20	24	28	32
Student Support:						
Counselor (SAI)		0.5	1	1	1	1
Student Support Specialist (SAI)		0.5	0.5	1	1	1
ESE Liaison		0.5	0.5	1	1	1
Total Student Support:		1.5	2	3	3	3
Fine Arts Enrichment:						
Art		1	1	1	1	1
Music		1	1	1	1	1
Physical Education		1	1	1	1	1
Technology Asst.		0.5	0.5	1	1	1
Media		0.5	0.5	1	1	1
Total Fine Arts Enrichment:		4	4	5	5	5
Support Personnel:						
Paraprofessionals		2	2	2	2	2
2nd-5th Gr Inst Para (ELL)		2	4	4	5	5
ESOL Paraprof		0	1	1	1	1
Guidance Clerk		0.5	0.5	1	1	1
Registrar		0.5	0.5	1	1	1
Receptionist		0.5	0.5	1	1	1
Secretary/Bookkeeper		1	1	1	1	1
Lab Manager		1	1	1	1	1
Clinic/Nurse		1	1	1	1	1
Total Support Personnel:		8.5	11.5	13	14	14
Facilities Manager						
Head Custodian		1	1	1	1	1
Custodian		1	1	2	3	3
Total Facilities Manager		2	2	3	4	4

Dreamers Academy

Projected enrollment for duration of the proposed application

Section 2: Target Population and Student Body

Projected enrollment for duration of the proposed application is as follows:

Years of Charter	Grades Served	Total # Enrolled	# Students per Grade	# Students in Each Class
Year 1 (2019-20)	Kindergarten - 5th Grade	Up to 288 Students	K - 108 1 - 36 2 - 36 3 - 36 4 - 36 5 - 36	K - 4th grade up to 18 students
Year 2 (2020-21)	Kindergarten - 5th Grade	Up to 306 Students	K - 108 1 - 108 2 - 36 3 - 36 4 - 36 5 - 36	K - 4th grade up to 18 students
Year 3 (2021-22)	Kindergarten - 5th Grade	Up to 432 Students	K - 108 1 - 108 2 - 108 3 - 36 4 - 36 5 - 36	K - 4th grade up to 18 students
Year 4 (2022-23)	Kindergarten - 5th Grade	Up to 504 Students	K - 108 1 - 108 2 - 108 3 - 108 4 - 36 5 - 36	K - 4th grade up to 18 students
Year 5 (2023-24)	Kindergarten - 5th Grade	Up to 576 Students	K - 108 1 - 108 2 - 108 3 - 108 4 - 108 5 - 36	K - 4th grade up to 18 students

Dreamers Academy
Start-up Budget
June 2018 thru June 2019
Attachment Y

Expenses			
Advertising, Promotion, Events, Printing, Postage		\$ 35,000	Food, etc.
Application Costs		6,500	Writing, Research, Packaging
Consultants		15,000	Accounting, Legal, Educational
Corporate Costs		1,200	
Employee Recruitment		12,000	
Fountas & Pinnell Bench Assessment		3,000	
Initial Curriculum and Instructional Materials		50,000	Books, Initial Curriculum
iReady Training		3,000	
IT Infrastructure & Software		1,500	Email, Training, Applications, etc.
Move-In Expenses		85,000	Building & Classroom Readiness, Contractors, Setup
Non-Capitalized Furniture & Classroom Expense		150,000	
Office Equipment		20,000	Laptops, etc.
Office Space		24,000	One Year Office
Office Supplies & Postage		1,800	
Payroll		225,000	Principal, Teacher Leader, Registrar, Bookkeeper
Staff and Board Training		15,000	Teacher, Administrator, Board Training
Student Recruitment		15,000	\$50/Student: School Shirt, Promotional Materials, etc., Backpacks etc.
Telephone & Internet		1,800	
Travel & Transportation		2,500	
Website		7,500	
Total Estimated Pre-opening Expenses		674,800	
Revenues			
Total Estimated Income (CSP Grant, Fundraising, Donations, Credit Line)		1,000,000	
Estimated Reserve/Contingency Funds:		\$ 325,200	

Start-up Balance Sheet	
Assets	Amount
Cash on Hand	<u>\$ 900,200</u>
Liabilities	
Accounts Payable	\$75,000
Line of Credit	<u>500,000</u>
Total Liabilities	575,000
Fund Balance	<u>325,200</u>
Total Liabilities and Fund Balance	<u>\$ 900,200</u>

Dreamers Academy
Start-up Budget
June 2018 thru June 2019
Attachment Y

Start-up Activity Prior to July 2019 FTE	Total	Jun. 2018	Jul. 2018	Aug. 2018	Sep. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	Mar. 2019	Apr. 2019	May 2019	Jun. 2019
Expenses														
Advertising, Promotion, Events, Printing, Postage	\$ 35,000	\$ 2,692	\$ 2,692	\$ 2,693	\$ 2,692	\$ 2,692	\$ 2,693	\$ 2,692	\$ 2,692	\$ 2,693	\$ 2,692	\$ 2,692	\$ 2,693	\$ 2,692
Application Costs	6,500	6,500												
Consultants	15,000	5,000	5,000	5,000										
Corporate Costs	1,200	1,200												
Employee Recruitment	12,000										6,000	6,000		
Fountas & Pinnell Bench Assessment	3,000								3,000					
Initial Curriculum and Instructional Materials	50,000												25,000	25,000
iReady Training	3,000										1,500	1,500		
IT Infrastructure & Software	1,500												1,500	
Move-In Expenses	85,000												60,000	25,000
Non-Capitalized Furniture & Classroom Expense	150,000													150,000
Office Equipment	20,000				5,000								15,000	
Office Space	24,000		2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000
Office Supplies & Postage	1,800		150	150	150	150	150	150	150	150	150	150	150	150
Payroll	225,000		18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750	18,750
Staff and Board Training	15,000		1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250
Student Recruitment	15,000										7,500	7,500		
Telephone & Internet	1,800		150	150	150	150	150	150	150	150	150	150	150	150
Travel & Transportation	2,500		209	208	208	209	208	208	209	208	208	209	208	208
Website	7,500						7,500							
Total Estimated Pre-opening Expenses	674,800	15,392	30,201	30,201	30,200	25,201	32,701	25,200	28,201	25,201	40,200	40,201	126,701	225,200
Revenue														
Total Estimated Income (CSP Grant, Fundraising, Donations, Credit Line)	1,000,000	100,000	40,909	40,909	450,000	40,909	40,909	40,909	40,909	40,909	40,909	40,909	40,909	40,910
Estimated Reserve/Contingency Funds:	\$ 325,200	\$ 84,608	\$ 95,316	\$ 106,024	\$ 525,824	#####	#####	#####	\$578,157	#####	#####	#####	#####	#####

		Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Units						
Kindergarten		\$ 252,000	\$ 260,820	\$ 269,949	\$ 279,397	\$ 289,176
First Grade		84,000	260,820	269,949	279,397	289,176
Second Grade		84,000	86,940	269,949	279,397	289,176
Third Grade		84,000	86,940	89,983	279,397	289,176
Fourth Grade		84,000	86,940	89,983	93,132	289,176
Fifth Grade		84,000	86,940	89,983	93,132	96,392
Counselor (SAI)		21,000	43,470	44,991	46,566	48,196
Student Support Specialist (SAI)		21,000	21,735	44,991	46,566	48,196
ESE Liaison		21,000	21,735	44,991	46,566	48,196
Art		42,000	43,470	44,991	46,566	48,196
Music		42,000	43,470	44,991	46,566	48,196
Physical Education		42,000	43,470	44,991	46,566	48,196
Technology Asst.		21,000	21,735	44,991	46,566	48,196
Media		21,000	21,735	44,991	46,566	48,196
	SubTotal:	903,000	1,130,220	1,439,726	1,676,381	1,927,839
Support Personnel						
Paraprofessionals		25,714	26,614	27,546	28,510	29,508
2nd-5th Gr Inst Para (ELL)		25,714	53,229	55,092	71,275	73,769
ESOL Paraprof		-	13,307	13,773	14,255	14,754
Guidance Clerk		6,429	6,654	13,773	14,255	14,754
Registrar		13,571	14,046	29,076	30,094	31,147
Receptionist		7,381	7,639	15,813	16,367	16,940
Secretary/Bookkeeper		27,143	28,093	29,076	30,094	31,147
Lab Manager		12,857	13,307	13,773	14,255	14,754
Clinic/Nurse		43,429	44,949	46,522	48,150	49,835
	SubTotal:	162,238	207,838	244,443	267,254	276,608
Facilities Manager						
Head Custodian		27,429	28,389	29,382	30,411	31,475
Custodian		23,810	24,643	51,011	79,194	81,966
	SubTotal:	51,238	53,031	80,393	109,605	113,441
Administration:						
Principal		98,095	101,529	105,082	108,760	112,567
Asst Principal		-	-	89,718	92,858	96,108
	SubTotal:	98,095	101,529	194,800	201,618	208,674
		\$ 1,214,571	\$ 1,492,618	\$ 1,959,362	\$ 2,254,858	\$ 2,526,561
Signing/performance bonus calculations						
		Year 1	Year 2	Year 3	Year 4	Year 5
		\$ 6,750	\$ 3,750	\$ 3,750	\$ 3,750	\$ 3,750
		2,250	5,750	3,750	3,750	3,750
		2,250	1,250	5,750	3,750	3,750
		2,250	1,250	1,250	5,750	3,750
		2,250	1,250	1,250	1,250	5,750
		2,250	1,250	1,250	1,250	1,250
		\$ 18,000	\$ 14,500	\$ 17,000	\$ 19,500	\$ 22,000
		Description	% of teachers		Amount	
		Signing bonus	100%		\$ 500	
		Performance	25%		\$ 500	
		Performance	50%		\$ 1,000	

		Year 1	Year 2	Year 3	Year 4	Year 5
Instructional Units						
Teachers		\$ 672,000	\$ 869,400	\$ 1,079,795	\$ 1,303,852	\$ 1,542,271
Counselor (SAI)		21,000	43,470	44,991	46,566	48,196
Student Support Specialist (SAI)		21,000	21,735	44,991	46,566	48,196
ESE Liaison		21,000	21,735	44,991	46,566	48,196
Art		42,000	43,470	44,991	46,566	48,196
Music		42,000	43,470	44,991	46,566	48,196
Physical Education		42,000	43,470	44,991	46,566	48,196
Technology Asst.		21,000	21,735	44,991	46,566	48,196
Media		21,000	21,735	44,991	46,566	48,196
	SubTotal:	903,000	1,130,220	1,439,726	1,676,381	1,927,839
Support Personnel						
Paraprofessionals		25,714	26,614	27,546	28,510	29,508
2nd-5th Gr Inst Para (ELL)		25,714	53,229	55,092	71,275	73,769
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Guidance Clerk		6,429	6,654	13,773	14,255	14,754
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Receptionist		7,381	7,639	15,813	16,367	16,940
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Facilities Manager						
Head Custodian		27,429	28,389	29,382	30,411	31,475
Custodian		23,810	24,643	51,011	79,194	81,966
	SubTotal:	51,238	53,031	80,393	109,605	113,441
Administration:						
Principal		98,095	101,529	105,082	108,760	112,567
Asst Principal		-	-	89,718	92,858	96,108
	SubTotal:	98,095	101,529	194,800	201,618	208,674
		\$ 1,214,571	\$ 1,492,618	\$ 1,959,362	\$ 2,254,858	\$ 2,526,561