Cover Sheet

CHARTER SCHOOL INFORMATION

Proposed Charter School Name: Providence Collegiate
School Location (city/town): Providence (proposed)
Contact person name: Seth Andrew
District: Providence and Kent Counties
Mailing Address: 207 West 133rd Street (primary) 178 Bowen Street (Secondary)
City/State/Zip: New York, NY 10030 Providence, RI 02906
Telephone: 212-281-1248
FAX: 212-283-4202
Indicate the grade level(s) of the Proposed Charter School: K-12

PROJECTED STUDENT ENROLLMENT

Projected Student Enrollment 1st year: **108** Conservative 325 Maximum
Projected Student Enrollment 2nd year: **275** Conservative 500 Maximum
Projected Student Enrollment 3rd year: **450** Conservative 675 Maximum
Projected Student Enrollment 4th year: **600** Conservative 775 Maximum
Projected Student Enrollment 5th year: **775** Conservative 875 Maximum
Total Number of Teachers: Year 1, 9/31—Year 5, 74/84
Teacher/Student Ratio: 1:12

Do you presently have access to a facility suitable for a school? ☐ Yes X No
(We have a number of suitable facilities under consideration and will secure one prior to May 1, 2011.)

NOTE: Reviewer will not penalize applicants who do not have access to a facility at the time of application submission. Reviewers, however, will look positively on applicants who have identified future facilities.

Is this a new school or a conversion? New School

Identify the districts from which you plan to draw students: All districts in Providence and Kent Counties with a priority for students at Persistently Low Achieving Schools

Which type of charter are you applying for?
☐ District
☐ Independent
X Mayoral Academy

Seth Andrew (see hard copies for signature) 12/1/10
Signature of Contact Person Date

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Executive Summary

1) *Please provide a three-page executive summary consisting of:*
    - *a mission statement that indicates, in one or two sentences, what the school intends to do, for whom, and to what degree.*
    - *an explanation of how the proposed school will meet the needs of the community;*
    - *a brief description of the educational foundation and curricular approach;*
    - *a brief description of the plan for meeting the proposed school's educational goals;*
    - *a brief description of the business plan, including plans for financial management, potential partners and access to financial resources; and*
    - *a description of the founding team's capacity to implement the educational plan and business plan;*

The Mission of Providence Collegiate is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Providence Collegiate envisions a safe, structured, and supportive school that is rooted in DREAM values of Discipline, Respect, Enthusiasm, Accountability, and Maturity. Like all schools in the Democracy Prep Public Schools (DPPS) network, Providence Collegiate will balance joy and rigor for scholars, families, and educators alike by holding high academic and civic expectations and providing them with the necessary resources. The five elements of no-excuses schools across the nation form the foundation of our educational program: more time, rigorous curriculum, strong culture, robust data, and excellent teachers. Providence Collegiate supplements these elements with our commitment to serving all students, including English Language Learners and those with special needs, while providing authentic civic education. Providence Collegiate will operate almost entirely on public funding so as to be a national proof-point for what is possible in public education. In 2010 Democracy Prep was named the #1 Charter School, the #1 Middle School, and the #1 CMO in the entire City of New York. Providence Collegiate's motto, encapsulates our vision for scholars and staff alike: *Work Hard. Go to College. Change the World!*

Meeting the Needs of the Community

All students—regardless of their socioeconomic background or place of residence—deserve access to a truly excellent education. Students must develop a core set of academic skills in order to be individually successful and be active participants in a democratic society. Unfortunately, current educational opportunities in Rhode Island are not preparing substantial numbers of the state's students for success in college and in citizenship. All Rhode Island students are in need of high-quality educational options and yet only four communities in the state are currently eligible to apply to a "no excuses" mayoral academy. Providence Collegiate would provide that unique option to Providence, the largest district in the state, as well as other urban-ring and suburban communities focused on students scheduled to attend a RIDE designated "Persistently Low Achieving" school.

Democracy Prep Public Schools has demonstrated that the development of new, high performing charter schools like Providence Collegiate will help to address the needs of both the students it serves directly and those of the students at traditional public schools influenced by Democracy Prep's success. The need for Providence Collegiate is especially strong because (1) low academic performance necessitate new alternatives; (2) existing Rhode Island traditional and charter schools have not adequately improved student achievement; and (3) there is broad parental and political support in Rhode Island for innovative education reform and charter school alternatives.

Educational and Curricular Approach

Providence Collegiate will provide a rigorous academic program focused on the knowledge, skills, and character necessary to master core academic subjects in preparation for success in college. Students will receive highly structured civic and leadership education that prepares every graduate to become active citizens in our democracy.

To do this, it is essential to instill rigorous academic and behavioral expectations that are demonstrated in five ways described in detail below:

1) More time to learn an engaging curriculum,
2) Rigorous academics with frequent evaluation,
3) Respectful school culture with a disciplined environment,
4) Robust use of academic data and interim assessments, and most importantly,
5) Exemplary teaching in every classroom.

Plan for Meeting the School's Educational Goals

The accountability plan for Providence Collegiate contains both school-specific measures and RIDE common measures. Like RIDE, Providence Collegiate has two paramount goals for all of its schools: *academic excellence* and *organizational strength*. We will be held accountable to these goals by our students, families, community, Board of Trustees, and RIDE using measurable objectives and frequent interim assessments with clear standards and public performance targets as outlined in our *Balanced Scorecard*. Please see the *Balanced Scorecard and Leadership Evaluation Tool* attachment for more information on Democracy Prep's internal evaluation mechanism. Our specific accountability metrics are discussed in greater detail below, and are aligned with those laid out in RIDE's recent *Charter School Management Process and Performance Review*.[1]

Specific goals—aligned with RIDE's *Performance Review* accountability metrics—are as follows:

1. *Providence Collegiate scholars will make statistically significant gains in absolute proficiency on the NECAP examination each year they are enrolled in our academic program.*
2. *These absolute proficiency levels will meet or exceed the 2012 Strategic Plan Proficiency Targets.*
3. *Providence Collegiate will outperform its sending districts on the NECAP exam and other assessments.*
4. *Providence Collegiate' value-added growth percentile will exceed that of sending districts and the state more generally.*
5. *English Language Learners at Providence Collegiate will exceed typical progress towards attaining English fluency.*
6. *Providence Collegiate will meet all legal obligations related to access and quality of services for all students, especially ELL and SPED.*

Providence Collegiate Business Plan & Financial Resources

Democracy Prep Public Schools, the charter applicant, is a 501(c)3 non-profit charter management organization that will operate six public charter schools in 2011-2012 with a stellar financial and academic track-record. The substantial resources of the CMO provide a level of support to help with facilities, the expedited start-up of the new school, the academic resources, and any initial cash flow concerns. Democracy Prep Public Schools will evaluate the success and the organizational viability of Providence Collegiate in three key areas: finance, administration, and public demand.

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[1] Notes on RIDE's review and specific accountability metrics accessible here: http://www.ride.ri.gov/commissioner/charterschools/DOCS/20100917_Charter_School_Performance_Review.pdf.

Financial Viability: Democracy Prep's goal is to demonstrate superior civic and college-preparatory academic performance with approximately the same financial resources as traditional public schools. We have always operated with an annual surplus and maintain the highest standards of financial controls, management, fiscal transparency, and auditing made public each year.

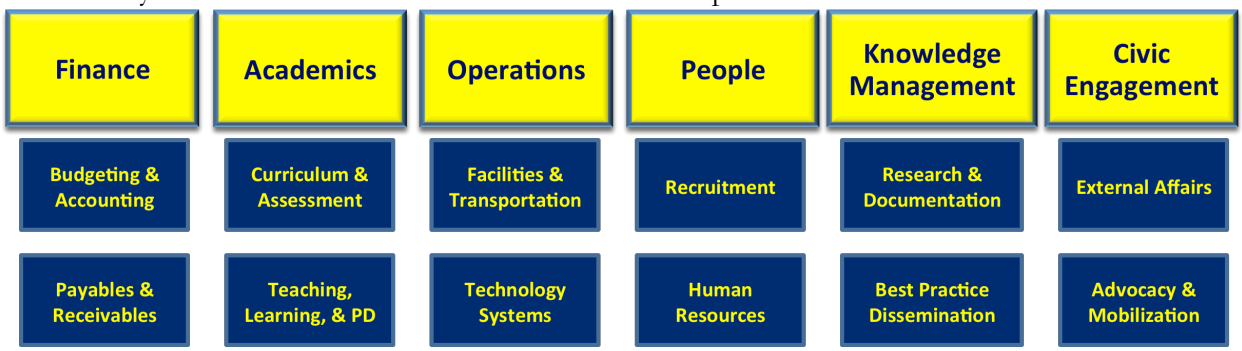
Administrative Viability: The Board of Trustees will contract with Democracy Prep to recruit, hire, and evaluate a highly effective School Leader, who is held accountable for day-to-day management of the school. We intend to maintain a staff of highly qualified and experienced educational professionals who stay with the school for an average of three years or more.

Public Viability: Democracy Prep's goal is to demonstrate family demand for, and satisfaction with, Providence Collegiate. Each year, Providence Collegiate will maintain a waiting list of at least 25% of available seats. Each year, Providence Collegiate will have a negative attrition rate of 10% or less, have an average daily attendance of 95% or better for students and staff; garner an 80% satisfaction rate from families in the areas of academic rigor and high expectations of the teaching staff on RIDE-developed satisfaction measures; and ensure that 80% of our community partners and visitors are satisfied with the quality of our academic and civic programs.

Founding Team's Capacity to Implement the Plans

The Democracy Prep Public School model requires a predictable, clear, and transparent governance structure that maximizes school operator autonomy in exchange for incredibly high outcomes and strict accountability. Learning from the lessons of our earlier Mayoral Academy efforts and high quality charter operators from around the nation, Providence Collegiate has built a governance model in Rhode Island that respects the bright line between management and governance. The model captures the unique benefits of the Mayoral Academy law, as well as the best practices of the highest performing charter schools across the nation without the interferance of political pressure or influence in the day-to-day management of the school.

Democracy Prep Public Schools will provide management services that include the six core services teams led by some of the charter movements foremost experts.



Providence Collegiate is applying to replicate the DPPS school model, which has repeatedly demonstrated its ability to achieve outstanding academic results. DPPS was recently named as the #1 public middle school, the #1 charter school, and the #1 Charter Management Organization in the City of New York. After five years of successful operation, the vast experience of its team, the consistent high quality schools it operates, and the success students at those schools have experienced across all sub-groups is the greatest indicator of the Founding Team's capacity to implement these plans.

Mayoral Academy Proposal: Providence Collegiate

SECTION I – MISSION STATEMENT

1) *Explain the mission of your proposed charter school. Provide a clear and concise statement that defines the purposes and nature of the school. Your mission statement should (in one or two sentences) indicate what the school intends to do, for whom, and to what degree. Some schools also use their mission statement to (briefly) address how they will accomplish these things if methodology is a particularly important part of their vision.*

The Mission of Providence Collegiate is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Providence Collegiate envisions a safe, structured, and supportive school that is rooted in our DREAM values of Discipline, Respect, Enthusiasm, Accountability, and Maturity. Like all schools in the Democracy Prep Public Schools network, Providence Collegiate will balance joy and rigor for scholars, families, and educators alike by holding high academic and civic expectations and providing the resources necessary to achieve them. The five elements of no-excuses schools across the nation form the foundation of our educational program: more time, rigorous curriculum, strong culture, robust data, and excellent teachers. Providence Collegiate supplements these elements with our commitment to serving all students, including English Language Learners and those with special needs, while providing authentic civic education. The academic program at Providence Collegiate operates almost entirely on public funding so as to be a national proof-point for what is possible in public education. Providence Collegiate's motto, encapsulates this vision for our scholars and staff alike: ***Work Hard. Go to College. Change the World!***

SECTION II – STATEMENT OF NEED

1) *Explain the need for this particular school in the community it will serve and the target student population.*

This section first explores the scope of the achievement gap and the factors that influence it in the urban core and urban ring of Providence, Rhode Island, particularly with the high-need students Providence Collegiate will serve in Providence and Kent Counties. It then explains the lack of access our communities and families have to a no excuses, high-expectations urban public charter school. Providence Collegiate aims to serve high-need students in the major catchment areas of Providence and Kent Counties, including the cities of Providence, Central Falls, Pawtucket, and Cumberland, where the vast majority of "persistently lowest achieving" schools in Rhode Island are centered. Students from other communities may also apply, though the greatest need as identified by RIDE is in these communities, and for those students otherwise scheduled to attend a persistently low achieving school.

The Achievement Gap in Providence and Kent Counties

All students—regardless of their socioeconomic background or place of residence—deserve access to a truly excellent education. Rhode Island schools are not yet successfully facing the daunting challenge of ensuring that *every* student is prepared for college and citizenship. The prosperity and well-being of our increasingly diverse state depends on accomplishing this goal for *all* students, regardless of their academic background, prior behavioral success, English proficiency, or special education needs. Unfortunately, the current set of educational opportunities available to students in the communities and low-achieving schools served by Providence Collegiate leave a substantial number of students unprepared for success.

The communities Providence Collegiate will serve face high rates of child poverty. U.S. Census data suggests that the median family income in Providence is well below the statewide average. Providence, for example, has one of the highest rates of child poverty for a city over 100,000 residents in the nation. *Pulling Apart: A State by State Analysis of Income Trends*, a study conducted by the Center on Budget and Policy Priorities and the Economic Policy Institute, cites the alarming growth of income inequity between Rhode Island's richest and poorest residents. Since the 1980's, the income gap between the richest and poorest has widened more in Rhode Island than in any other state in the country. Indeed, 22.5% of children in Providence under the age of six live in extreme poverty, which impacts school readiness and performance. The percentage of students enrolled in the Free and Reduced Priced Lunch (FRPL) Program has increased over the past five years. Between 20004 and 2009, the number surged from 52,700 students enrolled in the program, compared to 58,880 in 2009-10, an increase of 11.7%. Furthermore, although the urban core districts account for around 55% of the total enrollment in the state, roughly 79% of students in the FRL program attend school in one of the districts.

Rhode Island's urban core and ring is incredibly international. In the K-12 student body in Providence, for instance, there are students from 96 countries, speaking 49 distinct languages. Better than half of Rhode Island's Latino, Asian, and African-American populations live in Providence. In the past 50 years, the city has become home to an expanding population of South East Asian, Latino, and African immigrants. Highly represented nationalities include Latinos from Colombia, the Dominican Republic, and Puerto Rico, Asians from Cambodia and Laos; Africans from Liberia; Cape Verdeans; and Europeans from the former Soviet Union. As of 1999, More than 50% of the

city's students came from immigrant families, one-third of whom are immigrants who entered the United States in the previous five years.

The reality that roughly a third of school age children live in poverty directly impacts academic achievement in Providence and Kent Counties. Rhode Island consistently falls below the national average on achievement tests and even further below its immediate neighbors, Connecticut and Massachusetts. *Education Week* recently ranked Rhode Island 42nd in K-12 achievement, assigning a grade of "D."

The achievement gap grows, relative to nearby states, as students get older. For example, Rhode Island's 4th graders performed slightly better than the national average but significantly worse than their peers in neighboring states in both reading and math on the National Assessment of Educational Progress (NAEP). On the 4th grade NAEP Math section, Rhode Island students achieved proficiency 39% of the time, whereas Massachusetts students achieved proficiency 57% of the time and Connecticut students reached 46%. In reading, Rhode Island students achieved proficiency 35% of the time, compared with 47% in Massachusetts and 42% in Connecticut. By 8th grade, Rhode Island students achieved proficiency in math 28% of the time, whereas in Massachussats the number was 51% and in Connecticut it was 40%. For 8th grade reading, Rhode Island students achieved proficiency 28% of the time, whereas in Massachussats the rate was 42% and in Connecticut it was 43%.

Perhaps even more profound than the comparative results on the NAEP exam is that nearly three quarters of all 8th grade students in the state of Rhode Island are not proficient in either Reading or Math on the NECAP. Said another way, literally 72% of Rhode Islanders enter high school unable to do grade-level work in core subjects. When comparing Rhode Island at different grade levels and subjects, a clear pattern emerges: Rhode Island ranks below the averages in Connecticut, Massachusetts and the U.S., the longer students stay in Rhode Island schools, the lower their comparative and absolute performance. By the time Providence students enter high school, the NAEP show that only 28% have proficiency in reading.[2] Within these numbers, there are unfortunately significant racial and ethnic gaps, as black and Latino students lag behind white students.

Mirroring national trends, 8th grade scores are frozen and 12th grade scores are in decline.[3],[4],[5] This secondary literacy gap is especially severe among high-need students, including students of color and low-income students in low-performing urban high schools.,[6] The above described achievement gaps are exacerbated by learning loss during out-of-school time too little learning time.[7],[8],[9],[10],[11]

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[2] NCES. (2010). *The Nation's report card: Reading 2009*.

[3] Chall, Jeanne S., Vicki A. Jacobs, and Luke E. Baldwin. (1990). *The reading crisis: Why poor children fall behind*. Cambridge, MA.: Harvard University Press.

[4] Alliance for Excellent Education. (2006). *Why the crisis in adolescent literacy demands a national response*. Washington, D.C.: Alliance for Excellent Education.

[5] Snipes, J., and A. Horwitz. (2008). *Advancing adolescent literacy in urban schools*. Washington, D.C.: Council of the Great City Schools.

[6] ACT. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: ACT,

[7] Alexander, K., D. Entwisle, and L. Olson. 2007. Lasting consequences of the summer learning gap. *American Sociological Review* 72, (2): 167-80.

[8] Beckett, M., G. Borman, J. Capizzano, D. Parsley, S. Ross, A. Schirm, and J. Taylor. (2009). *Structuring out-of-school time to improve academic achievement: A practice guide*, NCEE #2009-012. Washington, D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, http://ies.ed.gov/ncee/wwc/publications/practiceguides (accessed 04/02/2010).

Furthermore, habits of discipline and persistence predict achievement and college readiness, but are often not built in the public schools serving our communities.[12],[13], [14],[15],[16] Finally, lack of positive connection with teachers, mentoring adults, and academically motivated peers inhibit academic success.[17]

Indicators of college readiness are on the decline in Rhode Island's cities. The state continues to have lower average composite scores on the SAT than both the national average and the rest of the region. Indeed, between 1999 and 2009, the composite SAT score for Rhode Island test takers has decreased by 7 points. During this time, composite math and reading scores have declined by an astounding 98 points in Central Falls, 66 points in Pawtucket, 26 points in Providence, and nine points in Cranston. In 2009, the proficiency gap between economically-disadvantaged and non-disadvantaged 11th graders on the Rhode Island state math test was over 21%. Even among non-disadvantaged students, only 35% of 11th graders scored proficient.[18] In Rhode Island, the gap between white and Latino students is the largest in the nation.[19]

There is a clear need for schools that ensure students graduate ready for post-secondary success in the urban and urban-ring high schools of Rhode Island. Although 78% of white students Rhode Island students graduate, this milestone is met by only 64% of black students, 62% of Hispanic students, 60% of economically disadvantaged students, 58% of limited English proficient students, and 55% of students with disabilities. Consisting primarily of minority and immigrant students, the Providence school district in particular has a dropout rate approaching 40%, and a college matriculation rate of approximately 22%. In short, gaps between disadvantaged and non-disadvantaged students are all substantial and disheartening. Students are significantly behind where they should be and for students with disadvantaged backgrounds the situation is even worse.

The following national statistics shed insight on the trends impacting the communities Providence Collegiate will serve. Approximately half of the nation's African-American and Latino students graduate on time from high school.[20] Those who do not are typically unprepared for any type of post-secondary education. Only one in ten students from low-income backgrounds graduate from

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[9] Condron, Dennis J. (2009). Social Class, School and Non-School Environments, and Black/White Inequalities in Children's Learning. *American Sociological Review* 74 (Oct. 2009): 685-708.

[10] Downey, Douglas B., Paul T. von Hippel, and Beckett A. Broh. (2004). Are schools the great equalizer? Cognitive inequality during the summer months and the school year. *American Sociological Review* 69, (5) (Oct. 2004): 613-35.

[11] Miller, K., and D. Snow. 2004. *Out of school time programs for at-risk students: Noteworthy perspectives.* Aurora, CO: Mid-continent Research for Education and Learning.

[12] Duckworth, A. L., and M. E. P. Seligman. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science* 16, (12) (December 2005): 939-44.

[13] Robbins, Steven B., Jeff Allen, Alex Casillas, Christina Hamme Peterson, and Huy Le. (2006). Unraveling the differential effects of motivational and skills, social, and self-management measures from traditional predictors of college outcomes. *Journal of Educational Psychology* 98, (3): 598-616.

[14] Steinberg, L. (2005). *Beyond the classroom.* New York, NY: Simon & Schuster.

[15] Sansone, C., and J. M. Harackiewicz, eds. (2000). *Intrinsic and extrinsic motivation.* San Diego, CA: Academic Press.

[16] Plant, E. Ashby, K. Anders Ericsson, Len Hill, and Kia Asberg. (2005). Why study time does not predict grade point average across college students: Implications of deliberate practice for academic performance. *Contemporary Educational Psychology* 30, (1) (January 2005): 96-116.

[17] Steinberg, Adria, and Cheryl Almeida. 2004. *The dropout crisis: Promising approaches in prevention and recovery.* Boston, MA: Jobs for the Future.

[18] Rhode Island Department of Education. Accessible: http://www.ride.ri.gov/assessment/DOCS/NECAP/Reports_Results/10.2009/NECAP_2009-10_State_Student_Test_Summary_for_Gr11.pdf

[19] 2009 RI NECAP Results, http://www.ride.ri.gov/assessment/Results.aspx.

[20] Education Week. (2007, June 12). *Diplomas Count 2007: Ready for What? Preparing Students for College, Careers, and Life after High School.* Bethesda, MD: Editorial Projects in Education Research Center.

college by their mid-twenties.[21] A college graduate will earn on average $1 million more over the course of a lifetime than a high school graduate.[22] Americans without high school diplomas earn lower wages, face a greater risk of unemployment, and wind up in prison more often than those with higher levels of education. Furthermore, urban public schools, including those in Rhode Island, often fail to teach the skills necessary to thrive in the knowledge economy. As such, even those urban students who graduate high school disproportionately lack a mastery of writing, persuasive speaking, information technology navigation, and critical thinking – the communication and academic skills needed to thrive in college, citizenship, and the professional workplace.

The Need for a No Excuses, High Expectations, Proven Alternative

Families in Providence and Kent Counties too often lack access to a school where all student scholars, especially those with special needs, would be put on a path to college graduation within a safe, structured, and supportive environment as indicated by the preponderance of Persistently Low Achieving Schools. Low-income families in Providence and Kent Counties deserve the choice of a school such as Providence Collegiate for four main reasons:

1. The rigorous college preparatory focus, particularly for students who arrive underperforming,
2. The safety and structure of the school environment,
3. The extended school day, and
4. The personal attention their children would receive from excellent teachers.

Several schools around the country (including Excel Academy in Boston, Amistad Academy in New Haven, North Star Academy in Newark, Democracy Prep in New York, and KIPP Lynn in Massachusetts) are often called "no excuses" because of their belief that poverty should not become a predictor or excuse for academic failure and their unique approach to structuring learning time on task. Although a number of charter schools serve families in Providence, none of these schools embraces the structured, disciplined approach to how students behave and treat teachers and each other commonly referred to as "no excuses." Students in Providence and surrounding cities need the choice to attend a school that holds rigorous academic standards while instilling values such as diligence and politeness and swiftly dealing with disruptive behavior.

Providence Collegiate will strive to reach low-income students from urban and suburban communities who attend or are zoned to attend persistently low achieving schools, especially those who are English Language Learners, special needs, or who are currently underperforming due to the lack of high-quality educational options in Rhode Island. Currently, only four communities in the state are eligible to apply to a mayoral academy. Providence Collegiate would provide that unique option to the largest school district in the state as well as other urban ring and urban core catchment area who are currently denied access to such a school.

Attending a high-performing, no excuses charter pays off for students. An increasing body of evidence suggests that no excuses charter schools can eliminate and even reverse achievement gaps for all students.[23],[24],[25],[26],[27],[28],[29],[30] Democracy Prep and similar schools – on which the Providence

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[21] Mortenson, T. (2009). Bachelor's Degree Attainment by Age 24 by Family Income Quartiles, 1970 to 2008. www.postsecondary.org.
[22] Day, G.C. and Newburger, E.C. (2002). The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings, (P23-210). Current Population Reports. Washington, D.C.: U.S. Census Bureau. http://www.census.gov/prod/2002pubs/p23-210.pdf.
[23] Solmon, L, Paark, K. & Garcia, D. (2001). "*Does Charter School Attendance Improve Test Scores? The Arizona Results.*" Phoenix, AZ: Goldwater Institute.
[24] Hoxby, C. M. & Rockoff, J. E. (2005)."Findings from the City ofBig Shoulders." Education Next, v. 5, n.4, pp. 52/58.

Collegiate model is built in that they feature high expectations, more time, student and family choice and commitment, effective leaders and instructors, and a culture that focuses on results – have an extensive body of experimental and quasi-experimental research suggesting that students at these no excuses schools make significant, policy relevant gains in math and reading.[25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40] Unfortunately, the urban core of Providence and Kent Counties, and much of the urban ring, lack access to a no excuses charter.

Providence Collegiate, in partnership with Democracy Prep Public Schools, will thus provide an opportunity currently absent from Rhode Island's largest district. Dr. Roland Fryer, an economist at Harvard University's EdLabs, in a recent evaluation of Democracy Prep Charter School, found that DPCS both had larger effect sizes that those found in KIPP or Harlem Children's Zone schools and that Democracy Prep is giving those furthest behind the biggest benefit: "The effect of attending DPCS does not appear to systematically vary by gender or ethnicity, but *students with lower fifth grade tests scores do seem to gain slightly more* in both math and ELA than students with higher fifth grade test scores."[41]

The Need for Alternatives to Persistently Low-Achieving Schools

The list below from Rhode Island's 2010 Race to the Top Application indicates that Providence, Pawtucket, Central Falls, and Cumberland have the most significant need in the state for proven

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[25] Witte, John F., David L.Weimer, Arnold Shober,and Paul Schlomer.(2007). "The Performance of Charter Schools in Wisconsin." Journal of Policy Analysis and Management, vol.26, no. 3,pp.557/573.

[26] Abdulkadiroglu,A., Angrist J. ,Cohodes S., Dynarski S., Fullerton, J. Kane, T. and Pathak P. (2009). "Informing the Debate: Comparing Boston's Charter, Pilot and Traditional Schools." Boston, MA: Boston Foundation, January 2009.

[27] Hoxby, C. M., Murarka, S. and Kang, J. (2009). "How New York City's Charter Schools Affect Achievement, August 2009 Report." Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009.

[28] Dobbie, W., and Fryer, R.G. (2009). "Are High/Quality Schools Enough to Close the Achievement Gap? Evidence from a Bold Social Experiment in Harlem," National Bureau of Economic Research Working Paper#15473. Cambridge, MA: NBER.

[29] Zimmer R., Gill B., & Booker, K. (2009). "Charter Schools in Eight States: Effects on Achievement, Attainment, Integration, and Competition." Santa Monica, CA: RAND Corporation, March 2009.

[30] Hanushek, E.A., Kain, J.F., Rivkin, S.G., and Branch, G.F. (2007). "Charter School Quality and Parental Decision Making with School Choice."Journal of Public Economics, vol.91, pp.823/848.

[31] Woodworth, K.R., David, J.L., Guha, R., Wang, H., & Lopez-Torkos, A. (2008). San Francisco Bay Area KIPP schools: A study of early implementation and achievement. Final report. Menlo Park, CA: SRI International.

[32] David, J. L., Woodworth, K.R., Grant, E., Guha, R., Lopez-Torkos, A., Young V.M. (2006)."Bay Area KIPP Schools: A Study of Early Implementation, First Year Report 2004–05". Menlo Park, CA: SRI International.

[33] Angrist, J. D., Dynarski, S.M. Kane, T.J., Pathak, P.A., and Walters, C.A. (2010) "Who Benefits from KIPP?"National Bureau of Economic Research Working Paper #15740, Cambridge, MA: February 2010.

[34] Anderson, A.B. and DeCesare, D. (2006). "Opening Closed Doors: Lessons from Colorado's First Independent Charter School." Denver, CO: Augenblick, Palaich and Associates, Inc., May 2006.

[35] Musher, K. K. Daniel M. Musher, D.M., Graviss, E.A., and Strudler, R.M. (2005)."Can an Intense Educational Experience Improve Performance on Objective Tests? Results from One Charter School"/ The Educational Forum 69 no4 Summer 2005, WN:0519603464003. Kappa Delta Pi, International Honor Society in Education.

[36] Doran, H.C., and Drury, D.W. (2002). Evaluating Success: KIPP Educational Program Evaluation, New American Schools Education Performance Network, October 2002.

[37] Educational Policy Institute. (2005). "Focus on Results: An Academic Impact Analys is of the Knowledge is Power Program." San Francisco, CA: KIPP Foundation. August 2005.

[38] Henig, Jeffrey R. (2008). "What Do We Know about the Outcomes at KIPP Schools?" East Lansing, MI: Great Lakes Center for Education Research and Practice, November 2008.

[39] Mac Iver, M.A., and Farley/Ripple, E.. (2007). "The Baltimore KIPP Ujima Village Academy, 2002/2006: A Longitudinal Analysis of Student Outcomes". Center for the Social Organization of Schools, June 2007.

[40] McDonald, A.J., Ross, S.M., Abney, J. and Zoblotsky, T. (2008). "Urban School Reform: Year 4 Outcomes for the Knowledge is Power Program in an Urban Middle School."Paper presented at the Annual Meeting of the American Educational Research Association, March 2008.

[41] Fryer R., and Dobbie W.: 2010, "A Quasi-Experimental Evaluation of Democracy Prep".

alternatives to serve these students. Providence Collegiate will be the only school in the state offering a specific preference to schools that are on the RIDE list of PLA schools.

APPENDIX B: Rhode Island's List of Persistently Lowest-Achieving Schools

LEVEL	DISTRICT	DISTRICT NCES ID#	SCHOOL NAME	SCHOOL NCES ID#	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
HIGH	Central Falls	4400120	Central Falls Senior High School	440012000026	X				
ELEM	Providence	4400900	Charlotte Woods Elementary School	440090000156	X				
*HIGH	Providence	4400900	Feinstein High School	440090000056	X				
ELEM	Providence	4400900	Lillian Feinstein Elementary, Sackett Street	440090000243	X				
MID	Providence	4400900	Roger Williams Middle School	440090000242	X				
HIGH	Providence	4400900	William B. Cooley/Health & Science Tech. Academy	440090000209	X				
HIGH	Chariho	4400150	The R.Y.S.E. School	440015000286		X			
HIGH	Providence	4400900	Central High School	440090000217		X			
HIGH	Providence	4400900	Mount Pleasant High School	440090000232		X			
HIGH	Providence	4400900	Providence Academy of International Studies	440090000205		X			
HIGH	R.I. School for the Deaf	4400001	Rhode Island School for the Deaf	440000100380		X			
ELEM	Central Falls	4400120	Ella Risk School	440012000027			X		
ELEM	Central Falls	4400120	Veterans Memorial Elementary	440012000385			X		
ELEM	Cumberland	4400270	Ashton School	440027000070			X		
ELEM	Cumberland	4400270	B.F. Norton Elementary School	440027000039			X		
HIGH	MET Career & Tech	4400003	Metropolitan Regional Career & Technical Center	440000300121			X		
ELEM	Pawtucket	4400840	Elizabeth Baldwin School	440084000191			X		
ELEM	Pawtucket	4400840	Fallon Memorial School	440084000192			X		
MID	Pawtucket	4400840	Joseph Jenks Junior High School	440084000197			X		
ELEM	Pawtucket	4400840	M. Virginia Cunningham School	440084000190			X		
HIGH	Pawtucket	4400840	Shea Senior High School	440084000201			X		
HIGH	Pawtucket	4400840	William E Tolman Senior High School	440084000202			X		
HIGH	Providence	4400900	Alvarez High School (formerly Adelaide)	440090000344			X		
ELEM	Providence	4400900	Asa Messer Elementary School	440090000213			X		
ELEM	Providence	4400900	Carl G. Lauro Elementary School	440090000227			X		
HIGH	Providence	4400900	E-Cubed Academy	440090000323			X		
ELEM	Providence	4400900	Edmund W. Flynn Elementary School	440090000219			X		
ELEM	Providence	4400900	George J. West Elementary School	440090000222			X		
MID	Providence	4400900	Gilbert Stuart Middle School	440090000223			X		

SECTION III – EDUCATIONAL PROGRAM

1) *Provide a detailed description of your proposed charter school's educational program:*
    - *What are the guiding principles under which your charter school will operate?*
    - *What is the clearly defined philosophy of teaching, learning, and administration?*
    - *What is the method of providing instruction?*
    - *What is the process for improving student learning and assessing student progress?*
    - *Provide a detailed overview of curriculum objectives and content in the main subject areas.*

Providence Collegiate will provide a rigorous academic program focused on the knowledge, skills, and character necessary to master core academic subjects in preparation for success in college. Students will receive highly structured civic and leadership education that prepares every graduate to become active citizens in our democracy.

To do this, it is essential to instill rigorous academic and behavioral expectations. Our "*Work Hard. Go to College. Change the World*!" philosophy is demonstrated in five ways described in detail below:

1. **More time to learn an engaging curriculum,**
2. **Rigorous academics with frequent evaluation,**
3. **Respectful school culture with a disciplined environment,**
4. **Robust use of academic data and interim assessments, and most importantly,**
5. **Exemplary teaching in every classroom.**

1) More Time to Learn an Engaging Curriculum

Providence Collegiate's educational program requires dramatically more time to cover all of the essential materials and to provide the quality enrichment activities that make up a well-rounded world-class education. As described in the "school year" section VII below, Providence Collegiate scholars who attend from grades K through 12, have more than 70% more time than a traditional public school student. However, more time alone is not helpful if the curriculum is not engaging, meaningful, and accessible.

Providence Collegiate's Engaging Elementary Curriculum

Our "hard work" philosophy drives the design of Providence Collegiate curriculum, which is aligned to the Common Core State Standards and is based on our mission of having all students achieve college-preparatory academic success and informed civic involvement. The curriculum is divided into three sections: Core Courses, Connections Courses, and Enrichment Courses. Should Providence Collegiate's enrollment plan change, courses may be modified or moved to accommodate new cohort sizes and/or grade levels.

2. Rigorous Academics with Frequent Evaluation

Elementary School Curriculum Key Elements

Providence Collegiate elementary schools use a research based core curricula that are supplemented with unique Providence Collegiate elements to dramatically accelerate academic mastery, especially for low-income students. The philosophical and practical underpinning of the Providence Collegiate elementary curriculum is based on the notion that literacy is the single most important skill to build

in grades K-2, and that math skills and everything else rests on the success of early-literacy work. Providence Collegiate uses frequent assessments in order to identify areas of weakness and strength and to make action plans for each individual student.

a. Assess Early and Often to Inform Effective Instruction

Prior to the beginning of school year each summer, we will assess our incoming students with age-appropriate, diagnostic assessment tools such as the Strategic Teaching and Evaluation of Progress (STEP) (grades k-2), Fountis and Pinnell (grades 1-5), Terra Nova (grades 1-5), and MAP (grades 3-5), which will give teachers a clear understanding of current student mastery and areas of weakness. These assessments will also enable us to identify students who may need extra help to reach mastery including those with unidentified disabilities and emerging English language abilities. Throughout the year, and at the end of each year, we will administer these same assessments in order to measure progress and the efficacy of our curriculum and instruction, refining and changing our assessments as needed.

Starting in third grade, at six week intervals, we will administer internal Providence Collegiate assessments in the format and covering the standards of the NECAP assessments and Common Core. This exacting and frequent interim-assessment system has several key advantages. It provides students with valuable practice and experience taking tests in a non-high stakes environment. In addition, information, when fed back to teachers quickly, permits them to self-assess their performance and determine what must be re-taught and how they might alter approaches and improve the efficacy of instruction. The information also enables the school leaders to closely monitor student progress and support teachers with targeted feedback, professional development, and other resources.

Providence Collegiate will use the nationally-normed Terra Nova assessments in reading, writing and math as student achievement indicators. In Kindergarten, we will implement the assessment twice, in January and June. (The exam has no nationally-normed kindergarten results available before January). The June score will reveal the proficiency levels of our students in relation to the normed averages of the rest of the country. The growth of our students, seen in the difference of the June and January scores, indicate our rate of progress. In years two and three, we will continue to implement the assessment for each grade level, in the fall and/or spring.

b. Focus on Literacy

Literacy is the key academic skill on which all future acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families. This means that between the ages of zero and three, a low-income child is exposed to some 30 million fewer words than a high-income child.[42] This lack of exposure has the average low-income child arriving at the first day of kindergarten with only one half the vocabulary of his or her more affluent peers.[43]

Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic performance. In fact, according to the National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing an individual's reading level at the end of 3rd grade.

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[42] Betty Hart and Todd R. Risely, The Early Catastrophe: "The 30 Million Word Gap by Age 3," American Educator, (Spring 2003).
[43] Ibid.

A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."[44]

It is therefore not surprising that schools in which low-income students reach mastery maintain a relentless focus on developing literacy skills.[45] In fact, a recent review of existing schools serving low-income populations found that a laser focus on basic literacy in the early years of schools, as represented by many of the practices Providence Collegiate will employ, was a central commonality among high-performing elementary schools. Practices of these high-performing schools, which closely reflect the findings of the National Reading Panel, include: dedicating significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies; and fostering fluency through extensive practice reading and writing. These practices are reflected strongly in our elementary school plan. Our overall program is based on the five components of excellent reading outlined by the federal Department of Education: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics. In grades K-3, we will "overwhelm the problem" of early literacy through at least 200 minutes of language arts instruction daily. In grade 3, students will receive at least 150 minutes of daily literacy instruction with the remaining 150 minutes dedicated to other key subject areas. Students who need intensive remediation will go through an intensive 6 weeks of using the Literacy Links or SRA intervention programs. A recent study of 30,000 students in Florida concluded that the high scores by some students were attributable to the SRA program which directly teaches sound-symbol relationships and gives both students and teachers the language and knowledge necessary for success in later reading.[46]

For those students who still are not demonstrating success with phonemes, we will use a targeted program such as Wilson Reading in small groups to ensure that every student has mastered the connections between letters, combinations of letters, and sounds. Building on SRA, students may also spend 20 minutes a day in individualized, computer-based instruction using a program such as the Waterford Early Reading Program. This program, developed over 20 years, has had dramatic success making up for the over 3000 hours of literacy experiences that most urban students have missed before they enter school.

Finally, as the core instructional program, Providence Collegiate will use SRA Reading Mastery. Reading Mastery provides a balanced literacy approach while directly teaching sound-symbol relationships and including ample practice with phonemic awareness and phonics. Both programs have extensive research bases that show their dramatic success rates in both urban and suburban contexts.

Fluency. Once students have mastered phonemic awareness and phonics, it is essential that they read fluently. In addition to ongoing assessments throughout grades K-3, in order to ensure that all our readers are fluent readers, Providence Collegiate will give a fluency test to all entering students in grades 3 and above; those students who need fluency practice will receive instruction using an

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[44] National Research Council, 1998 (http://www.ed.gov/inits/americareads/ReadDiff/ accessed on 12/14/04).

[45]In addition, in his review of high-performing, high poverty schools, Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing elementary schools (Casey, Ibid., p. 28).

1 Florida Center for Reading Research. (2009). Examining the Core: Relations among Reading Curricula.
Journal of School Psychology, issue 47.

intervention called the Corrective Reading Decoding program. The SRA Corrective Reading Decoding program has been used with great success at Amistad Academy, and Elm City College Prep, both in New Haven, CT. These schools serve traditionally underserved populations with dramatic positive results.

Vocabulary. Embedded in the Reading Mastery, Guided Reading, and Text Talk programs are strong vocabulary strands, and Providence Collegiate teachers will use these programs to build the vocabulary skills of our students. At the middle school level, all teachers will highlight and explain vocabulary words as they arise in the text that students are reading. They will also teach students important vocabulary in context skills so that students are able to use context clues to figure out by themselves what an unknown word means. As a supplement to this more organic vocabulary instruction, our teachers will use a vocabulary-building program such as Worldly Wise 3000 that build to SAT-Prep vocabulary programs in the middle and high school years.

Independent Reading & Comprehension. Research has shown that, in fact, the best way to build vocabulary is simply by reading all the time. Bill Honig, a respected early reading expert, cites very compelling research on the subject: Students who score in the top five percent on reading tests read 144 times more than students who score in the bottom five percent. By the fifth grade, if students want to make grade level progress, they should be reading more than 1.1 million words a year of outside-of-school reading (25 to 35 books or the equivalent) which should take 15 to 30 minutes a night; this is in addition to the 1.7 million words in school text. Instead of reading the necessary 2.8 million words, the average fifth grader reads only about 900,000. Although teaching vocabulary strategies (e.g. word families, scaffolding) helps retention rates, the vast majority of new words can be learned only through reading. To reach these levels, students need to read the recommended 25 to 35 books a year after the first grade.

In response to this research, beginning in the 2nd grade, all Providence Collegiate students will have a 20-30 minute independent reading class during which each teacher will work to get all of his or her students to be avid, active readers. It is the job of the reading teacher to find appropriate books, inspire students to read, and monitor their independent reading. This in-school independent reading will be supplemented with 20 minutes of required independent reading at home. The student will complete an independent reading journal, and a parent/guardian is required to sign off on the child's reading log indicating that they supervised the reading.

While working to build fluent readers, Providence Collegiate teachers will also focus on developing strong comprehension skills. For the elementary students, the Guided Reading, Reading Mastery, and Waterford programs all have very strong comprehension strands that align to Rhode Island State Grade Span Expectations (Rhode Island's standards for K-4 literacy).

c. Build Conceptual Understanding Math and Other Subjects Through Practice

In math, we use a systematic approach to basic math facts and computational skills. Core texts include Saxon Math and Envision Math which are coupled with a teacher-created Providence Collegiate curriculum that develops higher-level problem-solving skills. The curriculum was built to help students gain basic facts knowledge and "automaticity" with procedural computation, coupled with a deep conceptual understanding of mathematics. This combination of basic skills and conceptual understanding will give students the ability to solve complex mathematical application problems. In addition, the math lessons will follow a structured lesson plan designed for maximum success. The first 25 minutes of class and all homework assignments will include cumulative review.

There will also be a daily section for basic facts review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes.

In social studies, science, music, and art we rely on a content-rich curriculum of basic subject-area and cultural knowledge, such as the Core Knowledge Sequence. Recent cognitive research indicates "that the ability to learn something new depends on the ability to accommodate the new thing to the already known."[47] Low-income children, often not as fully exposed as their more affluent peers to a breadth and depth of topics, can enter school at a disadvantage: their weak knowledge of the general topics addressed in school leaves them less prepared to assimilate new information. A content-rich curriculum such as the

Practice makes perfect, is an apt idiom for Providence Collegiate. We will build the habit and ritual of "homework time" early by assigning kindergartners approximately 30 minutes of homework each night (with significant supports for students and parents to ensure completion). This increases to at least 60 minutes per night in second grade. Students will be held accountable for completing their work. Accountability extends to families, who will be required to sign off on their child's work each night. Assignments will be available for both families and students to confirm with teachers via school-provided cell phones.

d. Keep it Personal

Feeling known, cared for, and respected is a prerequisite to the sense of personal value and well-being necessary for effective learning. It is expected at Providence Collegiate that each student and family will be known personally by the campus director, as well as the teachers and staff. By fostering this personalization, the school feels more like a team or a family than like an impersonal institution. Parents and students alike come to see the school as a partner, seeking exactly the same goals as they are, rather than an impediment to success or barrier to entry into the college-class.

In order to maintain this "small feel," Providence Collegiate will ultimately operate as three "Academies" (Lower Elementary, Upper Elementary, and High School) ensuring that every student is part of an intimate community. Because of this design, students will be known well by the teachers who work tirelessly to ensure that all students meet the high standards we have set. As students overcome the authentic challenges set by our high standards, and as they gain strong literacy and math skills, they will come to see that with enough hard work they can meet any challenge and surpass any obstacle. This, in turn, will enable them to tackle ever increasing magnitudes of challenge. They will see their education not as a waste of time or a path to more of the same mediocrity or failure but as the means of attaining a future full of choices and possibilities. This "small school" or individualized approach also best allows students with special needs or limited English language proficiency to progress academically within the regular education classroom[48].

Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. A recent study by Bank Street College of Education found that "small schools established between 1990 and 1997 in the Chicago area had lower dropout rates, completed more courses, made higher grades and showed some improvements in standardized test scores."

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[47] Creating a Coherent Curriculum. Problems Involved With Making Curricular Decisions in High School. (http://www.suite101.com/content/creating-a-coherent-curriculum-a56999 last accessed on November 2010.).

[48] Education Commission of the States (http://ecs.org/ecsmain.asp?page=/html/issuesK12.asp. accessed on 12/11/04).

e. Develop DREAM Citizenship

For many of our students, who will be the first members of their families to attend college, the path to higher education will be a long and arduous climb. A school can encourage, cajole, and prepare a student academically, but ultimate success relies on a student's internal belief in and commitment to his or her own success.[49] To get our students through the long climb to college, we will inculcate perseverance and courage. In order to fulfill our long-term goal of having students become leaders in their communities, we will inculcate the character values of Discipline, Respect, Enthusiasm, Accountability, and Maturity (DREAM values).

Because developing these personal qualities is inextricably linked to delivering on our mission, our academic program is paired with a civic education and character curriculum. This curriculum will be designed internally by our staff to ensure that it meets the specific needs of our students; it will draw from off-the-shelf programs, such as Heartwood Ethics (a literature-based program), and school-developed programs, such as the ones employed at other successful "no excuses" elementary schools. Our schedule includes approximately 100 minutes per week in grades kindergarten through second grade and 140 minutes per week thereafter to focus on character development through exploration of poems, fables, fairy tales, and other literature with morals or messages in the student's advisory course. In addition to classroom activities, the program includes periodic assemblies, outdoor education, service learning, internships, and extracurricular activities.

Good behavior will be thought of in the same way as academics – it must be taught. Effective behavior instruction, like effective academic instruction, will be modeled, practiced, and reinforced. Teachers will work with students to visualize how an activity should be provided with meaningful, positive, corrective feedback. Among other skills we will explicitly teach our students how to shake hands, sit properly, walk in lines, leave a place "cleaner than they found it", make eye contact, and use their "PETSY," please, excuse me, thank you, sorry, and you're welcome.

The Providence Collegiate approach to student behavior will be overwhelmingly positive. While there will be clear, strict consequences for poor behavior at Providence Collegiate, we believe that positive recognition of good behavior is most essential to fundamentally improve group dynamics. Providence Collegiate teachers will work to recognize all students for their accomplishments, even if they are small or based on consistent growth. Parents will regularly receive positive phone calls from teachers, who are expected to call all their advisees at least once every two weeks.

f. Help Elementary Scholars Envision a Bright Future Which Inspires Them to Achieve

Research indicates that children who have a clear and positive image of their futures are better able to overcome significant life challenges.[50] Beginning in kindergarten, we will expose our students to the world of high school and college with the implicit and explicit message that with hard work they have all the tools and ability necessary to succeed in these institutions. We will present this message through classroom lessons, exposure to mentors and tutors from institutions of higher learning, and real and virtual tours of campuses.

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[49] The role of a student's belief in their own ability to succeed based on the strength of their own efforts in overall academic achievement has been closely documented by a variety of studies. See Carol Dweck, Self Theories: Their Role in Motivation, Personality, and Development, (2000).

[50] See: E. Werner, "Resiliency in Development," Current Directions in Psychological Science, (June 1995), p. 81-85 and R. Brooks, "Children at risk: fostering resilience and hope," American Journal of Orthopsychiatry, (1997), p. 545-553.

Because we want our students to strive academically in order to earn life choices, we will also expose them to as much as possible to the wider world of art, music, recreation, and nature. Such exposure is essential to helping students to see the life that is possible for them (and for their communities) through their own perseverance and commitment. This exposure includes art, music, theater, debate team, math team, and other enrichment classes as well as single and multiday field trips to museums, local and national parks, high schools, colleges, and adventure programs.

Providence Collegiate's specific focus in this area will be on regular college trips and civic activities. Students at Providence Collegiate will visit college campuses beginning in elementary school to build a sense of expectation and wonder about college and active citizenship. It also will include outings to theater productions, cultural celebration, electoral events, and many more opportunities for enrichment which ensure that students and parents alike don't believe that college is a question of "if" their child will go to college, but rather "where" their child will go to college.

Middle School Curriculum Key Elements

a. Core Courses [51]

- **Guided Reading** **(1 period per day)**
  Students develop and master literacy skills including phonemic awareness, decoding, fluency, oral reading, comprehension and vocabulary. Students take standardized tests and essays based on a modified version of *Roxbury Prep Reading,* and *Amistad Academy Reading Curricula* that make up Providence Collegiate Guided Reading.
- **Literature Study** **(1 period per day)**
  Students develop and master literary analysis of short stories, poems and novels through class discussion and textual analysis. Students are exposed to books from the cannon as well as culturally and geographically texts of unique relevance to each campus.
- **Guided Writing, Grammar, & Writers Workshop** **(1 period per day)**
  Students develop and master writing and editing skills including proper spelling, syntax, grammar, punctuation, and style. Students will write prose, poetry, fiction, and non-fiction of varied length using a curriculum based on a modified version of the *Roxbury Prep* and *Amistad Academy Writing Curricula* to create Providence Collegiate Writing.
- **Mathematical Skills & Procedures (Dragon Math)** **(1 period per day)**
  Students develop and master numeracy in the core operations, fractions, decimals, and positive/negative numbers leading to algebra for all eighth grade students using core texts such as *Saxon Math* to make up Providence Collegiate Math A.
- **Mathematical Applications & Problem Solving (Ganas Math)** **(1 period per day)**
  Students apply mathematical skills in problem solving exercises, investigations, complex word problems, and mathematical experiments such as those found in the *Connected Mathematics Program* (CMP) to make up Providence Collegiate Math B.
- **Social Studies, History, and Global Literacy** **(1 period per day)**
  Students develop and master the ability to critically examine social and historical problems, studying alternatives at key turning points. Students focus on world and American societies using the lenses of culture and time. Civic and economic simulations are incorporated throughout the course using texts such as *History of Us*, *History Alive!,* and *We The People.*
- **Science** **(1 period per day)**
  Students will develop and master scientific knowledge and skills through the study of multiple scientific fields (earth, physical, environmental, biological, and social), apply the scientific method, conduct experiments of their own design, and present their findings professionally. All students will receive High School Level Earth Science in eighth grade. Science will be based on a curriculum such as *FOSS/DELTA Science.*

[51] Schedules will be slightly different for those students who progress through Providence Collegiate from early elementary and those who enter the program in the middle school program. For example, students who begin in elementary school will begin foreign language more intensively in middle school grades.

b. Required Connections Courses:
- Citizenship/Public Speaking
 i.e. debate, model-congress, etc. (full year)
-Art, Theatre, or Music (one trimester each)
- Physical Education & Health (one trimester)
- World Language (starting in grade 8)
- Technology (one trimester in grade 7)

Sample Enrichment Courses:
- African Drumming
- Banking, Investing, & Entrepreneurship (NFTE)
- Chess Team
- Drawing & Art Appreciation
- Knitting and Crocheting
- Dance Workshop

c. Out of School Time
Providence Collegiate students will spend out-of-school time developing academic and civic skills. Approximately two hours of quality homework every night will be linked to classroom instruction and checked by teachers the following morning.[52] A half-hour of independent reading each night of the week is expected of all students and monitored by teachers in an independent reading log summarizing what was read. Missing assignments can result in mandatory attendance at the Homework and Tutoring Center from 4:00pm - 5:15pm.

3. A Respectful School Culture with a Disciplined Environment

Providence Collegiate is founded on the belief that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students.[53] We adhere to a "broken windows[54]" approach to school discipline and a "tipping point"[55] approach to school culture. Providence Collegiate will focus relentlessly on appropriate consequences for small issues in order to ensure that more significant negative behaviors are unlikely to occur.

Teach Appropriate School Behavior
We believe that proper school behavior is not innate, but must be taught clearly and explicitly. Because our students will come from numerous schools and backgrounds, all entering students begin their experience with Preparation Academy, a weeklong session in August at which students are taught the behaviors, routines, rituals, and rules of Providence Collegiate.[56]

Preparation Academy
In Preparation Academy, we administer assessments to establish baseline scores in each subject. In addition, students are taught age-appropriate lessons about how to learn at Providence Collegiate. Preparation Academy includes direct instruction in academic and organizational skills including how to: organize binders, come to class prepared with necessary materials, take notes, put a proper heading on papers, raise hands in class, submit homework assignments, study for a test, ask

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[52] This homework expectation is standard practice at excellent schools including KIPP, Amistad, Roxbury Prep and other successful charter schools, private schools, and high performing test-entry schools in New York.
[53] This approach to discipline is employed by KIPP, North Star, Amistad, Academy of the Pacific Rim, Boston Prep, and others.
[54] The "Broken Windows" thesis, developed by James Q. Wilson and George Kelling, indicates that as environmental characteristics (accumulated trash, broken windows, minor crimes, deteriorating buildings, etc.) remain unaddressed, people feel more vulnerable and withdraw. They become less willing to intervene to maintain public order or to address physical signs of deterioration.
http://www.cityofseattle.net/police/prevention/Tips/broken_window.htm
[55] The thesis was popularized in "Tipping Point: How Little Things Can Make a Big Difference" by Malcolm Gladwell who proposed that social behaviors reach a point at which their growth changes from linear to exponential. When a group of committed people behave differently in small ways, their behavior ripples outward until it reaches a critical mass or "tipping point" which can change the world.
[56] Preparation Academy is based on successful programs such as "KIPPnotization," "Amistadization," and high achieving schools.

respectful questions, etc. The Academy also includes social lessons as basic as how to walk in silent lines in the halls, hold the door for a classmate, say please and thank you, give a firm handshake, make eye contact, apologize for mistakes, make proper introductions, correctly wear the school uniform, properly use meal manners, and leave a place cleaner than one found it.

DREAM Rubrics and DREAM Dollars Paychecks

Our school culture and discipline framework are based on DREAM (Discipline, Respect, Enthusiasm, Accountability and Maturity). Reports distributed weekly to students and parents come in the form of a DREAM "paycheck" which can total up to $100 in DREAM Dollar paychecks with $20 earned for every on-time school day a student attends in uniform and prepared to learn.[57] Students can use their DREAM dollars to "pay" for special trips and awards. Every teacher monitors DREAM, recognizes students for exemplary behavior, and deducts DREAM Dollars for infractions such as calling out (Respect), putting a head down on a desk (Enthusiasm), sloppy work (Discipline), being untruthful (Accountability), or laughing at another's mistake (Maturity).

Community Gatherings

Other essential elements in building a respectful and disciplined school community are Morning Meetings and weekly sessions of Town Hall. These community gatherings are times for students and teachers to come together for spirit building activities, rituals, reflection, recognition, awards, performances, and other community messages. They will also be a time where students who have disrespected the community, e.g. being late or behaving inappropriately, will apologize to the community, thus reinforcing the interconnected nature of a small school.[58] Town Hall will begin as a place for awards and exhibition of exemplary student work and over time will provide time to thoughtfully deliberate current events and issues of importance to the school, community, city, state, nation, and world in a formal setting. Eventually students will strategize and implement methods for helping to *change the world*.[59]

Ambassadorial Behavior

When students enter the Preparation Academy, they must earn their Providence Collegiate uniform.[60] The uniform serves to build school pride, equalize students, and teach the importance of appearance. Students are taught that wearing the Providence Collegiate logo and uniform makes them ambassadors for the school and that they must act accordingly if they want to continue to wear their uniform and represent the school to the world. This means students must embody the DREAM values both inside and outside of the school facility; they must own the values not only as extrinsic motivators, but as intrinsic ways of life. Students unable to maintain ambassadorial behavior lose privileges.

Silence is Golden

Hallway chaos is a sign of deeper troubles in a school's culture that leads to violence, vandalism, and other problems.[61] Providence Collegiate believes school must be an oasis from the cacophony that many students face in their daily lives. Silence reinforces good study habits, provides time during the day for "Drop Everything And Read," emphasizes the importance of order in the hallways, and

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[57] The Paycheck system is based on the KIPP and Amistad Academy paychecks, but modified to encourage long-term savings.
[58] Morning Circle is used at numerous excellent schools, most notably North Star Academy in Newark, NJ.
[59] Based on experiences of the US Page School, in Washington DC and Town Meeting at Amistad Academy, as well as the successful forensics, speech, and debate programs at schools such as Bronx Science, Stuyvesant, and others.
[60] The use of "earned" uniform components is successful at Amistad, KIPP, and other excellent schools.
[61] Visit to IS 172, Powell Middle School for Law and Justice, April 15th, 2005. Comments by Principal and other staff.

helps students focus on the academic tasks by beginning every class with a silent "Do Now" assignment.

Positive DREAM Dollars

In addition to weekly DREAM Dollar paychecks to reinforce expected behaviors, teachers may issue positive DREAM Dollars for especially good behaviors. These can be issued for exemplary character, including volunteering to help a peer or teacher, volunteer service to the school, taking positive initiative, showing courtesy, demonstrating empathy, acts of kindness, outstanding effort, significant improvement, and maintaining the standards of Providence Collegiate when others are not. Students are taught that character is made up of what people do when no one is watching and that the staff will make a special effort to "catch them" being good. DREAM Dollars can be used for specific prizes such as a catered breakfast with school leaders, special lunches, preferred student jobs, and other rewards that acknowledge positive student behavior without taking away from learning time.

DREAM send-outs

Send-outs to the office are used to ensure minimal classroom disruptions to the education of other students. Disruptive students will first be given a DREAM deduction, then may be asked to go to a time-out study carrel to complete a written reflection sheet, and prepare to re-enter the class. If that is not enough to refocus a student, the staff may speak with him/her and involve the student's family. Behavioral infractions can lead to after school detention, missed College and Civic Expeditions, in-school suspension, out-of-school suspension, and in the case of the most egregious and rare behaviors, long-term suspension or withdrawal. DREAM send-outs can also lead to Homework Club, being benched from athletics, study hall instead of electives, silent lunch and break. Behaviors considered disrespectful include but are not limited to: rolling of the eyes, making inappropriate remarks or sounds such as sucking teeth, inappropriate body language, rejecting a staff person's authority, etc. Disrespect will not be tolerated, and further demerits, detentions, and other consequences will be issued as necessary. All merits, demerits, and DREAM Dollars deductions are entered electronically into a real-time school-wide database.[62]

Advisory and Advisors

Within each Homeroom, 12-15 students will be assigned to an Advisory Group. Each Advisor, also a staff member at Providence Collegiate, will be the primary contact with the student's family and will talk with them at least once every two weeks. In Advisory students receive explicit instruction in DREAM character and citizenship and benefit from a small group of students with whom to share meaningful experiences.

Small School and Academy Structure

Research indicates that small schools are more academically successful and engaging than their larger counterparts.[63] Providence Collegiate is designed to be a community of approximately 50-100 students per grade to ensure that all students are known well by multiple adults during their journey to college. Similarly to the elementary program, the upper elementary will have no more than 400

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[62] Our merit and demerit systems are an amalgamation of practices from numerous successful schools including those of Boston Collegiate, Roxbury Prep, Amistad, KIPP, Academy of the Pacific Rim, and others.

[63] Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. A recent study by Bank Street College of education found that "small schools established between 1990 and 1997 in the Chicago students in these schools had lower dropout rates, completed more courses, made higher grades and showed some improvements in standardized test scores." Education Commission of the States: http://ecs.org/ecsmain.asp?page=/html/issuesK12.asp.

students, keeping community meetings to a manageable size. The division between the Elementary, Upper Elementary and High schools will help to keep the school feeling small and to focus students on their next transition towards college and active citizenship.

College and Civic Expeditions, Field Trips, and End of Year Field Lessons
Providence Collegiate is committed to supporting supplemental enrichment activities that enhance our core academic program. These activities are designed to broaden the horizons of our students to give them a better sense of their role as a citizen of their community, city, nation, and world. Each trimester, we have scheduled one Civic Expedition or one College Expedition in middle school and above. Usually held on Saturdays, these incentives are earned by students who have maintained high weekly DREAM Dollars averages (e.g. above $75) for the previous month. College Expeditions include lessons on a local campus about specific aspects of college life such as arts, dorm life, laboratory science, sports, cultural organizations, and others. Civic expeditions include visits to historic sites, museums, art exhibits, and cultural or political events with assignments linked to relevant curricular material. Field trips will be held at the end of each of the first two trimesters and Summer Academy for students who have a certain DREAM Dollars balance in their account. The grand finale of each academic year is an earned three-to-five day Field Lesson out-of-state. Fifth Grade students will visit New York City, Sixth grade students will visit civic sites and colleges in Washington DC, seventh grade students will visit New England, camp, visit rural colleges, and environmental sites and eighth grade students will visit Colleges in Canada. High school students will take longer earned trips to visit colleges in London, South America, Korea, and Africa.

School Visits and Best Practices
Information gathered by the Providence Collegiate network is absolutely essential to our educational approach. Nearly every element of our school model is based on successful implementation at other high performing schools, including our flagship school in Harlem. We believe that our design must be based on proven models of excellence, not innovation or experimentation. As such, we believe there is a great deal to learn from discrete elements that existing schools are already doing well. We have borrowed successful practices from public, private, charter, and religious schools around the country to guide our design process in all areas including academic curriculum, instruction, culture, routines, hiring, physical space, civic education, and character education among others. We believe strongly in the importance of school visits, and have built at least two school visits to successful urban schools into the annual professional development schedule for all Providence Collegiate staff members. Like many of the network's metrics for success, its grounding in research of best practices means that the school may choose to modify these methods based on additional evaluation, observation, and best-practice research.

4. Robust Use of Academic Data and Interim Assessments

The Providence Collegiate curriculum is based on an accelerated introduction to the Common Core Learning Standards. It is designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school. Our rigorous core academic program provides dramatically more time, allowing for two hours of guided reading and writing, two hours of math, an hour of social studies/study skills, and an hour of science for all middle school students each day. This academic rigor requires all students to receive a full year of high school algebra, earth science, English, and Social Studies in eighth grade. This is only possible with frequent use of interim assessments and analysis of relevant data.

Frequent evaluations will ensure that teachers and families know exactly where each student stands in relation to our rigorous standards and what each student needs to do to make progress. They ensure that group instruction, lesson planning, and student support can be adjusted in direct response to their results. The Providence Collegiate faculty will work together for three weeks, prior to the opening of the summer Preparation Academy, to revise and practice lesson plans, modify curriculum for ELL and Special Education students, and design a fully integrated assessment system.

Standardized Tests, Comprehensive Exams, and Other Assessments

Middle and high school students will take a nationally-normed test such as the MAP as well as year-end comprehensive examinations (comps) in a pre- and post-test format allowing administrators to evaluate which methods, lessons, and teachers are providing the most value-added growth to cohorts of students over time.[64] Using a backwards planning format, comps are broken down into six-week assessments that represent cumulative progress towards end-of-year goals and align with the Common Core and State Learning Standards. Six-week assessments correspond with the six marking periods (three progress reports and three trimester report cards issued to families each year).[65] Bi-weekly tests and frequent quizzes will be given in all core subjects and daily evaluations of student performance on "Do Now" assignments, homework, and classroom activities will be evaluated and monitored closely. Families will receive a weekly progress report detailing academic performance using more than 4,000 assignments each year.[66] Assessments will be carefully analyzed to identify individual or group academic gaps.

Approximate Number of Assessments in Core Subjects for a Fifth Grade Student

Comps	Assessments	Tests	Quizzes	Homework	Classwork	Total Items
12	30	108	216	1,290	2,580	**4,236**

Promotion Requirements and Opportunity Days

At a minimum, every student at Providence Collegiate must receive a final grade of 70%, pass an end-of-year comprehensive examination, and meet a specific set of behavioral and character expectations in *each of their core classes* in order to be promoted to the next grade.[7] Students not on track to meet the promotion requirements will have more than 30 "Opportunity Days" on Saturdays, vacations, and during the summer, to improve their content mastery.[67] English Language Learners will have multiple supports and students with special education services will have all necessary accommodations and modifications of curriculum to ensure their ability to meet the high expectations of all students at Providence Collegiate.

College Preparation Portfolios

In order to graduate from middle school, and grade 11 students must prepare and exhibit a College Preparation Portfolio (CPP) demonstrating what they have learned, how they have grown, and whether they are ready for the responsibilities of High School and *Senior Academy* (grade 12), college, and citizenship. This portfolio introduces the college process to students at an early age and includes a fully completed college application as well as a demonstration of mastery in all areas of the Providence Collegiate curriculum including: Reading, Writing, Math, Social Studies, Science, Public

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[64] This evaluation system is in place at the Academy of the Pacific Rim and Boston Prep as well as other excellent schools.

[65] Versions of the six-week assessment system are used at Amistad, Roxbury Prep, North Star, and others.

7 Democracy Prep's promotion criteria is based on common practice at KIPP, Roxbury Prep and others.

[8] Saturday Academy and vacation sessions are a common practice at Roxbury Prep, Boston Prep, KIPP, and others.

Speaking, Technology, Arts, Health/Physical Education, and Electives.

Senior Academy

If granted a second charter term, Providence Collegiate will establish a *Senior Academy* (grade 12). In order to be accepted, students must exceed the high school expectations set by the State. Specifically, this will mean taking and passing all of their NECAP Examinations by the end of eleventh grade before they are promoted from eleventh grade.[68] In the *Senior Academy* students will prepare for college by taking Providence Collegiate Senior Seminars, Case Method Lectures, Advanced Placement (AP) courses, and classes for credit at local colleges. *Senior Academy* is designed to ensure that students are prepared to succeed in a college environment and culminates with a mandatory 200-hour civic externship designed by the student and Advisor. This experience is carried out only after at least five college applications have been mailed out in December and must be completed prior to graduation in June.[69]

School-wide Debate and Speech Program

The public hallmark of Providence Collegiate will be a championship speech and debate program that rivals the most established teams in the nation.[70] Students while in the Lower School will compete in interscholastic forensics competitions on the local level while in our Upper School on the national level and in the Rhode Island Urban Debate League.

5. Exemplary Teaching

Providence Collegiate teachers must do whatever it takes for our students to succeed in college and to engage in their communities as active democratic citizens. This ambitious goal can only be attained through exemplary teaching by every member of the faculty as well as the leadership team.

Recruiting the Best

Providence Collegiate teachers will be experienced educators and veterans of programs such as Teach For America and recruited from public, private, and parochial schools around the world. We seek to receive a minimum of 100 applications for every position available to demonstrate that our teachers are literally the top 1%. This will be accomplished by providing excellent compensation along with an unrivaled professional environment. We intend for teacher salaries at Providence Collegiate to begin at least 10% higher than the traditional public system with raises for school-wide academic performance and stipends for summer and Saturday teaching (see attached *Evaluation Tool*). Additionally, merit-based financial bonuses will be awarded by Campus Directors to teachers whose students demonstrate objective academic improvement above and beyond the school-wide statistical norm. Teachers will receive a competitive benefits package that improves over time as an incentive to promote longevity and reduce turnover.

Collegial and Professional Environment

Teachers at Providence Collegiate will be treated as professionals, provided with all necessary technology (computer, phone, voicemail, email, etc.), appropriate classroom supplies, a personal

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[68] If a student has not passed all exams, he or she will be required to participate in Opportunity Days, tutoring, and Summer Academy.

[69] Senior Academy is designed using the recommendations of the National Commission on the High School Senior Year. http://www.woodrow.org/CommissionOnTheSeniorYear/

[70] The Speech and Debate program will be modeled after the Bronx HS of Science team and will emulate urban teams such as Kansas City High School policy debate
http://bxscience.ny.schoolwebpages.com/education/staff/staff.php?sectionid=330 & <http://tinyurl.com/9v2we>

professional development budget, and essential support at all times. Teachers will receive a minimum of three hours of preparation time daily, dedicated exclusively to grading and lesson planning. Teachers have a preparation block at the same time as grade level colleagues and with subject area colleagues to ensure the opportunity to collaborate, discuss pertinent student issues, and to be used for peer observation. Additionally, teachers have preparations each week to prepare for elective courses and dedicated time every day to tutor students in great academic need. This will total at least 14 hours of weekly built-in preparation time for teachers as well as 3 hours of Professional Development each early-release day. Most importantly, our teachers will work closely with colleagues who get great results and are committed to the same mission.

Consistent Instructional Practices

One of the most frustrating experiences for a teacher is to work hard to establish norms in a classroom only to have them undermined in a room down the hall. At Providence Collegiate, there will be consistent instructional practices in every classroom. While there is not one correct way to teach content, students must have consistent routines, blackboard configuration, grading practices, and behavioral expectations in every class. For example, Providence Collegiate students may enter classrooms by lining up outside the room silently and receiving a firm handshake from the teacher. Students will enter and begin a silent "Do Now" assignment at their desks. After approximately five minutes, students may greet their teacher with a chant, song, or other warm-up activity designed by teachers and practiced in Advisory. Following the "Do Now," students will look at the common board configuration,[71] review the lesson's aim, agenda, homework, and begin a period of direct instruction of new material before breaking into teacher-designed activities in groups, pairs, or as individual practice. Each class ends with a review of the aim and "exit ticket" that emphasizes comprehension of the class's key concepts.

Orderly Physical Space with College Themes

Classrooms at Providence Collegiate are where the magic happens. They will be bright, exciting, lively places that reinforce the mission and values of the school. In each classroom, the mission and motto will be clearly displayed. Around the whiteboard will be the DREAM values, the college graduation year of the homeroom, and STAR posture expectations (Sit up straight, Track the speaker you're your eyes, Ask and answer questions, and Raise your hands). Our classrooms will be named after colleges and universities and decorated in the style and colors of our founding teachers' alma maters. Thus, Room 101 might be known as Morehouse College, decorated in maroon and gray with Morehouse memorabilia, banners, campus maps, pictures of the Maroon Tiger mascot, and photos and quotes from notable Morehouse graduates like Dr. Martin Luther King Jr. and Spike Lee. Room 102 might be the University of Iowa, with a black and gold color scheme, Hawk eyes peering down, and poetry from the Iowa Writers Workshop. Common spaces, including the restrooms, will be kept in immaculate physical condition. Guided by the philosophy that Providence Collegiate citizen-scholars always leave a place better and cleaner than they found it, students will be expected to pick up any debris and report even minor incidences of vandalism.

[71] This blackboard configuration is inspired by Dr. Lorraine Monroe and her work in schools such as Frederick Douglass Academy.

SECTION IV – GOVERNANCE

1) *Provide a detailed explanation of how your proposed charter school will operate:*

    - *How will the governing body be chosen?*
    - *What will be the relationship between the governing body and the school? Provide an organizational chart for the school and a narrative description of the chart. The materials supplied should indicate clearly the reporting structure of staff to the board of trustees and staff to the school director(s). If the charter school would contract with a company for management services, explain the company's role in the organizational structure of the school.*
    - *How will your proposed charter school be administered?*
    - *To what extent will the parents, professional educators and the greater community be involved in the governance and operation of your proposed charter school?*
    - *To the extent possible, provide resumes of members of initial governing body.*
    - *Describe the Due Process procedures by which teaching personnel and parents can legally challenge decisions.*
    - *Please provide a copy of the proposed school's by-laws.*

Providence Collegiate will be governed by an independent board of Trustees. Because the school does not yet exist until chartered, the founding group is that of Democracy Prep Public Schools trustees. Upon receipt of a charter, the Providence Collegiate Board will be formed as an independent group from the charter applicant, DPPS and will consist of a majority of independent trustees who represent all of the sending communities as well as an elected mayor or town administrator. The bylaws outline the manner and procedure for these independent trustees to be chosen.

Providence Collegiate will be part of the Democracy Prep Public School network, which requires a predictable, clear, and transparent governance structure that maximizes school operator autonomy in exchange for incredibly high outcomes and strict accountability. Learning from the lessons of our earlier Mayoral Academy efforts and high quality charter operators from around the nation, it is clear that Providence Collegiate requires a governance model in Rhode Island that captures the unique benefits of the Mayoral Academy law, and the best practices of the highest performing charter schools across the nation without political interference. Thus, the independent Board of Providence Collegiate shall be governed with a focus on long-term student outcomes rather than short term political considerations.

The governing body of Providence Collegiate will consist of the following three categories of trustees.

1) Democracy Prep Public Schools Trustees
2) One elected Mayor or Town Administrator from cities or towns that enroll students at Providence Collegiate
3) One or more representatives from each city or town that enrolls a student at Providence Collegiate who shall make up a majority of the board

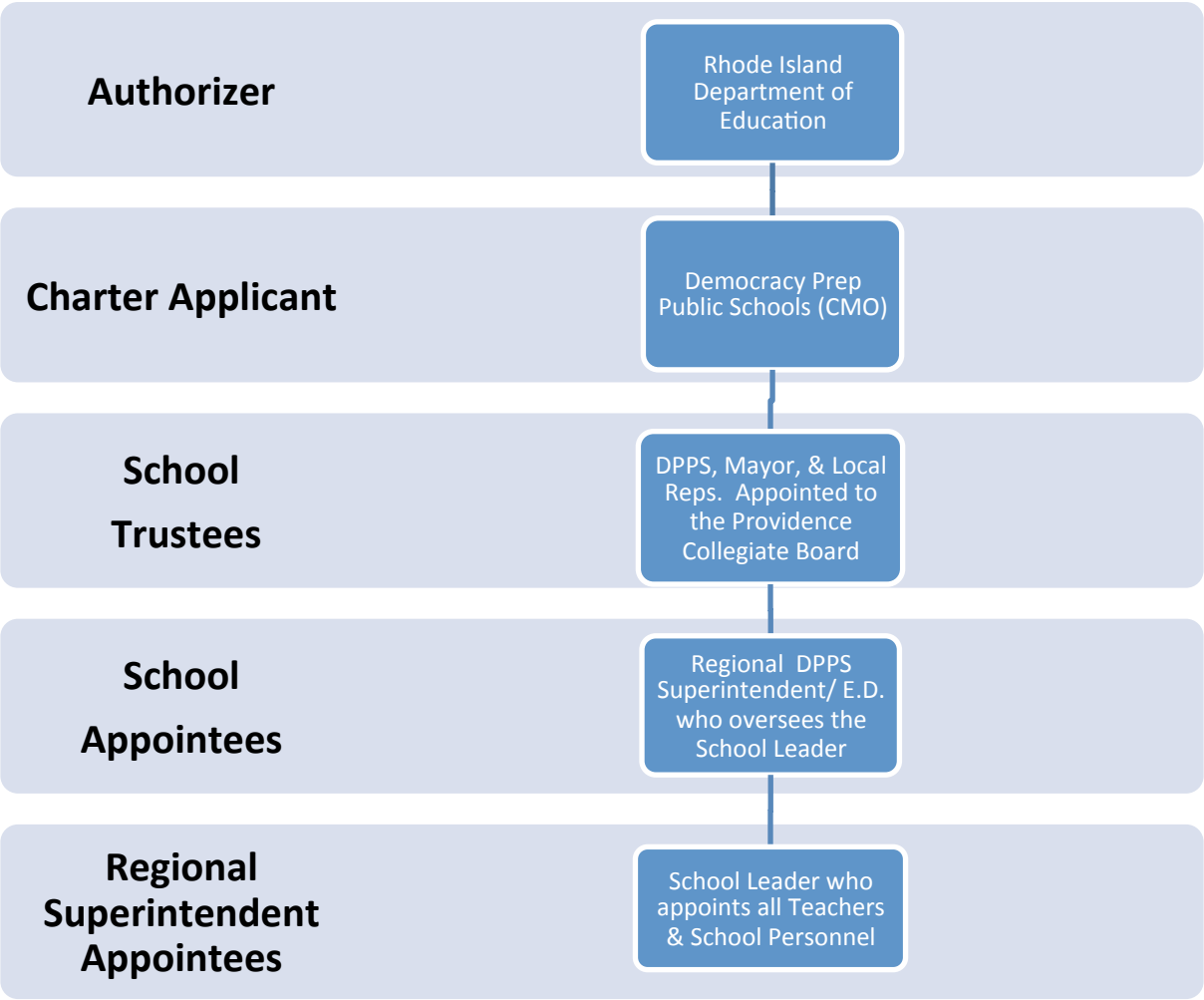
The charter is being submitted by the 501(c)3 non-profit organization Democracy Prep Public Schools, the initial primary accountability and authority will rest in these trustees, upon receipt of the

charter, the Providence Collegiate board will become independent and self-perpetuating following the guidelines outlined in the attached by-laws. Democracy Prep Public School trustees shall recuse themselves during the negotiations at the end of the charter term for the renewal of the management agreement between DPPS and Providence Collegiate.

The process for selecting additional trustees upon awarding of the charter is summarized below:

1) Upon receipt of the charter, DPPS will formally request letters of interest from all included mayors and review them for suitability with the Democracy Prep mission and model.
2) From the pool of interested Mayors, DPPS Trustees will then nominate and vote to appoint a sitting mayor, or mayor-elect, to establish the non-profit corporation Providence Collegiate and serve as ex-officio Chair of the Board of Providence Collegiate.
3) Working with the Chair of the Providence Collegiate board, DPPS Trustees will then solicit nominations and recruit representatives from all of the additional communities in the state that are sending students to Providence Collegiate.
4) From the pool of candidates, the chair and the DPPS trustees will nominate and vote to appoint a representative from each sending community to serve on the Providence Collegiate Board.
5) Upon seating of the entire Providence Collegiate Board of Trustees and the awarding of the charter, Providence Collegiate will apply for a separate corporate entity to operate as a non-profit public charter school in the state of Rhode Island.
6) In the event of the resignation or expulsion of any member of the Providence Collegiate Board of Trustees, the full Board shall vote to appoint a new member to represent the missing community representative.
7) In the event that the chair of the Providence Collegiate board resigns or is expelled (e.g. Central Falls receivership), the Providence Collegiate trustees shall seek as expeditiously as possible appoint a new mayor or town administrator from a sending community as chair of the Board.
8) In the unlikely case where no mayor is willing or able to serve on the Providence Collegiate Board, any duly elected public official (city or town council, state representative, state senator, general officer) who represents a sending town may be appointed by the trustees to serve as Interim-Chair through the next election cycle, at which time a new solicitation of mayors or town administrators would commence and the appointment of a new Chair by the Providence Collegiate Board would take place. An interim-chair shall serve for no longer than 12 months in the position.

The governance function of the Providence Collegiate board shall be that of oversight and policy setting, not management. Democracy Prep Public Schools shall serve as the management organization for Providence Collegiate under the terms of the proposed agreement appended to this application for the duration of the charter term. RIDE shall hold the Providence Collegiate trustees accountable for student outcomes, compliance, and operational viability. The relationship between RIDE as the authorizer, DPPS as the charter applicant, Providence Collegiate as the governing body of Trustees, and the school staff of Providence Collegiate is spelled out on the following page:



Providence Collegiate does not involve parents in governance, however it will deeply involve parents and the broader community through a Family Leadership Council. The FLC works with parents to provide a mechanism for civic activism and policy advocacy in broader education reform efforts. Unlike a traditional PTA, the FLC's mission is not to supplement funding for the school through bake-sales, but rather to serve as a leadership body for education reform throughout the community and the state. At other Democracy Prep FLCs parents have organized civic activities such as get out the vote efforts, voter registration efforts, testimony on legislation, public protest, civic affairs television programs, civil disobedience, and petitions. Moreover, FLC's work with the school leader to find avenues for meaningful parent engagement and service to the school and local community such as food drives, coat drives, painting, community clean-up efforts, and civic/college trip participation.

As a policy, Providence Collegiate does not allow any "constituency" based seats on the board such as teachers, parents, or institutional representatives. Every trustee must act in the interest of the entire school for the long-term sustainability of the institution. Constituency based seats foster parochial interests of specific board members, setting up conflicts that often require Trustees to recuse themselves. Specifically, current family members related to a Providence Collegiate scholar are not permitted to serve in any governing capacity on the school or CMO board. This is because

such roles create an inherent conflict of interest for a parent Trustee, as well as a difficult management relationship for the school leader. For example, if a school leader needed to suspend a Trustee's child, the Due Process guidelines would require that the parent/Trustee would appeal that decision to the school leader (his or her employee), followed by the Board of Trustees (his or her fellow board members). This is clearly an unwise and untenable situation.

See Section XVIII – Required Attachments for the following pieces of information:

- Resumes of Providence Collegiate's founding board is Attachment A,
- The due process procedures for teaching personnel are identified in the Providence Collegiate Personnel Manual which is Attachment N.
- Parent due process procedures are included in the student and family handbooks which are Attachments L and M.
- Proposed Providence Collegiate by-laws are Attachment B.

SECTION V – ACCOUNTABILITY

1) *Summarize your most important goal(s) and associated measures in relation to the following categories:*

    a. *Educational performance;*

    b. *Organizational viability.*

2) *In stating your academic performance goals, specify concrete goals and the indicators you would use to measure progress towards achieving your school's mission. Include multiple measures. While the reviewers recognize that these goals are difficult to establish in the abstract, it is instructive to gain an understanding of the school's expectations. If these goals are suitable for inclusion in an accountability plan, charter recipients will have an opportunity to amend them after the first year of operation via the school's accountability plan.*

The accountability plan for Providence Collegiate contains both school-specific measures and RIDE common measures. Like RIDE, Democracy Prep Public Schools has two paramount goals for all of its schools: *academic excellence* and *organizational strength*. We will be held accountable to these goals by our students, families, community, Board of Trustees, and RIDE using measurable objectives and frequent interim assessments with clear standards and public performance targets as outlined in our *Balanced Scorecard*. Please see the *Balanced Scorecard and Leadership Evaluation Tool* attachment for more information on Democracy Prep's internal evaluation mechanism. Our specific accountability metrics are discussed in greater detail below, and are aligned with those laid out in RIDE's recent *Charter School Performance Review*.[72]

Academic Success of Providence Collegiate' Educational Program

Providence Collegiate will demonstrate objectively what our students are learning in preparation for college and citizenship. We will measure academic progress extensively and precisely using STEP, Fountas and Pinnell, MAP and Terra Nova assessments for grades K-8, and internally developed assessments that are both criterion- and norm-referenced, and externally validated assessments for grades K-8. All of these internal assessments will be designed in preparation for exceptional performance on the NECAP and any other Rhode Island state exams. Our comprehensive exams and assessment system, described below, will ensure that standardized assessments are frequent (every six weeks in the form of Midterm and Trimester Exams), relevant (directly linked to classroom instruction), and standards based (aligned with Rhode Island Grade Span Expectations and the Common Core standards).

We will employ a robust assessment system that does not rely on any one measure in isolation; instead, we will rely on four types of measures in concert: *criterion-referenced*, NECAP; *value-added and norm- referenced,* MAP, STEP and DRA; *comparative,* district, "similar schools," statewide, and national scores on the NECAP; and *internally developed/externally validated* measures such as weekly quizzes, biweekly tests, six week assessments, and comps that are aligned to the NECAP and Common Core.

In addition, Providence Collegiate will use the Fountas and Pinnell Benchmark Assessment Systems to assess student achievement and progress in reading. The administration of the Benchmark Assessment Systems, in addition to the coding, scoring, and interpretation of student responses, are standardized procedures, which provide a reliable and valid measure of student performance and

[72] Notes on RIDE's review and specific accountability metrics accessible here: http://www.ride.ri.gov/commissioner/charterschools/DOCS/20100917_Charter_School_Performance_Review.pdf.

achievement. The Fountas and Pinnell Benchmark Assessment Systems are scientifically researched and aligned to state standards and to the internal benchmark levels that will be used at Providence Collegiate.

Each measure is essential to the effectiveness of our overall system to help determine student curricular mastery, areas for extra support, progress of cohorts over time, and effectiveness of individual teachers.

Absolute Measures
Absolute measures are those that are based on a specific set of pre-determined content knowledge and skills. These measures are also called criterion-referenced, standards-based because they measure against criteria rather than other students or students over time. Their goal is to measure academic proficiency against a standard of knowledge and skill that does not change. Proficiency on these exams is an indicator of a student's likely ability to graduate from high school and succeed in college. Examples of this type of test NECAP exams, STEP and DRA Assessments.

Value-Added Outcome Measures
Value added scores will measure both the progress of individual students over time as well as cohorts of the same students over time. Because this measure compares students to themselves, it controls for demographic factors that may influence performance.

We will measure added value on a nationally-normed test such as the Measure of Academic Progress (MAP). This test will allow us to compare our student performance to similar age students across the nation. Progress of students will be expressed in Normal Curve Equivalent (NCE) scores and converted into percentile rank for dissemination. The increase in percentile rank will demonstrate progress being made by Providence Collegiate students compared to that expected of the national sample. While rapid value-added improvement alone is not enough to ensure proficiency on criterion referenced exams, it does demonstrate progress towards that goal.

Value added measurements will also be conducted for our criterion-referenced tests like the NECAP exam. These results will be expressed in scale scores, which represent a specific level of skill and knowledge. Students will be expected to demonstrate an improvement on their scale score in each successive grade at a rate that will ensure that they eliminate the gap between current performance and proficiency prior to the 3rd grade.

Comparative Outcome Measures
In addition to examining academic goals in terms of absolute student achievement and the value that Providence Collegiate has added to cohorts and individual students, we also compare our performance to students in our sending districts, demographically similar schools, charter schools, the city, and the state.

Internally Developed and Externally Validated Measures
In addition to the external standardized assessments that are an essential part of preparing our students to enter in college, we believe that other indicators and assessments are even more important to prepare them to *succeed* in college. We do not believe it is valuable to "teach-to the-test" but that it is important to prepare every student to succeed on any form of assessment, be it designed by the school or standardized.

Democracy Prep Public Schools, with the support of curricular experts and teachers, will design and administer pre-test Comprehensive Examinations based on state standards that have been planned backwards from the point of college matriculation. Passing the comprehensive exam at the end of each subject is required to be promoted to the next grade, but it is not a one-time high stakes exam. Students will have a great deal of preparation for the exam through six week assessments, weekly assessments, and other tests and quizzes. Those students who earn a grade of less than 70% on the Comprehensive Exam will have at least one additional opportunity to take and pass the exam and be promoted.

The chart below represents a selection of the academic metrics used to measure student performance.

Academic Metrics	**Audited or Validated By**	**Outcome Data**	**Grades Used**	**Description & Rationale**
NECAP Exam	RIDE	Percent of students proficient in spring of next year	3-8	Provide absolute measure of content and comparison with different schools as well as longitudinal student & cohort progress using scale scores.
Democracy Prep Comprehensive Post-Test Exams	Democracy Prep leadership team and outside experts	June Comprehensive Post-Test Exam	3-8	Internally created exams are aligned to state standards and broken into six-week assessments that guide the scope and sequence of the DP curriculum and mimic college final exams.
MAP Complete Battery	NWEA—MAP Assessment	June scores compared to national peers	3-8	National normed and validated tests allow us to measure value added over time and to compare students to their national and charter peers.
ACCESS for ELLs	Democracy Prep	Students eligible for ELL services	K-5	The ACCESS test identifies students who are entitled to our Structured English Immersion program for English Language Learners.
STEP	University of Chicago	National Benchmark every 6 weeks	K-3	Used to determine specific literacy progress of our students over time.
Fountas & Pinnel Reading Leveling Assessment	Fountas & Pinnel	Scores taken every six to ten weeks. Endo the year scores.	K-5	Used for all students to determine reading growth and absolute progress.

Providence Collegiate will meet or exceed Adequate Yearly Progress (AYP) guidelines established under the No Child Left Behind Act (NCLB) for all sub-group populations disaggregated by race, income, special education status, and English proficiency. Moreover, we will ensure a participation rate of more than 96% for all of our NCLB testing with the ultimate goal of 100% grade level proficiency in literacy and math as stipulated under NCLB. In order to prepare all students for success on the exams established RIDE including the NECAP, our curriculum presents all Rhode Island Grade Span Expectations on an accelerated schedule using more than 75% additional learning time than traditional schools and preparing all Providence Collegiate students to succeed in high school and college.

Specific goals—aligned with RIDE's *Performance Review* accountability metrics—are as follows:

1. *Providence Collegiate scholars will make statistically significant gains in absolute proficiency on the NECAP examination each year they are enrolled in our academic program.*

Each year, 75% 3rd and 5th graders who have attended Democracy Prep for at least two years will score proficient on the NECAP Exam in both reading and math. That score will improve by at least five percentage points for each year they attend a Democracy Prep school.

At the end of each year, 95% of kindergarteners should achieve at least STEP 3, 95% first graders should achieve at least STEP 6, and 95% of second graders should achieve at least STEP 9.

2. *These absolute proficiency levels will meet or exceed the 2012 Strategic Plan Proficiency Targets.*

At the end of Providence Collegiate' five-year charter, our internal percentile scores in NECAP reading and math for both the Elementary and Middle School campus will exceed the Strategic Plan Proficiency Targets. In grades 3-5, more than 84% of our students will score proficient in reading, and more than 76% of our students will score proficient in math. In grades 6-8, more than 83% of students will score proficient in reading, and more than 68% of students will score proficient in math.

3. *Providence Collegiate will outperform its sending districts on the NECAP exam and other assessments.*

Each year, the percent of students scoring proficient on the NECAP in reading and in math in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades in our sending districts. Both goals will be measured by an analysis of performance of these sending districts conducted by RIDE.

4. *Providence Collegiate' value-added growth percentile will exceed that of sending districts and the state more generally.*

The following benchmarks, adapted from past performance in New York and Rhode Island, will exceed levels of student growth over time in sending districts:
For years 2 through 5 of Providence Collegiate, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row) will reduce by one-half the gap between the percent at or above proficient on the previous year's NECAP exam. Students who enroll in grades K-3 at the beginning of an academic year will make at least 3 STEPs of growth each year.

5. *English Language Learners at Providence Collegiate will exceed typical progress towards attaining English fluency.*

Students who have been identified as ELL will be assessed annually using the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) Test as well as nationally-normed standardized tests, teacher-created exams, and informal teacher observation in the classroom to determine improvement in English proficiency. Students who score above the Rhode Island Department of Education established cutoff point on the ACCESS for ELLs will be deemed no longer ELL, while those who score below the cutoff point will continue to be classified as ELL.

At Providence Collegiate, 90% of scholars initially identified as English Language Learners will score above the RIDE-established cut-off point by their second year at Democracy Prep, a number that will significantly exceed traditional performance targets.

6. *Providence Collegiate will meet all legal obligations related to access and quality of services for all students, especially ELL and SPED.*

For more information on Democracy Prep's unique and effective program for students with special needs and English Language learners, please see the appendix.

Organizational Viability
Providence Collegiate will evaluate organizational viability in three key areas: finance, administration, and public affairs.

Financial Viability: Our goal is to demonstrate superior civic and college-preparatory academic performance with approximately the same financial resources as traditional New York City public schools. We will continue to operate with a surplus each year and maintain the highest standards of financial controls, management, and auditing.

Administrative Viability: The Board of Trustees will recruit, hire, and evaluate a highly effective charter management organization, who is held accountable for day-to-day management of the school leader. We intend to maintain a staff of highly qualified and experienced educational professionals who stay with the school for an average of three years or more.

Public Viability: Our goal is to demonstrate family demand for, and satisfaction with, Providence Collegiate. Each year, Providence Collegiate will maintain a waiting list of at least 25% of available seats. Each year, Providence Collegiate will have a negative attrition rate of 10% or less, have an average daily attendance of 95% or better for students and staff; garner an 80% satisfaction rate from families in the areas of academic rigor and high expectations of the teaching staff on RIDE-developed satisfaction measures; and ensure that 80% of our community partners and visitors are satisfied with the quality of our academic and civic programs.

SECTION VI – VARIANCES and WAIVERS

Besides the provisions noted in RIGL 16-77.[2-4]-7**,** charter schools are allowed to request variances and waivers from state and district regulations

1) *Describe specifically the state regulations and, if the proposed school is an in-district charter, district policies from which a variances or waiver is sought.*
2) *Please provide a rationale for the request that explains why the variance or waiver is being sought and how the school's proposed method will address the concern that gave rise to the regulation.*

Providence Collegiate hereby requests a waiver or variance from any and all state and district regulations not explicitly required under federal law or RIGL 16-77 that the Commissioner is legally empowered to waive or vary from. Pursuant with Rhode Island charter statute, Providence Collegiate is a public charter school intended to be an innovative model and an expression of the state interest in trying new ideas to improve public education. Providence Collegiate, in particular, aims to serve as a vehicle for development of effective practices in curriculum, pedagogy, administration, governance, parent relations and involvement, social development, instructor's and administrator's responsibilities, working conditions, student performance, and fiscal accountability. In order to meet our ambitious goals, Providence Collegiate needs to operate with maximum flexibility and autonomy to design and implement the educational program that will best meet our scholars' needs.

The Board of Regents, based on the application of a Charter school governing board, may grant waivers and variances to Board of Regents Regulations, except that waivers or variances which would diminish health or safety standards, or which would violate or diminish the regulatory protections of students' with disabilities, shall not be granted.

In the event that either Providence Collegiate or Democracy Prep Public Schools waiver from either the Mayoral Academy statute or Rhode Island Department of Education rules, regulations and similar provisions, Providence Collegiate or DPPS request an explicit release from any and all liability, to the maximum extent available under any applicable rules, regulations and similar authorities.

Specific requests for variances and waivers include:

16-77 Mayoral Academy provisions

Providence Collegiate seeks to have the option of utilizing any or all of the provisions found within the current charter law's Mayoral Academy structure. Providence Collegiate desires the ability to utilize relief from prevailing wage, teacher tenure provisions, and participation in the pension system as found within the Mayoral Charter law. Further, Providence Collegiate requests in advance, through this application, the option to avail itself to any future alterations to the RI charter statute's Waivers and Variances section, such as the automatic and full exemption from all educational laws except those dealing with due process, discrimination and student health and safety. Providence Collegiate thus elects to have the following subsections not apply:

Teachers and administrators in a mayoral academy shall be entitled to prevailing wages and benefits as enjoyed by other public school teachers and administrators (waiver)

Providence Collegiate teachers and administrators will receive compensation and benefits packages separate and distinct from the prevailing norm. Providence Collegiate has a commitment to provide competitive salaries for faculty. The Providence Collegiate salary schedule outlining rates of pay, based on instructional effectiveness, experience, qualifications, and other factors currently starts at 10% above the prevailing wage for both instructional and administrative staff in our target communities, and is available for RIDE review. Providence Collegiate intends to offer up to 12% additional pay as a bonus for demonstrated growth in student achievement, team oriented behaviors, and best practices. Additional compensation for faculty who are particularly effective, or who use special skills, talents and qualifications to design and implement projects that enhance the Providence Collegiate experience will be considered as a mechanism to recognize and reward faculty accomplishments in ways to be mutually agreed upon and outlined in an offer letter for employment.

The Providence Collegiate personnel Manual outlines expectations as well as the normal work hours during the school year along with expectations for required meetings and professional development. The manual will outline Providence Collegiate's commitment to provide and maintain quality group health insurance and dental benefits, life insurance, disability policies, and other benefits as the board and administration deem beneficial.

The terms and conditions of employment, including the compensation and benefits packages, developed and employed in Providence Collegiate will reflect the following priorities. (1) More time for instruction, including significantly longer school days than traditional public schools. (2) Rewarding teachers and administrators based on performance, not experience alone. Compensation will be structured to reward instructional effectiveness. Years of service will not be the sole criterion in determining compensation. (3) Instructional accountability for student achievement is a primary factor in shaping compensation and benefits packages. (4) An emphasis on continual improvement and a relentless pursuit of the mission of closing the achievement gap will lead to adjustments in compensation and benefits over time.

Teachers and administrators in a mayoral academy shall be entitled to participate in the state teachers' retirement system under chapter 8 of title 36; (waiver)

The teachers and administrators in Providence Collegiate will not be entitled to participate in the state teachers' retirement system under chapter 8 of title 36. Providence Collegiate will maintain and provide retirement benefits such that the school contributes to a defined contribution retirement plan for eligible employees. Per the Personnel Manual, employees may be afforded the opportunity to enroll in 403(b) or 401(k) plans upon completion of the introductory period. Providence Collegiate will match the employee's contribution with certain limits that change based on longevity and are very generous by industry standards.

The emphasis of Providence Collegiate's human resources and retirement policies will be to find and retain highly talented educators. The ability to recruit and retain highly effective teachers and principals will guide all human resource strategies.

"Employment in a mayoral academy shall be considered "service" as that term is defined in chapter 16 of this title." (waiver)

"Service" in chapter 16 is defined as service as an employee of the state of Rhode Island. Providence Collegiate is an independent non-profit public school, thus employees of Providence Collegiate will have no guarantee or assurance to be considered employees of the state of Rhode Island whose business time is devoted exclusively to the services of the state.

Providence Collegiate further requires the following waivers and variances:

16-11-1 Certification of Teachers Required (variance) 26

Charter school staff members, including those at Providence Collegiate, are employees of the charter school, not of a nearby school district. Faculty members are public employees and must be certified, in accordance with requirements applicable to other public schools. During the recruiting and screening process, candidates are required to provide all certification and credentialing documentation from any governmental entity. Given the stringent hiring expectations of Providence Collegiate, dozens of candidates will be reviewed for each available teaching position and some of these candidates may come from out of the state of Rhode Island or through rigorously screened alternative teacher education programs such as Teach for America or The New Teachers Project. As a result, certain teaching and administrative employees may require transitional, emergency, or substitute certifications as applicable while reciprocity is being processed. It will be the steadfast policy of Providence collegiate that candidates will be required to apply for the appropriate certification in Rhode Island ***prior*** to beginning a lead-teaching assignment in the classroom.

Providence Collegiate selects applicants for employment on the basis of experience, character, alignment with the School's mission and philosophy, necessary credentials, and ability to perform their required duties. The School is committed to evaluating each applicant and employee on the basis of personal skill and merit as a primary criteria for employment. Democracy Prep seeks to work with RIDE to approve the Democracy Prep Teaching Fellows (DPTF) program for alternative certification under the current guidelines approved by the Commissioner and the Regents. Similar to Teach For America and The New Teachers Project, DPTF will be a national program providing over 300 hours of professional development and practice-based training for new or emerging teachers to be able to take on lead teaching roles in Providence Collegiate classrooms. Fellows will be educational support specialists during their time in the fellowship working under the tutelage of a certified lead teacher.

Providence Collegiate will take all appropriate steps to verify the information provided on an employment application. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

16-13-2 Teacher Tenure; annual contract basis (waiver)

Providence Collegiate does not intend to offer tenured appointments. Rather, it views each teacher as a professional and we have the goal and obligation of assisting each faculty member in maximizing her/his individualized professional potential. Providence Collegiate is committed to maximizing the educational experience of its pedagogical staff to benefit students' academic and civic growth. To that end, observations, reviews and evaluations will be made with the objective of enhancing the experience and ability of the teacher, while maintaining the option of letting a teacher go if they fail to respond to sustained feedback and intervention.

Section 16-2-2 (minimum length of school year) (variance)

Providence Collegiate will exceed the statutory minimum requirement to operate a school for 180 days for students. The length of Providence Collegiate's school days will exceed the statutory minimum of 5.5 hours or 330 minutes of actual school work. Providence Collegiate will submit a school year calendar for approval by the state specified deadlines. Providence Collegiate, as a part of its emphasis of civics education, will hold school days on primary and general election days, although students will be engaged in community service and service learning outside of the school building for much of the day conducting non-partisan get out the vote campaigns and other civic initiatives.

Contractual provisions (variance)

Providence Collegiate currently has no faculty contract to waive or vary from and does not intend to have one.

The employee handbook of Providence Collegiate will be produced with input from the Board of Trustees and the faculty and amended from time to time. It will describe the general conditions and benefits applicable to Providence Collegiate employees. It will outline the Equal Opportunity and Non-Discrimination and Anti-Harassment Policies, and well as complaint and investigation procedures and responsibilities. The manual will further outline general staff policies and procedures for recruitment and hiring, employment categories, and professional categories. It will also cover salary, time, and leave. Personnel policies will comply with all necessary statutory policies and requirements, including Child Abuse Reporting, the Americans with Disabilities Act, and Occupational Safety and Health Administration requirements.

Both parties desire to maintain a collaborative relationship so as to provide the best opportunity for Providence Collegiate to succeed in its educational mission. The Board and faculty will design a "thin" offer letter unique to the school, including flexibility to help Providence Collegiate grow and thrive. Participation in a collective bargaining unit is a faculty decision. Collective bargaining instead of individual bargaining is a right that may or may not be chosen by the faculty.

SECTION VII – SCHOOL YEAR

1) *How do you intend to structure your school day and school year? Provide a sample schedule and calendar.*

As stated in the Educational Program section, Providence Collegiate's curriculum requires dramatically more time to cover all of the essential materials and to provide the quality enrichment activities that make up a well-rounded world-class education.

Students at Providence Collegiate attend school for approximately forty hours each week. While elementary, middle, and high school student schedules vary slightly, most students attend from 7:45am to 4:05pm for core instruction four days each week and from 7:45am to 1:00pm on one early-release day each week. Tutoring, enrichment, homework club, and additional co-curricular activities take place most days until 5:15pm. See attached sample schedule for both elementary and middle school grades.

The Providence Collegiate school year is a minimum of 180 days, and usually 190 days in length. In addition to more than 1500 hours of core instructional time each year, students may also attend Saturday Academy and during some vacations to receive additional individual support, required remediation, or enrichment. Students who have not yet mastered the grade's content expectations attend a mandatory Summer Academy. These additional days provide for a total of up to 33 additional "Opportunity Days" throughout the year for enrichment or to help master essential content. See attached sample calendar.

Providence Collegiate doesn't just have more time, we use the time we do have more thoughtfully and urgently. At Providence Collegiate there will be no wasted time in classrooms, hallways, or assemblies because teachers use routines and common expectations to minimize disruptions. Taken in total, this additional time will account for approximately *70% more instruction each year and nearly a decade of additional learning* compared to a traditional public school student attending grades K-12.

As indicated in the Variances and Waivers section, Providence Collegiate scholars will attend school on Primary and General Election days to conduct service-learning and civic education lessons.

SECTION VIII – STUDENT and OPERATIONAL SUPPPORT SERVICES

1) *Describe the student and operational services to be provided by the local district; list the conditions and terms as applicable.*

2) *If third parties provide support services, then please specify in detail the terms and conditions of those relationships. To the extent possible, please include the following details in your response:*

   • *the length of the proposed contract; performance evaluation measures; the terms for the contract's renewal; all provisions for termination; and*
   • *copies of the last two contracts that the educational service provider has executed with operating charter schools.*

Services to be Provided by the District vs. Providence Collegiate

Service Name	*Service Provider**
Speech Therapy	District
Physical Therapy	District
Occupational Therapy	District
In classroom Special Education Support	Providence Collegiate
Collaborative Team Teaching	Providence Collegiate
Counseling	Providence Collegiate
Nurse	Providence Collegiate
Transportation	District
LEP Evaluation	Providence Collegiate
Special Education Identification/Psychologist	District
Food Services	District
Professional Development	Providence Collegiate and DPPS
Financial Auditing	External auditor
Afterschool programming	Providence Collegiate
Technology Support	Providence Collegiate and DPPS
Student Transportation	District

* DPPS stands for Democracy Prep Public Schools, the charter management organization. For any, student and operational services or third party services to be provided, market conditions and terms will be sought after in the best interest of the student, subject to any applicable rules, policies, regulations and contractual obligations.

Academic and Non-Academic Support Services

Providence Collegiate plans to contract with the District or a qualified outside service provider to provide on-site (at each school) pull-out special education services including Occupational Therapy (OT), Physical Therapy (PT), Speech Therapy (ST) and any other services specifically indicated in our students' IEPs. All special education services will be provided by appropriately trained, certified, and licensed providers accountable to each school's Campus Director.

In order to provide all IEP and Section 504 (Rehabilitation Act) services, we have designed a model that is flexible and fully compliant with applicable laws. We will also have at least one full time teacher certified in special education at each school for students with mild and moderate special

needs. These individuals will be responsible for implementing classroom-based IEP services and ensuring access to the general curriculum for all students on IEPs.

The robust evaluation and assessment system at Providence Collegiate will ensure that all students who enter the school will be routinely monitored to ensure that they are making effective academic progress. This tracking of student performance will begin prior to the first day of Preparation Academy in the summer before fifth grade. Students admitted through the lottery process will be required to take a nationally-normed standardized test such as the Measures of Academic Progress (MAP) as well as a battery of internally designed criterion-referenced comprehensive exams for each of the core subjects. The results of these exams will be used to determine which students are in immediate need of remediation during the summer school program and which grades they should be placed in for upper grade applicants. Students with particularly low scores will be monitored closely by their Advisors and be provided with support and accommodations as needed.

All students with IEPs at Providence Collegiate will take the same state, national, and internal assessments as their non-disabled peers. Students with IEPs or 504s will receive the appropriate accommodations as identified in their plans and parents will receive reports on their student's progress at least as often as non-disabled students. Parents will receive three IEP progress reports each year in addition to report cards, progress reports, DREAM Dollar paychecks and personal contact from Advisors.

As required by state law, Providence Collegiate will provide an annual report including:

- The number of students with IEPs and 504 plans
- The specific nature of each student's disability
- Each student's placement and educational setting

Democracy Prep's mission is to prepare all students to graduate with the essential knowledge, skills, and character to succeed in college and citizenship. A prerequisite to achieving this mission is that every Democracy Prep student must become a literate and fluent reader, writer, and speaker of Standard English as quickly as possible. As such, it is one of our chief aims to work with identified ELL students in an inclusive structured English immersion (SEI) program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. This SEI model does not segregate ELLs from their English speaking peers and SEI students have "consistently scored higher than those enrolled in traditional bilingual programs" in large scale studies in California, Arizona, and Massachusetts. Locally, SEI has demonstrated success at high performing charter schools such as KIPP Academy and Bronx Prep.

All students will have equal access to all programs and services including: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including music, art, vocational, and technology programs; and all after school programs including athletics. Students will maintain and enhance their native language skills through enrichment and World Language class. Accelerated Reader time, ELL students will have access to a computer-based English Language acquisition program such as Rosetta Stone for new arrivals.

Providence Collegiate will identify students as ELL using the Home Language Questionnaire (HLQ). We will provide the HLQ to the parent or guardian in a language and format the parent or guardian best understands. After the lottery, families will be asked questions including:

- What language(s) is/are spoken in the student's home or residence?
- What language(s) is/are spoken most of the time to the student, in the home or residence?
- What language(s) does the student understand?
- What language(s) does the student speak?
- What language(s) does the student read?
- What language(s) does the student write?
- In your opinion, how well does the student understand, speak, read, and write English?

Our SEI program will comply with all applicable laws and legal precedents specifically related to ELLs including, but not limited to, Title VI of the Civil Rights Act of 1964, the Equal Educational Opportunities Act of 1974, and Castaneda v. Pickard (1981). ELLs will be included in every aspect of the educational program at Democracy Prep and valued as members of our community. ELLs will never be provided with curriculum materials of a lower standard, or denied access to curricular or extracurricular activities because of their lack of English proficiency.

Providence Collegiate also assures that:

- ELL students will not be excluded from curricular and extracurricular activities based on their inability to speak, read, or write English.
- ELL services are completely distinct from Special Education services and no child will be assigned to Special Education simply because of their ELL status.
- Students who qualify for both ELL and Special Education will receive the full benefit of both individually tailored programs.
- Families whose English proficiency is limited will be provided with notices, phone contact, and other essential information from the school in their native language.

Management Agreement with Democracy Prep Public Schools

Providence Collegiate will execute a management agreement (ESP agreement) with Democracy Prep Public Schools, a charter management organization (CMO), to provide core services. The proposed management agreement for Providence Collegiate and the last two management agreements executed by Democracy Prep Public Schools are attached as Attachments C, D, and E in Section XVIII.

The proposed contract would need to be ratified by the independent trustees of Providence Collegiate, and would be concurrent with the charter term, expected to be five years. As indicated in this application, the management agreement would be evaluated based on the school's ability to meet its stated charter specific goals and RIDE's common goals for public charter schools. Included as Attachment O is the Democracy Prep Balanced Scorecard, the comprehensive evaluation rubric of performance measures that Democracy Prep Public Schools uses to hold all of its school leadership accountable and which the Providence Collegiate Board will use as well.

Prior to the end of the charter term, either party, Providence Collegiate or DPPS, can work under the terms of the agreement to sever the relationship at the culmination of a fiscal and academic year (June 30th). Either party would need to provide the other with a cure-period to address the specific issues raised, and sufficient notice to families, communities, and RIDE. Upon application for a renewal charter, the mayor and independent trustees of Providence collegiate would again need to negotiate and ratify a new agreement with Democracy Prep Public Schools.

The following is an explanation of the core services to be provided by Democracy Prep Public Schools.

Core Services

To allow school leader to focus on students and teachers, Democracy Prep provides the following six **key services** to campuses: finance, academics, operations, people, knowledge management, and civic engagement as illustrated in the figure below. Each of these services will be itemized in the financial documents at year end to indicate how the DPPS management fee is being spent.

DPPS Core Services Teams

Finance Team

The Finance Team manages all finances for the central office and performs financial analysis, stress tests analysis, and long-term planning for the CMO and individual schools. Additionally, the Finance Team prepares individual school annual budgets in collaboration with the school leader and presents them for approval to school level Boards of Trustees along with quarterly financial reporting to school level boards. The Finance Team supports the creation of systems for accounts payable, accounts receivable, payroll, and for overseeing the accounting process. Day-to-day bookkeeping entries are completed by school level business managers who follow the Democracy Prep fiscal policies and procedures manual.

Academic Team

Democracy Prep will establish network-wide curriculum and assessment systems based on best practices throughout the network and beyond. These systems will include curriculum scope and sequence, evaluation measures, and comprehensive exams on a six-week cycle that are administered to all scholars in a region at the same grade level. The Academic Team provides extensive planning assistance, and helps to provide feedback and analysis of diagnostic assessments to teachers and school leaders. They support school leaders with professional development, inspections related to school culture and academic rigor, and provide overall instructional oversight to advance comprehensive school quality. Democracy Prep both coordinates and ensures the provision of network-wide professional development and training sessions including an annual Democracy Prep symposium as well subject area summits throughout the year. Individual school leaders will report to regional Assistant Superintendents on the Academic Team.

Operations Team

The Operations Team provides support and consultation on all matters related to facilities and capital improvements, both public and private. The Team also provides support in benefits

administration, procurement systems, food service, and student transportation issues. The Operations Team oversees all Democracy Prep technology systems infrastructure, e-rate compliance, management of information technology, and cross-network platforms and works closely with school-based technology staff. While reporting to the Campus Director, school-based office managers and student registrars are supported by the Operations Team to create efficient student records systems, filing methods, school safety plans, and help to liaise with the fire department, police department, transportation companies, food service providers, and other vendors. Compliance issues are handled primarily by the Operations Team as well, focusing on new charter applications, charter renewals, facilities hearings, and construction management agreements with service providers.

People Team

The People Team recruits from a national pool of educational talent to fill positions at Democracy Prep schools and at Democracy Prep Public Schools central office. People Team members attend national recruitment fairs, hold university information sessions, and network through social media. After gathering initial resumes and applications, the People Team will vet prospective candidates and present them to school leaders and Democracy Prep for final review by the direct supervisor after they schedule a sample lesson or similar authentic task. Once staff members are selected the People Team supports school leaders in implementing the Democracy Prep benefits and human resources functions of the organization. This includes tracking and encouraging staff satisfaction and long-term staff-retention.

Knowledge Management Team

The Knowledge Management Team is responsible for researching, documenting, and disseminating best practices at Democracy Prep and across the school reform movement to individual Democracy Prep school leaders and teachers. Data captured at the classroom and school level is aggregated and analyzed by the Knowledge Management Team through sophisticated student information management systems and compared across the network for patterns and trends. They are also responsible for preparing school level, board-level, and network level dashboards with a focus on quality data visualization.

Civic Engagement Team

The Civic Engagement Team is responsible for Democracy Prep's press, marketing, branding, and web presence. The Democracy Prep theory of social change relies on the Civic Engagement Team to ensure that families, scholars, and staff are excellent advocates who can be mobilized for the purposes of social action on a wide variety of issues. This includes network-wide efforts such as "I Can't Vote, But You Can" campaigns, student lobby days, and voter registration drives. Advocacy also includes efforts to build relationships and institutional partnerships with organizations that share common purposes. The Team's responsibility is to help tell the story of Democracy Prep to the world, including funders, philanthropic partners, dignitaries, elected officials, and other stakeholders. Development, grant-writing, and civic events are also housed in the Civic Engagement Team.

As it reaches scale, Democracy Prep will directly transform the lives of thousands more students, have a greater impact on local school systems and communities, and **achieve economies of scale**. By centralizing many administrative and financial tasks associated with school management, the Democracy Prep network will:

- Build an increasingly supportive administrative infrastructure to ensure that school leaders and educators focus solely on teaching and learning;
- Establish a safety net and rapid response system for struggling schools;
- Create scalable capacity for partnership with districts, states, authorizers and funders; and
- Demonstrate sustainable success at a system-level to help drive broader change.
- Leverage and develop scarce leadership talent, by expanding *Leader U*.

Service Delivery
For each of the six key services (academics, finance, operations, people, knowledge management, and civic engagement) Democracy Prep has a range of tools to ensure campus leaders receive necessary support. The most common of these are: technical assistance and training, intellectual property and best practices, brand management, network functions, quality assurance, and streamlined administration.

Technical Assistance and Training
Democracy Prep will work with campus directors to provide the information, technical assistance, training, and tools needed to improve and expand their schools. Campus directors will also turn to Democracy Prep when they face specific, acute challenges to gain perspective, expertise, resources, and support.

Intellectual Property and Best Practices
Educators in the Democracy Prep network have developed a wealth of experience useful for classroom instruction and school development including curricular materials and classroom management best practices. Democracy Prep transforms the best elements of this knowledge into a slate of accessible tools that capture the lessons learned by previous and current master-educators. The network then provides targeted support culled from these efforts including—classroom materials, lesson plans, curriculum, assessments, and classroom management techniques.

Brand Management
Democracy Prep has established a reputation for instructional effectiveness that produces breakthrough results. This reputation for quality work helps raise the profile and credibility of the campus project. Teacher, staff, and student recruitment are bolstered by the brand. Most importantly, Democracy Prep sees brand management as a crucial mission-goal because of its importance in college admissions for student and talent recruitment for staff.

Information Sharing
Democracy Prep serves as a network of high-performing schools, fostering innovation and leveraging experience as critical friends. Instead of legislating tactical moves, Democracy Prep gives local school leaders the room to experiment in appropriate instructional and organizational ways, thus fostering innovation and sharing lessons learned. Democracy Prep connects campuses through its website, email groups, video-conferencing, and in-person summits, facilitating knowledge sharing. School leaders and teachers interact, build relationships, and develop a network of mutual support and concern that eases the transmission of useful information and strategies.

Quality Assurance
Democracy Prep schools and leaders go through an ongoing vetting process that includes strong quality assurance mechanisms. Schools embrace a performance assessment and accountability

system on the balanced scorecard geared towards managing the fidelity of the implementation. At least once each year Democracy Prep conducts school-culture and academic audits performed by teams of network leaders, including other Campus Directors. These inspections serve both to provide constructive criticism and to maintain quality while also ensuring that necessary interventions are made whenever necessary.

Streamlined Administration

Democracy Prep has the capacity to streamline many functions, including those related to development, instructional material production, human resources, performance measurement, evaluation, and accounting. By centralizing certain back-office functions, Democracy Prep frees local school leaders and educators to focus on educational work. Additionally, by collecting performance and achievement data electronically via an intranet-based system, Democracy Prep ensures schools measure and report impact in real time.

SECTION IX – BUILDING

1) *If you have identified a space for the school, identify and describe the facility to be used for your proposed charter school. If not, please describe your plans for and progress towards identifying a suitable facility.*

2) *List the detailed terms and/or conditions for its use.*

Democracy Prep Public Schools is currently in confidential negotiations to purchase a vacant school facility. The school building is approximately 25,000 square feet and is centrally located for our target communities in Providence County. Because sensitive negotiations are ongoing, Democracy Prep would rather discuss the suitability of this site with RIDE personnel than enumerate it here in this public document.

In addition to the primary target facility indicated above, Democracy Prep Public Schools is working to identify other public school facilities and private commercial sites for current and future use. Our first expansion option is to work with the City of Central Falls Office of the Receiver to purchase or lease an underutilized facility from the City of Central Falls such as the Captain Hunt school building or the Feinstein Building which currently only serves 50 students, or the Fairlawn building currently leased by Central Falls. Because of the fiscal challenges in Central Falls coupled with Democracy Prep's strong cash position, the potential for a partnership appears high. If the facilities purchase or a partnership with Central Falls does not materialize, we will explore partnerships with other target communities that have underutilized public facilities. Mayor Doyle expressed initial interest in such an arrangement as did Mayor Cicilline given the number of closing or vacant public school facilities in Providence. While both were strongly supportive, we have chosen to wait to continue negotiations with their successors in January, 2011.

Finally, Democracy Prep's facility team has identified multiple other commercial spaces currently available on the open market that would be suitable for a short-term lease though would be unlikely to serve as long-term school facilities. A sample of buildings currently under consideration include:

- Clifford Street, Providence
- Hunt Street, Central Falls
- North Main Street, Providence
- High Street, Pawtucket

In short, Democracy Prep Public Schools has more than two million dollars in liquid facilities capital available for this project if needed to help finance a project, as well as significant lines of credit available at Chase Bank, TD Bank, and Carver Bank. The Budget of Providence Collegiate, carves out a significant portion of its operating funds each year for associated lease costs, leasehold improvements, and/or debt service for facilities and maintenance costs, and expects to be able to fund the ongoing facilities costs out of annual operating revenues.

SECTION X – HEALTH and SAFETY

1) *Describe how you plan to ensure the health and safety of students and staff.*
2) *Describe provisions for providing health services.*

Health Services

Providence Collegiate will comply with all essential health services requirements applicable to public schools. To the extent possible, Democracy Prep will provide on-site health care services similar to those services available to children attending District Public Schools. School staff will work with the health department, local school districts, and other appropriate authorities to provide these services.

Health services may include:

- Physical examinations upon admittance to the School.
- Physical examinations upon entry into any grade deemed necessary by School District and/or Democracy Prep.
- Annual vision screening testing
- Annual hearing testing
- Annual scoliosis (spinal) screening test
- Maintenance of cumulative health records.
- Emergency care of ill or injured students.
- Compliance with and enforcement of mandatory immunization requirements.
- Access to automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment.

Immunization Requirements

We will require that each student entering kindergarten or a new school district in grades 1–12 have a certificate of immunization at the time of registration or not later than the first day of school.

A review of student immunizations requirements and the proper supporting documents shall be completed for all new students and may include testing for:

- Diphtheria, Polio, Measles, Mumps, Rubella (MMR), Hepatitis B, Varicella

Before a child can be permitted to enter and attend Providence Collegiate, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Students Who Require Daily Medication

Students who require daily medication will be administered that medication in accordance with the stipulations of the required doctor's note. All such medications will be secured in the nurse's office and will be administered by the nurse or other appropriate school official.

Staff Health Plan

All Providence Collegiate employees will be offered (on an opt-out basis) health insurance coverage on Democracy Prep Public Schools' two-tiered health plan, the cost of which is shared by Democracy Prep Public Schools and the employee.

SECTION XI – EMPLOYEES RELATIONSHIPS and HUMAN SERVICES

1) *What are the terms and conditions of employment in your proposed charter school?*
2) *What is the targeted instructional and non-instructional staff size?*
3) *What are the accountability evaluation procedures for all school employees?*
4) *What professional development activities are proposed to support goals?*

Providence Collegiate teachers and support staff must do whatever it takes for our students to succeed in college and to engage in their communities as active democratic citizens. This ambitious goal can only be attained through exemplary teaching and support by every member of the staff. This section presents Providence Collegiate's staff growth plan, staff recruitment plan, retention plan and professional development plan.

Staffing Plan

In the first year, the Maximum enrollment model instructional staff size is 31 and the Non-Instructional staff size is 7, for a total full time staff of 39. In addition, Democracy Prep Public Schools provides staffing support in the areas of Academics, Finance, Operations, Civic Engagement, Knowledge Management, and Talent Acquisition who are covered under the DPPS management fee. In subsequent years, as new students are added, the formula for addition of new instructional staff is roughly two new teachers per homeroom of 25 students, as well as one ACT teacher and One elective Teacher per 125 students. Non-Instructional staff grow in a less-linear fashion, but as enrollment increases supplementary staff will include additional social workers, student registrars, receptionists, and academic support staff. Because of the national attention Democracy Prep has received, last year there were more than 6,000 applicants to Democracy Prep Public Schools for fewer than 60 positions across the network.

Teacher Recruitment

Democracy Prep Public Schools Director of Talent Acquisition leads recruitment for all Democracy Prep Schools. Democracy Prep's People team seeks experienced urban educators and veterans of programs such as Teach for America and of from public, private, and parochial schools around the world. By extensive outreach beyond traditional channels, the People Team seeks to continue to receive a minimum of 100 applications for every position available to demonstrate that our teachers are literally the top 1%. In addition to our website and traditional job listings, job advertisements are posted to social media websites, non-profit-oriented websites such as Idealist.org, Teach for America magazine, and other sources. In addition, members of the People Team make several key visits to colleges and universities to attend job fairs and hold informational sessions. Finally, Democracy Prep Public Schools already has a pool of over 125 staff members who are eligible for a recruitment bonus if someone they referred is hired at to work for Democracy Prep.

After gathering initial resumes and applications, the People Team will vet prospective candidates and present them to the Campus Director at Providence Collegiate and Democracy Prep Public Schools for final review, after scheduling a sample lesson or similar authentic task.

The Teaching Profession at Providence Collegiate

Teachers at Providence Collegiate will be treated as professionals, provided with all necessary technology (computer, phone, voicemail, email, etc.), appropriate classroom supplies, a personal professional development budget, and essential support at all times. Teachers will receive a minimum of three hours of preparation time daily, Monday through Thursday, dedicated exclusively to grading and lesson planning. Teachers have a preparation block twice a week at the same time as grade level colleagues and twice a week with subject area colleagues to ensure the opportunity to collaborate, discuss pertinent student issues, and to be used for peer observation. This will total ≈12 hours of weekly built-in preparation time for core teachers. Most importantly, our teachers will work closely with colleagues who get great results with our students and are committed to the same mission.

Every summer, prior to the first day of school, teachers will receive three weeks of uninterrupted professional development. During the school year, teachers are given additional professional development for at least three hours every Friday. We believe strongly in the importance of school visits, and have built at least four school visits to other successful urban schools into the annual professional development schedule for all Democracy Prep Public Schools' staff members. Professional development is discussed in detail in the following subsection.

In addition, Providence Collegiate will be attractive to prospective teachers and staff because it will provide excellent compensation along with an unrivaled professional environment. We intend for teacher salaries at Providence Collegiate to begin higher than the Rhode Island system with raises for school-wide academic performance and stipends for summer and Saturday teaching. Additionally, merit-based financial bonuses will be awarded by the school leader to teachers whose students demonstrate objective academic improvement above and beyond the school-wide statistical norm. Teachers will receive a competitive benefits package that improves over time as an incentive to promote longevity and reduce turnover.

These opportunities and benefits do not come without accountability. All teachers are hired on an at-will basis and are evaluated regularly by Campus Directors and by Democracy Prep Public Schools. In order to do evaluate teachers most effectively and fairly, Providence Collegiate will use the DPPS' proven teacher evaluation rubric included in Section XVIII as Attachment P. For a more in depth discussion of personnel policies, see DPPS' personnel manual, which is also included as Attachment N.

Professional Development

Professional Development (PD) will be an essential part of Providence Collegiate, designed explicitly for the purpose of advancing our three paramount goals, academic excellence, mission advancement, and organizational strength. PD will be delivered throughout the year including 14 pre-service (summer) days, 9 school-year full days, 29 early release half days, and outside programs and courses chosen by individual teachers as well as planning and multiple collaboration periods scheduled for every teacher every day.

The Campus Director will serve as the primary in-house professional developer for pre-service and school-year programs. He or she will focus on coaching faculty and providing the support necessary to improve academic outcomes while involving teachers in the planning of essential PD to ensure it meets their needs. Occasionally, faculty members will be selected to present their most effective practices in PD sessions. Expert consultants will be brought in to support the entire staff as

appropriate and DPPS staff members will regularly lead PD sessions on topics in their expertise. PD days will include regular observations of other exemplary schools, teachers, and curricula.

Providence Collegiate will build PD into its schedule each week so that every teacher is able to collaborate with other faculty as well as department chairs, grade level chairs, Campus Director, DPPS staff members, and other colleagues. Time will also be reserved for service on school committees and for teacher observations. Professional Development from 1:30-5:00 pm every other Friday is part of the bi-weekly schedule to ensure that teachers have time together to analyze and review data, examine student work, realign curriculum as needed, discuss pertinent issues of school culture and consistency across classrooms, and reflect on successes and challenges with specific students. Staff meetings on alternate Fridays from 3:30-5:00 pm will focus on PD topics, school wide goals, and other matters that need to be discussed as a whole faculty.

Pre-Opening and Year-One Professional Development Priorities

There are two overarching PD priorities for the beginning of Providence Collegiate: establish a culture of academic excellence and ensure that we use assessments strategically to guide teaching and learning. We must run a tight organization that operates efficiently in order to allow our in-school PD time to focus on these two priorities. Prior to the opening of the PD Institute, the Leadership Team will partake in PD sessions with outside experts on leadership, organization, and management.

Summer Professional Development

The three-week PD Institute for all new staff will begin on August 1st in year one. In subsequent years, the PD Institute for returning staff will run two weeks with an additional week for new staff. The leadership team will work together to lead the appropriate PD sessions with external facilitators when necessary.

School Year Professional Development

School year PD begins during the summer in the afternoons following Preparation Academy. Once students have left for the day at 1:00 pm, teachers will gather to reflect on the successes and challenges of the day and plan improvements for the next day. Time will also be spent fine-tuning curricula for the opening of school in September 2011. While Preparation Academy is designed to focus primarily on assessment and enculturation of students, the process of culture-building does not end there. PD sessions throughout the year will ensure a relentless focus on a rigorous academic culture with tight discipline systems, common language, and consistent expectations. Bi-weekly Friday PD sessions will be used regularly for Inquiry Groups with a focus on samples of student work. Some sessions will be devoted to grading student exams and ensuring that evaluation practices are consistent across the school. Two PD days each year will be dedicated to visiting four successful urban schools and discussing the practices we saw and hope to incorporate. Please see the Sample PD Schedule included on the following pages.

Outside PD Opportunities

While consistent faculty-wide PD is the most important element of building our school culture, we also want to ensure that individual teachers are given the opportunity for outside PD opportunities. Each faculty member will receive funds each year to use towards approved Individual Professional Development Plans. These may include courses, retreats, conferences, visits to additional schools, and other opportunities deemed necessary.

Sample PD Schedule			
Date	**PD Plan**	**Upcoming week's events**	**Notes**
SEPTEMBER			
Sept. 10th	Campus Planned PD	Back to School Night	
Sept. 17th	Department Meetings (1.5 hours) Campus Meetings (1.5 hours)		
Sept. 24th	Taxonomy Rotations (2 hours) Campus Meeting (1 hour)		
October			
Oct. 1st	Campus Planned PD		
Oct. 8th	Department Meetings (1.5 hours) Campus Meetings (1.5 hours)	Midterm Week	
Oct. 15th	Grading Day		
Monday Oct 18th	PD Afternoon for Teachers Data Analysis Meetings by Campus Taxonomy Rotation		Half Day for Students
Oct. 29th	Campus Planned PD	Election Day - Get Out the Vote	Two and half weeks until midterms. Teachers should be preparing both test, review work & tutoring in preparing for exam week.
November			

Nov. 5th	Taxonomy Rotations (2 hours) Campus Meeting (1 hour)	No School Friday	NYC Public closed Thursday not Friday. Remember to make plan for good attendance on Thursday.
Nov. 12th	DPCS Closed for Veteran's Day		Thanksgiving is approaching. Consider beginning to prepare vacation homework packets.
Nov. 19th	Campus Planned PD	Thanksgiving Break	This is the last PD before Comp week because the next week if vacation. Remember to review schedule for week and prepare teachers for active proctoring.
Nov. 26th	DPPS Closed for Thanksgiving Break	Comp Week begins after Thanksgiving break	
December			
Dec. 3rd	Grading Day	Trimester Two Begins	
Dec. 10th	Full Day PD School Visits in am Data Analysis by Campus in pm Department Meetings in pm		No School For Students
Dec. 17th	Campus Planned PD	Holiday Break	Last PD before Holiday Break Remember to prepare holiday homework packets.
Dec. 24th	DPPS Closed for Holiday Break		
Dec. 31st	DPPS Closed for Holiday Break	Staff Evaluations Due Jan. 7th	
January			

Jan. 7th	Department Meetings (1.5 hours) Campus Meetings (1.5 hours)		
Jan. 14th	Campus Meetings (1 hour) Early Release for Staff (2:30 pm)	Midterm Week No School Monday	
Jan. 21st	Grading Day		
Jan. 24th	Half Day for Students PD Afternoon for Teachers Data Analysis Meetings (1.5 Hours) Campus Meetings (1.5 hours)		
Jan. 28th	Campus Meetings (1 hour) Early Release for Staff (2:30 pm)	FUNbruary Begins	
February			
Feb. 4th	Taxonomy Rotations (2 hours) Campus Meeting (1 hour)		
Feb. 11th	Department Meetings (1.5 hours) Campus Meetings (1.5 hours)		
Feb. 18th	Campus Meetings (1 hour) Early Release for Staff (2:30 pm)	February Break Begins	
Feb. 25th	DPPS Closed for February Vacation		
March			
Mar. 4th	Campus Planned PD	Comp Week begins	
Mar. 11th	Grading Day		
Mar. 18th	Full Day PD School Visits in am Data Analysis in by Campus in pm Department Meetings in pm		No School For Students
Mar. 25th	Taxonomy Rotations (2 hours) Campus Meeting (1 hour)	Staff Evaluations Due April 1st	

April			
April 1st	Campus Planned PD		
April 8th	Department Meetings (1.5 hours) Campus Meetings (1.5 hours)	Midterm Week	
April 15th	Grading Day/Early Release for Staff	Spring Break Begins	
April 22nd	DPPS Closed for Spring Break		
April 26th	No School For Students Full Day PD Taxonomy Sessions Department Meetings Data Analysis Meetings		
April 29th	Campus Planned PD	ELA State Test	
May			
May 6th	Campus Planned PD	Math State Tests	
May 13th	Department Meetings (1.5 hours) Campus Meetings (1.5 hours)		
May 20th	Taxonomy Rotations (2 hours) Campus Meeting (1 hour)		
May 27th	Campus Meetings (1 hour) Early Release for Staff (2:30 pm)	Memorial Day	
June			
June 3rd	Department Meetings (1.5 hours) Campus Meetings (1.5 hours)		
June 10th	Campus Planned PD		
June 17th	Staff Celebration		

June 24th	Last Day of School Teacher Check-out Completion		

SECTION XII – DISCIPLINE POLICIES

1) *Please provide a description of the charter school's student discipline rules and procedures for general education students. If your school is to have a provision for suspension or expulsion, include as well the long-term and short-term due-process protections for students and parents, and procedures and policies for implementing mandatory alternative instruction.*

2) *Please provide the discipline policy that the school will enact for students with disabilities.*

Providence Collegiate places a great deal of emphasis on our Code of Conduct, contained in our Student and Family Handbook (Sample Elementary and Middle School Versions are included in Section XVIII as Attachments L and M) and ensures that there is a consequence for every disciplinary infraction, from the routine to the most serious. Our policies are based on the most successful schools in the country and include due process procedures for all students. Students with disabilities have additional rights as outlined in federal law, and they are described in depth in the *Discipline for Students with Disabilities* section of the application.

Please see the Sample Democracy Prep Student and Family Handbooks for Elementary and Middle Schools—in Section XVIII—which apply to all students including Special Education and ELL students and includes provisions for implementing alternative instruction options for suspended students of compulsory education age.

The purpose of Discipline Policies is to help cultivate citizen-scholars who are prepared to succeed in college. Thus, the philosophy that underpins the Providence Collegiate disciplinary structure is described in further depth in the educational program above.

SECTION XIII – STUDENT ENROLLMENT AND DEMAND

1) *Indicate the number of students that will be enrolled each year.*

2) *Explain in detail your rationale for selecting this particular school size, and provide demonstrable evidence of parental demand (i.e. petitions, letters of support, etc.) for the proposed enrollment figures.*

3) *Summarize your recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students, including to families traditionally less informed about school options.*

There are two proposed enrollment plans (and corresponding budgets) for Providence Collegiate in this application. The conservative model is considered to be most likely given the expedited charter application and the fact that Democracy Prep has the most experience opening start-from-scratch sixth grade only schools that then grow over time.

The maximum enrollment plan would be requested to be approved by RIDE in March if enrollment demand dramatically exceeds supply in the targeted grades and/or if the Commissioner and Regents seek to offer a greater number of seats to students attending Persistently Low Achieving Schools in the 2011-2012 school year to meet federal School Improvement Grant guidelines for re-start options. In both models, Providence Collegiate requests the ability to modify its enrollment targets by +/-10% with final approval by RIDE each year. For example, this would mean that a cohort scheduled to be 100 students might be 90 or 110 in any given year depending on demand, in-grade retention, attrition, and per-pupil budgetary factors out of the school's control.

The conservative enrollment plan for Providence Collegiate is as follows:

	Campus	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
Kindergarten	Lower El.	0	75	75	75	75
Grade 1	Lower El.	0	0	75	75	75
Grade 2	Lower El.	0	0	0	75	75
Grade 3	Lower El.	0	0	0	0	75
Grade 4	Lower El.	0	0	0	0	0
Grade 5	Upper El.	0	100	100	100	100
Grade 6	Upper El.	108	0	100	100	100
Grade 7	Upper El.	-	100	0	100	100
Grade 8	Upper El.	-	-	100	0	100
Grade 9	High School	-	-	-	75	0
Grade 10	High School	-	-	-	-	75
TOTAL		**108**	**275**	**450**	**600**	**775**

The proposed conservative model configuration of Providence Collegiate reflects the typical approach of Democracy Prep Public Schools to have three cohorts of 25 elementary school students in grades K-4, and four cohorts of 25 middle school students in grades 5-8. The reason for the grade level gap in the conservative enrollment model in subsequent years is that we believe that enrolling future students in the fifth grade will provide more time for Providence Collegiate to remediate students prior to their entry into High School. In 2011, Democracy Prep will operate our first 5th

grade programs in New York, and will be better prepared to offer a fifth grade program in Providence in 2012. The alternative would be to go from 108 students to 375 students in 2012, which is a significant increase in capacity that could adversely impact quality. The grade-gap model was pioneered by Excel Academy in East Boston, and Excel is now one of the highest performing schools in the entire state of Massachusetts.

The proposed maximum enrollment plan for Providence Collegiate DPHC is as follows:

	Campus	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**
Kindergarten	Lower El.	50	75	75	75	75
Grade 1	Lower El.	50	50	75	75	75
Grade 2	Lower El.	50	50	50	75	75
Grade 3	Lower El.	0	50	50	50	75
Grade 4	Lower El.	0	0	50	50	50
Grade 5	Upper El.	100	100	100	75	75
Grade 6	Upper El.	75	100	100	100	100
Grade 7	Upper El.	-	75	100	100	100
Grade 8	Upper El.	-	-	75	100	100
Grade 9	High School	-	-	-	75	75
Grade 10	High School	-	-	-	-	75
TOTAL		**325**	**500**	**675**	**775**	**875**

In the maximum enrollment model, Providence Collegiate will have one year of only two cohorts at the elementary level and three cohorts at the middle level. In subsequent years we will enroll three elementary cohorts and four middle school cohorts. The exception will be in 2014 when the initial elementary cohort will reach middle school. We will only move to three cohorts of fifth grade in those unique years. At the High School level in grades 9-12, Providence Collegiate will operate three cohorts per grade level.

The leaders of Providence Collegiate, in partnership with Democracy Prep Public Schools, are in an advantageous position with regards to teacher and family outreach. The opening of Providence Collegiate will provide the families of Providence and Kent Counties another choice in the school they wish to attend. A 2008 Providence Journal article titled, "It's harder to get into some of Rhode Island's charter schools than it is to get into the Ivy League" reported on the extent of pent up parent demand for new charter options. As a proven provider of schools that embody academic excellence, the founding team of Providence Collegiate is well positioned to recruit students.

Democracy Prep Public Schools has two full time staff members on the ground in Providence ready to begin student recruiting and community outreach immediately for Providence Collegiate. Democracy Prep has demonstrated the ability to open schools on limited timeframes repeatedly and with increasing success. In 2006, Democracy Prep received its facility approval on August 1 for an August 25th start. In 2007, Democracy Prep received its approval to expand in July for an August start. In 2008 Democracy Prep's new Building was completed in July for an August start, and in

2009 DPPS opened both Democracy Prep High School and Democracy Prep Blackstone Valley less than three months after their final approvals and facilities acquisitions. While difficult, there is not better provider in the nation to open a high performing no excuses charter school on a limited time-line than Democracy Prep.

Figure 15 and 16 shows that full enrollment has never been a challenge for Democracy Prep Public Schools.

Figure 15: NY Applicants by Year: Available Seats vs. Unmet Demand

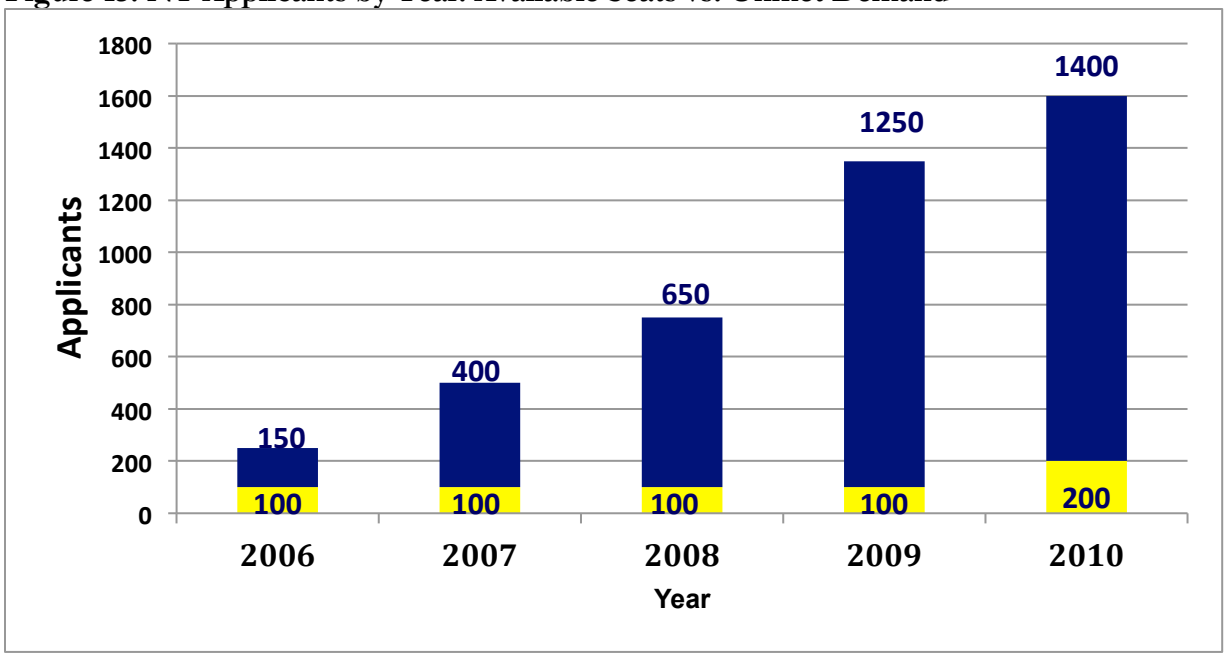
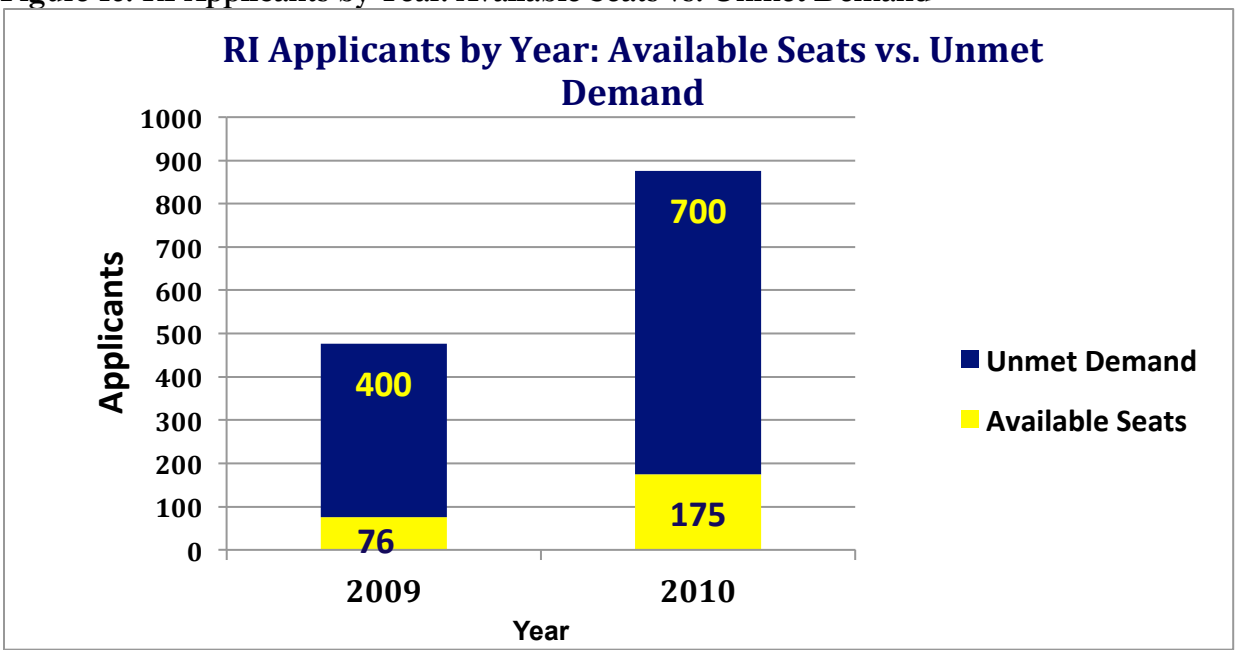


Figure 16: RI Applicants by Year: Available Seats vs. Unmet Demand



By including Providence other high-population cities and towns in Providence and Kent Counties, more than 50,000 additional students become eligible for Providence Collegiate. Thus the substantial demand for seats experienced during earlier student recruitment efforts lead by Democracy Prep Public Schools in Rhode Island is likely to be just the tip of the iceberg for Providence Collegiate. With more Persistently Low Achieving schools in Providence than anywhere else in the state, families are eagerly seeking alternatives, and Providence Collegiate will be the first no excuses Mayoral Academy they are eligible to attend. With more than 500 families on waiting lists from previous DPPS recruitment efforts, we anticipate being dramatically over-enrolled in year one of Providence Collegiate.

Providence Collegiate is eager to open specifically to serve the highest need students who are not traditionally served in charter schools. In fact, in New York, DPPS schools serve some of the most disadvantaged students of any charter school in the state, with a greater percentage of free and reduced lunch eligible students (82%) special education students (22%), English Language Learners(13%), and homeless students (5%) than the surrounding district in Central Harlem.

This accomplishment will be replicated by Providence Collegiate by aggressive outreach to eligible families in the target communities and schools. Outreach work undertaken by Providence Collegiate will be modeled on the successful efforts of its flagship school in New York City and past efforts in the Blackstone Valley. A multi-lingual team of volunteers and staff of Providence Collegiate will canvass the neighborhoods passing out literature and applications for admission in both English and Spanish. This includes connections to summer school programs, day-care centers, summer camps, public parks, after school programs, and sports leagues gathering signatures of interested parents. Providence Collegiate staff will leave materials and brochures in the lobbies of local public housing projects, hairdressers, Laundromats, restaurants, and other local businesses and attend a vast array of cultural events.

SECTION XIV – SCHOOL COMMUNITY

1) *How do you envision the relationship of your school to the surrounding community?*
2) *Do you plan to foster community involvement at your school? If so, briefly explain.*
3) *Do you plan to foster family education programs? If so, briefly explain.*
4) *Do you plan to involve business and other community agencies? If so, briefly explain.*

1) Democracy Prep envisions our relationship our surrounding community the same way we view our relationship with our scholars, namely an opportunity to create active and engaged democratic citizens. Providence Collegiate will strive to be an active participant in the civic life by using members of the staff, families, and trustees to foster engagement and form strong relationships with local organizations and institutions. Given that community service is a central part of Democracy Prep's mission, it will foster community involvement by organizing school-wide community engagement initiatives, including voter registration drives, public debates and community forums, and Town Hall meetings open to community members each week.

2) Providence Collegiate believes that teachers are professionals and as such, the people primarily responsible for the success or failure of our scholars are their teachers. Community involvement is welcome at Providence Collegiate, however it is not considered a pre-requisite for success of the student or school as a whole. At Democracy Prep in New York, the campus averages 5-10 visitors a day from the community, and we expect that over time Providence Collegiate will be similarly open to community visitors.

3) It is a core belief at Providence Collegiate that families are entrusting us with their child's future and that we must do everything in our power to live up to the high expectations parents have for their child's safety, intellectual engagement, academic rigor, and college preparation. We believe that family participation will be one of the crucial means to achieve high standards of academic and civic success. While parents and guardians, to whom we refer collectively as families, will not govern or manage the school, we will value and encourage their input and volunteer service in numerous ways through the Family Leadership Council.

   Family communication and involvement at Providence Collegiate is incredibly important to building our school culture and achieving our ambitious mission. The tone for open and frequent communication with families is set immediately after our public lottery. The Campus Director conducts home visits to introduce Providence Collegiate's methods and expectations and the expectations for academic performance and family involvement. During the Preparation Academy, we host family orientations and welcome activities.

   Families will be asked to sign and recite publicly the Providence Collegiate pledge of allegiance to our future. This pledge ensures that families are committed to supporting the academic life of their scholar. This participation includes ensuring that their child is rested, dressed in uniform, and prepared for school on-time every day. It also includes an agreement to volunteer for school activities, chaperoning, and other events at which they can be helpful to the school community. Families will agree to pick up their child's three report cards in person at school and meet with the necessary teachers in school at least three times each year.

Contact with families will be frequent and primarily positive. Each student will have an Advisor who will serve as the primary point of contact for 12-15 families. The Advisor will speak with each family at least once every two weeks and report areas of growth as well as areas in need of improvement. Families will also receive a DREAM Dollar paycheck each week indicating exactly how well or poorly a student did during the previous week in terms of citizenship and scholarship. The paychecks indicate weekly accumulation and aggregate DREAM Dollar account balances which provide the means to attend field trips, college trips, and other earned opportunities. Weekly newsletters for families about upcoming events and important dates are included with the Paychecks which need to be "endorsed" and returned for them to be deposited into a student's account.

Families will have access to the email and school cell phone number of the student's Advisor; they will also have access to each content teacher's phone numbers in order to contact them at any time from 7:00 am-9:00 pm about an issue of importance to the family. This can be a problem with a specific homework assignment or a question about the Saturday civic expedition the next day. Lines of communication will be open at all times in order to both reduce confusion and eliminate "I didn't know" excuses from families and students. Providence Collegiate will make every effort to reach out to families and to be receptive to their needs, however, if a family makes communication difficult, the school will work directly with the student to ensure their success without relying on family involvement or blaming its absence for poor student performance.

The Family Leadership Council is the formal body by which family members will engage in discussions about how to improve and support Providence Collegiate. All families will be invited to sit in on public Board meetings, and encouraged to participate in monthly meetings to share both concerns and triumphs. The Family Leadership Council will also work to coordinate bi-monthly seminars for parents entitled "the most important job." These seminars will allow parents to discuss difficult common problems in raising adolescents including academic topics such as "how to help with fractions at home" as well as social topics such as "so my child wants to date." The Family Leadership Council will meet regularly with the Campus Director to offer their feedback on administrative and policy matters; however the Board of Trustees will maintain ultimate responsibility for the policies in place at Providence Collegiate.

4) Providence Collegiate's core academic program does not rely on funding or partnerships with businesses or other community agencies. While we are open to developing such relationships, they are not an essential part of our model or mission. Our social workers do develop a referral network to outside community agencies when the specific needs of an individual family or student match well with an available resource, however those referrals are not usually based on partnerships, rather they are based on the professional judgment of our social workers as to the best ways to meet our students' needs.

SECTION XV – TIMETABLE

1) *Provide a detailed timetable of projected activities and dates leading to the opening of your proposed charter school.*

Providence Collegiate Timetable

Milestone		Date
Providence Collegiate charter proposed to RIDE		December 2010
Providence Collegiate charter reviewed by RIDE for completeness		January 2011
School leadership and staff recruiting begins	Ongoing	January 2011
Announcement to Families of possible Providence Collegiate option		February 2011
Family and Community Public for a held introducing Providence Collegiate	Ongoing	February 2011
Providence Collegiate charter committee Review		February 2011
Providence Collegiate preliminary Approval		March 2011
Family and community outreach initiated	Ongoing	March 2011
Student applications accepted	Ongoing	January-April 2011
Student application deadline		April 2011
Final Board of Regents Approval for Providence Collegiate		April 2011
Student admission lottery		May 2011
Accepted family meetings, home visits, expectations	Ongoing	May 2011
Staff recruitment completed		July 2011
Facility Renovations complete		July 2011
Leadership staff reports		July 2011
Staff professional development begins	Ongoing	August 2011
Preparation Academy		August 2011
Opening Day of Regular School	Ongoing	September 2011

SECTION XVI – OPERATING BUDGET and FINANCIAL PLAN

1) *Please complete the attached budget projection form, and provide a brief narrative of your expenses with the* ***minimum*** *amount of information necessary to understand your projections (e.g. For category "Instructional Teachers," applicants should specify their basic assumptions: the number of teachers, salaries, and fringe benefit rate as a percentage of salary.)*

2) *Construct a narrative that outlines the general financial plan for the entire term of your proposed charter school. Please include the following information:*

    - *The structure and process for managing the school's finances.*
    - *The fiscal controls and financial management policies the school's governing body will employ to remain informed of the school's financial position.*
    - *The process for tracking finances in its daily business operations in order to maintain needed cash flow.*
    - *If intending to build or expand a network of schools, the structures and processes for managing the school's finances in relation to the network of schools, including the level of site-based financial management the proposed school(s) will have.*
    - *Plans for Proposed annual audit*

3) *Describe your plan to seek non-district (supplemental, private party) funding.*

1. Budget Projection and Narrative included in Section XVIII as Attachment G.

STATE OF RHODE ISLAND

CHARTER SCHOOL OPERATING BUDGET PROJECTION

Five (5) Year Projection- Conservative Opening Model

DESCRIPTION	FY-2011/2012	FY- 2012/2013	FY-2013/2014	FY 2014/2015	FY 2015/2016	Notes
REVENUE						
Local	$ 381,667	$ 989,050	$ 1,715,275	$ 2,581,000	$ 3,561,025	See Attachment G for projected local revenues
State	$ 854,647	$ 2,424,877	$ 4,057,665	$ 5,354,097	$ 7,153,749	See Attachment G for RIDE projections on state support for charter schools
Federal (Title I, Title III, and IDEA)	$ 104,233	$ 267,786	$ 446,367	$ 607,653	$ 802,013	See Attachment G for breakdown of exact federal revenue sources
Other (please itemize on reverse side of form)	$ 539,041	$ 220,557	$ 227,469	$ 58,543	$ 140,892	Walton Foundation, CSP Grant, E-Rate Revenue, Interest, Family Support
TOTAL REVENUE	$ 1,879,588	$ 3,902,270	$ 6,446,776	$ 8,601,293	$ 11,657,679	
INSTRUCTION						
Face-to-Face Teaching						human capital includes 3% COLA & 40% for all benefits (bonuses, 403b, medical, etc
Instructional Teachers	$ 642,600	$ 1,912,092	$ 3,227,081	$ 4,410,703	$ 5,900,538	two teachers /fellows per class, plus 1 ACT teacher and 1 elective teacher per grade
Substitutes	$ 20,000	$ 37,000	$ 50,800	$ 63,500	$ 79,375	Part time support, increases based on student enrollment
Instructional Paraprofessionals	$ 15,000	$ 45,000	$ 63,000	$ 78,750	$ 96,863	instructional support, one-on-one aids, etc.
Classroom Materials						
Pupil-Use Technology and Software						included in capital costs below
Instructional Materials, Trips, and Supplies	$ 95,721	$ 233,366	$ 310,366	$ 411,730	$ 524,442	Most curriculum is created and provided by DPPS. Field trip in year 1 to Wash. DC
Total Instruction Costs:	$ 773,321	$ 2,227,458	$ 3,651,247	$ 4,964,683	$ 6,601,217	
INSTRUCTIONAL SUPPORT						
Pupil Support						
Guidance and Counseling	$ 77,000	$ 79,310	$ 163,379	$ 168,280	$ 346,657	Includes 1 social worker/counselor year 1, 2nd in year 3, 3rd in year 5
Library and Media	$ 20,000	$ 69,000	$ 65,470	$ 67,434	$ 69,457	Includes a part-time librarian for 2nd year
Extracurricular	$ 20,000	$ 37,000	$ 48,100	$ 60,125	$ 73,954	Includes Art, theater, debate, etc and increases based on student enrollment
Student Health and Services	$ 63,000	$ 64,890	$ 66,837	$ 137,684	$ 141,814	Includes half time in year one and 2nd nurse in year 4
Academic Interventions	$ 26,000	$ 41,600	$ 52,080	$ 65,100	$ 80,073	Tutoring stipends for Providence Collegiate staff, saturdays, and after schoo
Teacher Support						
Curriculum Development						Curriculum development is part of the DPPS management agreement
In-service, Staff Development, and Support	$ 70,513	$ 169,231	$ 203,077	$ 243,693	$ 292,432	includes tech support staff
Sabbaticals						would be contimplated in a second charter only
Program Support						
Program Management						Program management is part of the DPPS management agreement
Therapists, Psychologists, Evaluators, Personal Attendants and Social Workers	$ 10,000	$ 25,000	$ 45,000	$ 60,000	$ 75,000	Primarily handled by social workers/conselors (Guidance and Counseling)
Assessments						
Academic Student Assessment	$ 2,700	$ 6,900	$ 11,250	$ 15,000	$ 19,375	Primarily handled under the DPPS management agreement
Total Instructional Support:	$ 289,213	$ 492,931	$ 655,193	$ 817,316	$ 1,098,761	
OPERATIONS						
Non-instructional Student Support						
Transportation	$ 40,216	$ 110,451	$ 186,579	$ 256,282	$ 345,504	Budgeted at 3.5% of total operating, Providence Collegiate hopes to reduce this.
Food Service	$ 2,500	$ 5,000	$ 7,500	$ 10,000	$ 12,500	Only initial/start-up costs; primarily handled by local district food service provide
Safety	$ 5,000	$ 20,000	$ 40,000	$ 55,000	$ 55,000	Minimal security is needed in the Democracy Prep model
Facilities						
Building Upkeep, Utilities, and Maintenance	$ 55,000	$ 81,254	$ 108,132	$ 132,665	$ 159,718	Includes cleaning service contracts
Business Services						
Data Processing						
Business Operations	$ 58,000	$ 106,000	$ 130,000	$ 170,000	$ 213,000	Business Manager and part time consultants for School staff, most handled by DPPS
Total Operations:	$ 160,716	$ 322,705	$ 472,211	$ 623,947	$ 785,722	
OTHER COMMITMENTS (NON-OPERATING)						
Contingencies						
Budgeted Contingencies						Covered by DPPS
Capital						
Debt Service	$ 117,027	$ 234,086	$ 460,965	$ 627,137	$ 825,839	Includes facilities rent, cash flow challenges due to capital projects covered by DPPS
Capital Projects	$ 221,800	$ 154,406	$ 159,252	$ 148,972	$ 245,192	Includes e-rate eligible technology expenses (costs are depreciated over 7 years)

Out-of-District Obligations						
Retiree Benefits and Other						
Enterprise and Community Service Operations						
Legal Obligations						
Claims and Settlements						
Total Other Commitments(Non-Operating Operations:	$ 338,827	$ 388,492	$ 620,217	$ 776,109	$ 1,071,031	
LEADERSHIP						
School Management						
Principals and Assistant Principals	$ 133,000	$ 136,990	$ 268,089	$ 400,392	$ 412,403	Campus Director and Leader stipends in year one-Two, additional leaders in year 3-
School Office	$ 78,000	$ 80,340	$ 129,780	$ 133,673	$ 137,684	Office Managers are 1.5 FTE in year 1 and 2, 2 fte in year 3
Program/Operations Management						
Deputies, Senior Administrators, Researchers, and Program Evaluators						Covered by DPPS
District Management						
Superintendent and School Board - DPPS FEE	$ 134,055	$ 368,171	$ 621,931	$ 854,275	$ 1,151,679	DPPS management fee is set here at 10% of operating expenses, pending final approva
DPPS fee covers salaries and benefits as detailed in notes column, growing each year based on student enrollment and the growth of the school.						
Knowledge Management	$ 21,811	$ 73,634	$ 124,386	$ 170,855	$ 230,336	0.25 FTE for support of Knowledge and Data systems in year 1, 1 FTE dedicated to school in year 2
Academics	$ 40,217	$ 110,451	$ 186,579	$ 256,283	$ 345,504	0.25 FTE for Curricular Support and 0.25 School Leader Mentoring in year 1, doubles in year 2
People	$ 22,130	$ 66,271	$ 111,948	$ 153,770	$ 207,302	0.5 FTE in year 1 for Talent Recruitment and HR Support, scales up as school grows based on need to recruit and support larger staf
Operations	$ 16,087	$ 44,181	$ 74,632	$ 102,513	$ 138,201	0.25 FTE for Operations Manager to support school in year 1, 0.5 in year 2
Finance	$ 22,108	$ 55,226	$ 93,290	$ 128,141	$ 172,752	0.5 FTE in year 1 dedicated to finance processes and operations, scales up as school grows based on enrollment
Civic Engagement	$ 11,703	$ 18,409	$ 31,097	$ 42,714	$ 57,584	0.25 FTE for Civic Affairs Coordinator in year 1, 0.5 in year 2
Legal						Covered by DPPS
Total Leadership:	$ 479,110	$ 953,672	$ 1,641,731	$ 2,242,615	$ 2,853,445	
TOTAL EXPENSE	$ 2,041,187	$ 4,385,258	$ 7,040,599	$ 9,424,669	$ 12,410,176	
Operating Expense	$ 1,702,360	$ 3,996,766	$ 6,420,382	$ 8,648,560	$ 11,339,145	

2. Structure and Process for Managing the School's Finances

The Financial Policies and Procedures Manual of Providence Collegiate codifies the internal control structures established to advance the school's mission and objectives. The draft Financial Policies and Procedures Manual is included in this application as Attachment H and it must be approved by the Providence Collegiate trustees upon receiving a charter. The control structure specified represents those policies and procedures that affect Providence Collegiate's ability to process, record, summarize, and report financial information as well as its partnership with Democracy Prep Public Schools in this area. It is established and maintained to reduce the potential unauthorized use of Providence Collegiate's assets or misstatement of account balances. Please refer to the draft Manual for specific procedures, responsibilities, and processes.

Fiscal Controls and Management Policies of the Board of Trustees

The Board of Providence Collegiate will be extensively involved in all high-level finance-related analyses and decisions and must independently approve large financial decisions separate from routine transactions such as payroll and benefits processing that are managed as part of the Democracy Prep Public Schools agreement. The Treasurer of the Providence Collegiate board and the Board Finance Committee will focus on reviewing the budget, vetting financial management documents, securing an independent auditor, and monitoring performance against the budget approved by the full Board. The Board Finance Committee will meet every quarter and review the budget-to-actual, cash flow, financial dashboard, and balance sheet documents prepared by both the Chief Administrator of Providence Collegiate as well as those prepared by Democracy Prep Public Schools' finance team staff.

Financial Tracking of Daily Business Operations and Cash Flow Management

At full growth, Providence Collegiate will have a full-time business manager who controls local school finances and a full time office manager who works with the business manager as independent staff of the school as well as a qualified Chief Administrator of the school who is responsible to the school's Board for day-to-day financial transactions.

While the Providence Collegiate Board maintains ultimate authority over the finances of the school and will conduct audits independent of DPPS, the Board of Providence Collegiate will receive support from DPPS and outside consulting firms such as Charter School Business Management Inc. These services are available for those instances in which a particular situation calls for specialized knowledge beyond the scope of the expertise of the full-time in-house staff. The Providence Collegiate staff will be able to access a network of experts in accounting, finance, finance-related legal issues, and cash-flow management who have worked with Democracy Prep Public Schools that are immediately available to supplement in-house expertise. The end of year financial statements of Providence Collegiate will itemize the allocation of services provided by Democracy Prep in the six categories outlined in the management agreement: Academics, Finance, Operations, Talent, Knowledge Management, and Civic Engagement.

Facilities financing arrangements will be made in partnership with Democracy Prep Public Schools. DPPS has extensive experience in the acquisition, renovation, and construction of both public and private school facilities. These facilities consulting services will be itemized in addition to those provided under the DPPS management agreement and will be negotiated between Providence Collegiate and DPPS on an individual basis for each unique facility.

Financial Control Framework for Providence Collegiate and the Democracy Prep Network
The internal control structure employed by Providence Collegiate is consistent with that successfully employed by several Democracy Prep Public Schools, and is composed of the following basic elements:

(1) The Control Environment. The control environment reflects the importance Providence Collegiate places on internal controls as part of its day to day activities. It includes management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; and personnel policies and practices.

(2) The Accounting System. The accounting system comprises the methods and records used to identify, assemble, classify, record, and report accounting transactions. It is set up to: identify and record all transactions; describe the transactions in enough detail to allow classification for financial reporting; and indicate the time period in which transactions occurred in order to record them in the proper accounting period.

(3) Control Procedures. Control procedures are set up to strengthen Providence Collegiate's internal control structure and thus safeguard assets. They are divided into the following: Segregation of Duties; Restricted Access; Document Control; Processing Control; and Reconciliation Controls.

(4) The Accounting Cycle. The overall purpose of an accounting system is to accurately process, record, summarize, and report transactions of Providence Collegiate. The component accounting cycles fall into one of four primary functions: (i) Revenue, accounts receivable, and cash receipts; (ii) Purchases, accounts payable, and cash disbursements; (iii) Payroll; and (iv) General Ledger and Financial Statements.

In addition to these elements, the draft Providence Collegiate Manual addresses in full detail the policies and procedures that make up the internal controls in the following areas:

- Substantiation and Disclosure Requirements (acknowledgement of revenue received).
- Purchases (procurement, receipt of goods, check requests, documentation).
- Consultants (agreement approval, competitive bids, employee status classification).
- Travel and Employee Business Expenses (request authorization, reimbursements, expense reports).
- Accounts Payable (processing invoices and checks, authorized signatories, petty cash).
- Key Agency Policies (document processing and retention, security, responsibilities).
- Management of Cash (account reconciliations, cash flow modeling).
- Investment of Funds (investment authorization, tracking and recording, reconciliation).
- Capital Assets (budgeting, leasing, records, inventories, depreciation, disposal).
- Insurance Coverage (coverage acquisition, review, and maintenance).
- Assumption and Authorization of Debt (debt approval, assumption, and documentation).
- Payroll (personnel files, status designation, time sheets, payroll processing, etc.).
- Compliance with government funding requirements (cost allocation, cost principles, contract management, reconciliation, audits).
- Record Retention (satisfying IRS regulations, grant requirements, auditor needs, etc.).
- Closing the Books and Records and Dissemination of Financial Information (Statement of Financial Position, Budget Comparisons, Board Financial Package).

As long as the Board of Providence Collegiate contracts with Democracy Prep Public Schools, the policies and procedures will incorporate the supplementary financial support and controls also in place for DPPS. In the future, were Providence Collegiate to manage their finances independently of a Charter Management Organization, these policies would need to be revised to reflect that change.

Providence Collegiate will track daily business operations to maintain cash flow. The business office staff of Providence Collegiate will keep an accurate set of accounting records. Providence Collegiate will use specialized accounting software in accordance with the guidance provided by the Financial Manual, which is based upon best practices in the charter sector. As a separately chartered institution, Providence Collegiate will maintain books and records distinct from those of any existing schools or management organizations. The business manager of Providence Collegiate will be dedicated exclusively to this work within Providence Collegiate.

Plans for an Annual Audit

As described in the Financial Manual, Providence Collegiate will engage an independent Certified Public Account firm to complete the work of a year-end audit. Upon approval by the Finance/Audit committee of the Board, and approval by the full Board, the audit shall be made publically available. This document as well as The Providence Collegiate IRS form 990 will be made easily accessible. The annual audit and 990 form for Democracy Prep Public Schools shall be completed independently and shall also be made publically available.

3. **Non-district (supplemental, private party) funding**

As is indicated in the budget model, Providence Collegiate intends to operate its core program almost exclusively on public funds. The one exception to this is the Walton Family Foundation start-up grant, a source that is highly favorable to applications from participants of the Building Excellent Schools Fellowship. The model has conservatively budgeted only two allocations of the Walton funding, however because Providence Collegiate would operate three campuses, Elementary, Middle and High School, it is possible to apply for and be granted three separate allocations. The second large supplemental funding source is the Federal Department of Education's Charter School Program (CSP) funding pool. RIDE was recently allocated a significant pool of these funds and they should be attainable for a proven charter operator like Democracy Prep with a track-record of prudent spending of CSP funding and demonstrated student success.

If either of these sources do not materialize, Democracy Prep Public Schools has agreed to reduce the management fees billed to Providence Collegiate and/or raise supplemental funds to meet any budget deficit that would be created due to failure to recognize this projected revenue. The Democracy Prep financial track-record is second to none in the charter movement. Over the past five years, every campus has produced clean audits, minimal management notes, annual surpluses, and strong balance sheets. Furthermore, DPPS schools have accomplished their outstanding academic results on far less funding per-pupil than other charter networks in New York. Thus, the academic outcome per dollar ratio at Democracy Prep is the strongest in the City of New York by a significant margin.

SECTION XVII – REPLICATION

1) *If this school is a replication of an existing school by an educational service provider, then provide*

   - *the number of schools the entity presently manages (if any) and the location of those schools;*
   - *the length of time the entity has been in business;*
   - *the most recent annual report and audited financial statements of the entity; and*
   - *a description or summary reports of student achievement results in schools managed by the entity, especially highlighting achievement of students with similar demographic characteristics as those anticipated to attend the proposed charter school.*

In this application, Providence Collegiate is applying to replicate the Democracy Prep Public Schools model, which is currently achieving outstanding results at three campuses in New York, likely six in 2011 including elementary, middle, and high school campuses in Harlem. This section provides an overview of Democracy Prep as a charter management organization (see attachments for the most recent annual report and audited financial statements), including its five years of successful operation, the vast experience of its team, the quality schools it operates, and the success students at those schools have experienced across all sub-groups.

Democracy Prep Public Schools: A Charter Management Organization

Democracy Prep Public Schools (DPPS) is a network of open-enrollment, high-performing public charter schools currently operating in New York and Rhode Island. A pioneer in the practice of integrating authentic civic education for all students while achieving remarkable academic growth for all students, Democracy Prep's mission is to prepare responsible citizen-scholars for success in the college of their choice and a life of active citizenship. The motto of Democracy Prep encapsulates the vision for staff, students, and alumni alike: "*Work Hard. Go to College. Change the World!*"

Schools in the Democracy Prep network provide an exceptional alternative for students and families otherwise zoned for traditional public schools that do not meet their needs. Building on the proven best-practices of its flagship schools, Democracy Prep Charter School (DPCS, Harlem, NY), DPPS schools embody and refine a "no excuses" approach that drives life- changing academic gains for students from Kindergarten through college enrollment. All campuses employ an evidence-based design that incorporates extended learning time, rigorous college-prep academics, ongoing use of assessment data to inform meaningful instruction, consistent cultural and academic expectations, and selective faculty recruitment and professional development.

In its first five years, the Democracy Prep network has grown to include five campuses serving 850 students across two states. At full capacity the currently open campuses will serve 1,775 students from a wide variety of backgrounds. Overall the network is extremely diverse, demonstrating that the Democracy Prep model is successful with all students from a wide variety of backgrounds. Students are 61% African-American, 26% Latino, 12% White, and 1% Asian. Typically, 19% enter with special needs, 13% enter as English Language Learners, and 76% qualify for free and reduced priced lunch. Democracy Prep Public Schools expects Providence Collegiate will serve the students who need us most – low income students currently scheduled to attend low-performing schools in Providence or Kent Counties.

Democracy Prep Management Team

Democracy Prep Public Schools was officially launched as a CMO in July 2010, but its management team has been operating Democracy Prep schools since 2005 and has decades of combined experience in the education and non-profit sectors. The leadership team, as well as its hard-working support staff, combines its education experience with business expertise and organizational savvy that is crucial to Democracy Prep's success.

Seth Andrew, Founder and Superintendent

Mr. Andrew is responsible for setting the vision for Democracy Prep Public Schools and maintaining quality across the network, both operationally and academically. Seth is also the national voice of Democracy Prep, serving as an expert in the field of urban education and civic engagement in schools. The Superintendent has overall accountability for the organization and for maximizing its current impact and future growth. Prior to founding Democracy Prep Charter School in 2005, Mr. Andrew was a Fellow at Building Excellent Schools, received his bachelor's degree in Education and Public Policy & American Institutions from Brown University, and earned a Masters Degree in School Leadership and School Development from Harvard's Graduate School of Education where he is currently an adjunct professor. Seth is a special education teacher and graduate of the New York City public school system and was born and raised in Upper Manhattan.

Katie Duffy, Chief of Staff

Ms. Duffy is responsible for providing critical, high level support to the Superintendent to advance the organization's mission, and oversees the External Affairs Team. She helps develop and maintain internal systems to increase effectiveness of the network, serves as the primary point of contact for all institutional partners, including individual members of the Boards of Trustees. Katie Duffy has been with Democracy Prep since the first year of operation of the flagship school. Ms. Duffy also leads the charter acquisition process across the entire network. Ms. Duffy is a graduate of Mount Holyoke College and earned her master's degree in educational leadership from George Washington University.

Andrew Epstein, Senior Director for Finance

Mr. Epstein is responsible for network and individual school budgeting, as well as the dissemination of policies and procedures that comply with best practices and overseeing the Finance Team. Mr. Epstein joined Democracy Prep in 2009, bringing nearly a decade of experience from the private sector to Democracy Prep. Mr. Epstein began his career at Teach For America, KIPP Academy and traditional public schools. Mr. Epstein spent the last eight years working at Universal Music Group, in a variety of finance and operations roles. Mr. Epstein graduated from the University of Michigan and earned his MBA from Columbia Business School.

Jaime White, Senior Director for Curriculum and Instruction

Ms. White, as Director of the Academic Team, sets network-wide standards, professional development and assessment. Ms. White comes to Democracy Prep with over fifteen years in urban education. She was a founding staff member of Roxbury Prep Charter School, one of the first high-performing charter schools in the country. She graduated from the University of Massachusetts, earned a master degree from the University of Pennsylvania and is current working on her doctoral degree in education at Teachers College at Columbia University.

Linda Jones Easton, Senior Director for Human Resources & Operations
Ms. Easton is responsible for high level human resources support for each school in the network, ensuring compliance and prudence in policies and procedures and overseeing the Operations Team. Ms. Easton joined the Democracy Prep team at the end of the school's first year, and brings decades of experience in facilities management and human resources to Democracy Prep. Prior to her arrival at Democracy Prep, Ms. Easton held positions at Sheltering Arms Children Services, Harlem Dowling, and the Montclair, New Jersey Board of Education. She is also a founding Board member of Harlem Day Charter School. Ms. Easton is a graduate of Caldwell College.

Gabriel Nadel, Senior Director for Data and Technology
Mr. Nadel, as a member of the Knowledge Management Team, is responsible for the implementation of data systems for individual schools, establishing mechanisms for tracking network-wide data. Mr. Nadel also oversees technology at schools in the network. Mr. Nadel joined Democracy Prep in 2009, bringing eight years of experience in the New York City charter sector. Prior to Democracy Prep, Mr. Nadel served as Director of Finance and Operations at Girls Prep Charter School. Mr. Nadel graduated from the University of Michigan and earned his MBA from New York University.

Jonathan Howard, Director for Talent Acquisition
Mr. Howard, as Director of the People Team, is responsible for recruitment at both Democracy Prep schools and the central office. He leads university outreach, the vetting process, and developing strategies to maximize staff retention. He joined Democracy Prep in its second year after serving as a teacher and Teach For America Corps Member, where he taught students with special needs in Harlem. Mr. Howard also serves the Harlem community through his work as a member of the Board of Trustees of St. HOPE Leadership Academy Charter School. An Arizona native, Mr. Howard is a proud alumnus of Arizona State University where he earned a degree in Management in 2006. He has since earned a Master's degree in Teaching from Pace University in New York City.

Schools Managed by Democracy Prep Public Schools
The following is a listing, in order of founding year, of all of Democracy Prep's campuses currently in operation. Included are founding year, grades served, locations and contact information.

<u>Democracy Prep Charter School – Middle (Founded 2006)</u>
- Grades served [Currently, At capacity]: 6-8, 6-8.
- Addresses:
  - 8th Grade: 207 W 133rd Street, New York, NY 10030
  - 6th and 7th Grades: 2230 Fifth Avenue, New York, NY 10037
- Contact information:
  - Phone: 212-281-1248
  - Fax: 212-283-4202

<u>Democracy Prep Charter School – High (Opened 2009)</u>
- Grades served [Currently, At capacity]: 9-10, 9-12.
- Address: 207 W 133rd Street, New York, NY 10030
- Contact information:
  - Phone: 212-281-1248
  - Fax: 212-283-4202

Democracy Prep Harlem – Middle (Founded 2010)

- Grades served [Currently, At capacity]: 6, 6-8.
- Address: 222 W 134th Street, New York, NY 10030
- Contact information:
  - Phone: 212-281-3061
  - Fax: 212-281-3064

Student Achievement Results at Democracy Prep Schools

Democracy Prep Public Schools currently operates schools in New York. Two of those schools are old enough to have academic data which is discussed in turn: 1) Democracy Prep Charter School – Middle (opened 2006), and 2) Democracy Prep Charter School – High (opened 2009).

Democracy Prep Charter School – Middle (DPCS)[73]

DPCS Middle School students are at high risk for academic failure. More than 82% are eligible for free or reduced lunch and 100% are African-American or Latino.[74] Because of DPCS' unique focus on special education, at least 23% enter the school with identified special needs each year and 13% enter as English Language learners (ELL), and 5% enter from the homeless/shelter system, levels that exceed the sending district every year.[75] When students enter DPCS in 6th grade they are testing on average at a 3rd grade level in ELA and math[76]. New DPCS students test below the average for 6th graders in CSD5.[77] Fully 91% of Democracy Prep's sixth graders entered below grade level as assessed by the Stanford 10.[78]

Despite these challenges, DPCS has been a top performing school since its founding. Each year, with few exceptions, it has seen increases in test scores in both subjects for all students and has outperformed the sending district every year. After just two years it was ranked #1 in Central Harlem, after three, it was ranked #1 in all of Harlem, and is now ranked #1 in all of New York City by the Chancellor of the City of New York. DPCS's Chancellor's Progress Report is included at the end of this discussion.

As you may now, New York State recently changed the proficiency standards for both ELA and math, thus it is difficult to compare proficiency levels over time. However since the absolute scoring system has not changed, one can compare mean absolute (or scale) scores over time:

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[73] For all Figures and Tables in this section, unless otherwise noted, the data was obtained through NYSED's New York State Testing and Accountability Reporting Tool. Accessible: www.nySTART.gov

[74] As reported by NYC-DOE's ATS & ARIS system.

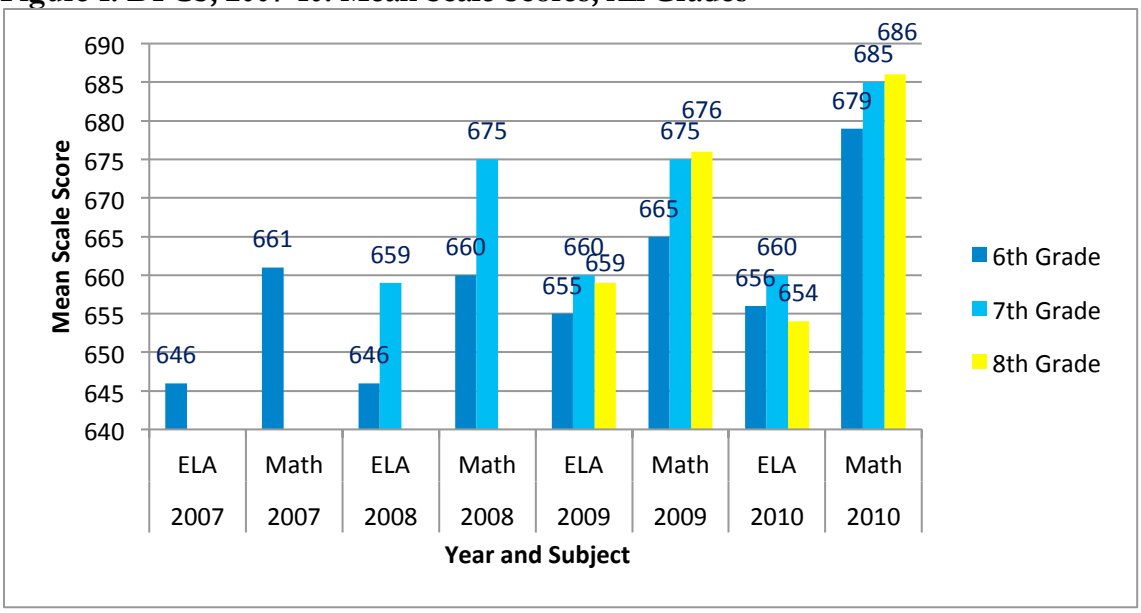
[75] As reported by NYC-DOE's ATS & ARIS system.

[76] As reported by NYC-DOE's ATS & ARIS system.

[77] District Performance Reports on State ELA/Math. Accessible: http://schools.nyc.gov/Accountability/default.htm

[78] The Stanford 10 (SAT10) is a nationally-normed assessment intended to inform classroom instruction by helping teachers to know a students' level of achievement.

Figure 1: DPCS, 2007-10: Mean Scale Scores, All Grades



This graph illustrates how Democracy Prep continues to excel in math and has shown increases in math scores each year. ELA performance remains a challenge area for Democracy Prep, and the data shows scores staying roughly the same on average from 2009 to 2010, with improvements in two grades and a slight slip in the 8th grade. Regardless of this, Democracy Prep continues to outperform its sending district in both subjects, even by 2010's higher standards.

Figure 2: 2010 NYS Math Exam: DPCS v. Community School District 5

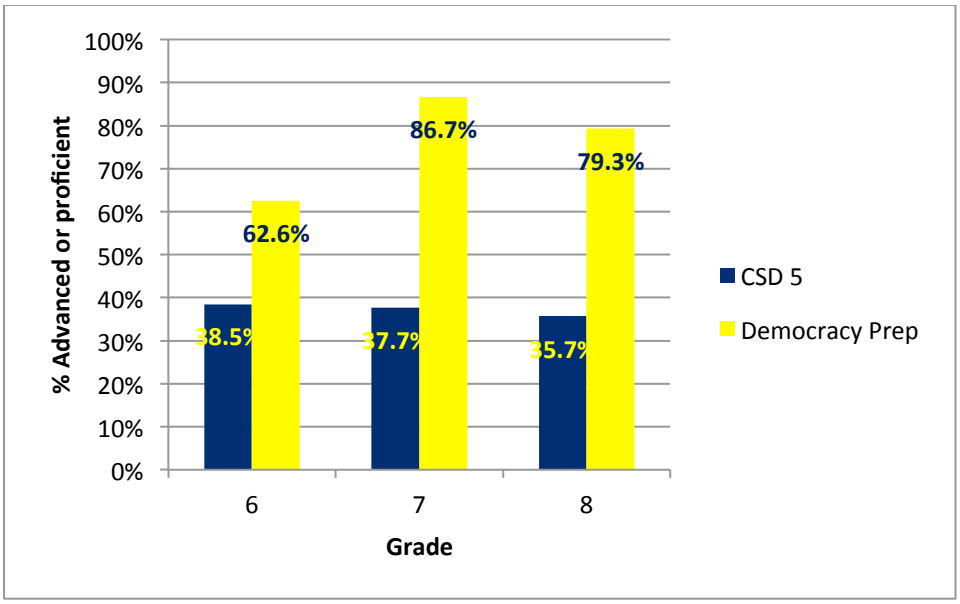
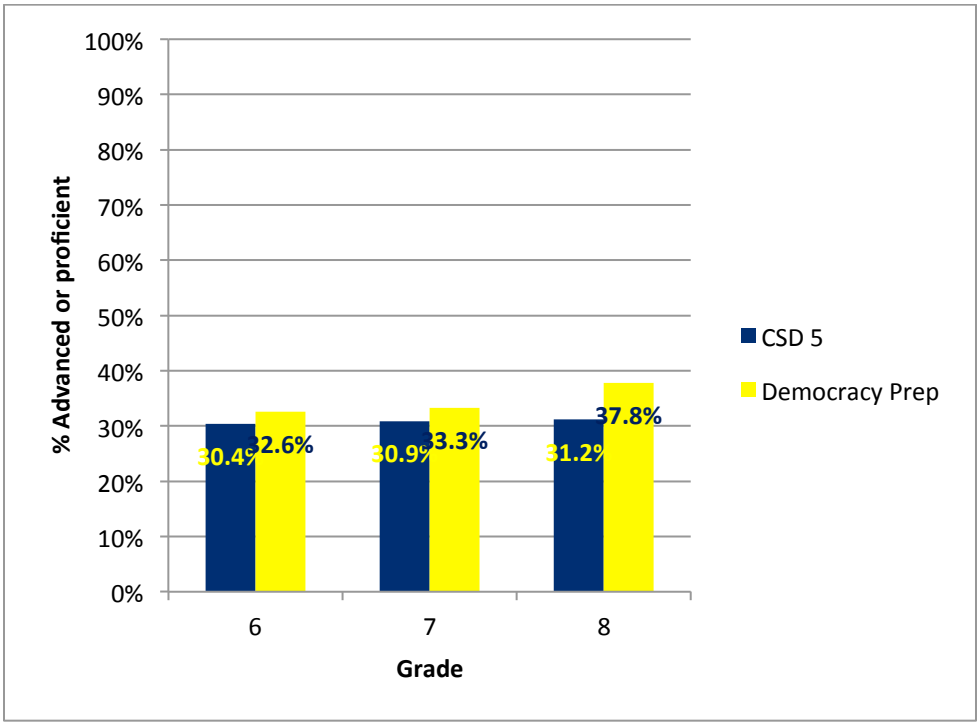
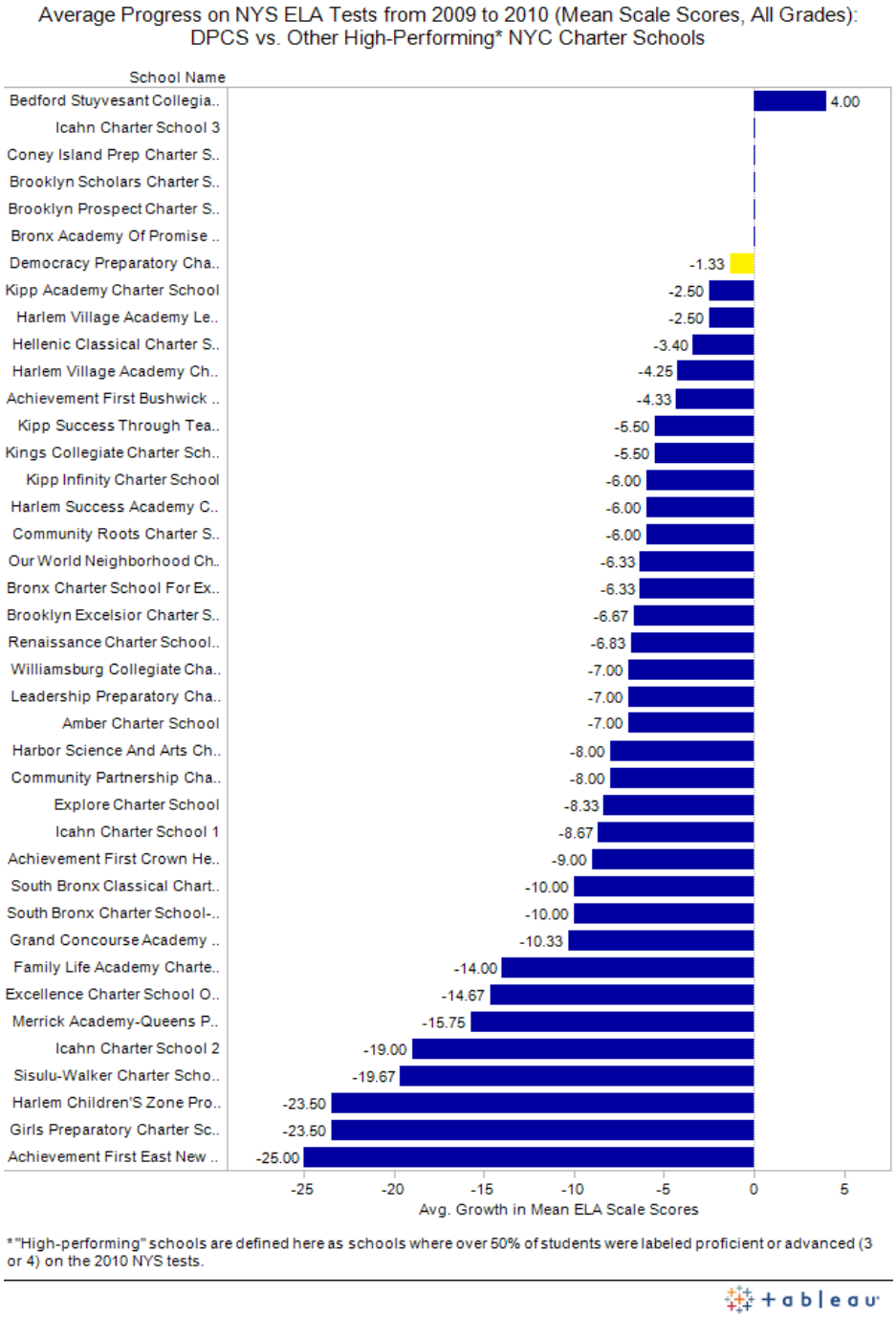


Figure 3: 2010 NYS ELA Exam: DPCS v. Community School District 5



Furthermore, the dip in absolute ELA scores was a citywide phenomenon. It is important to note that Democracy Prep Charter School's dip was the smallest in the City of New York among high performing charter schools.

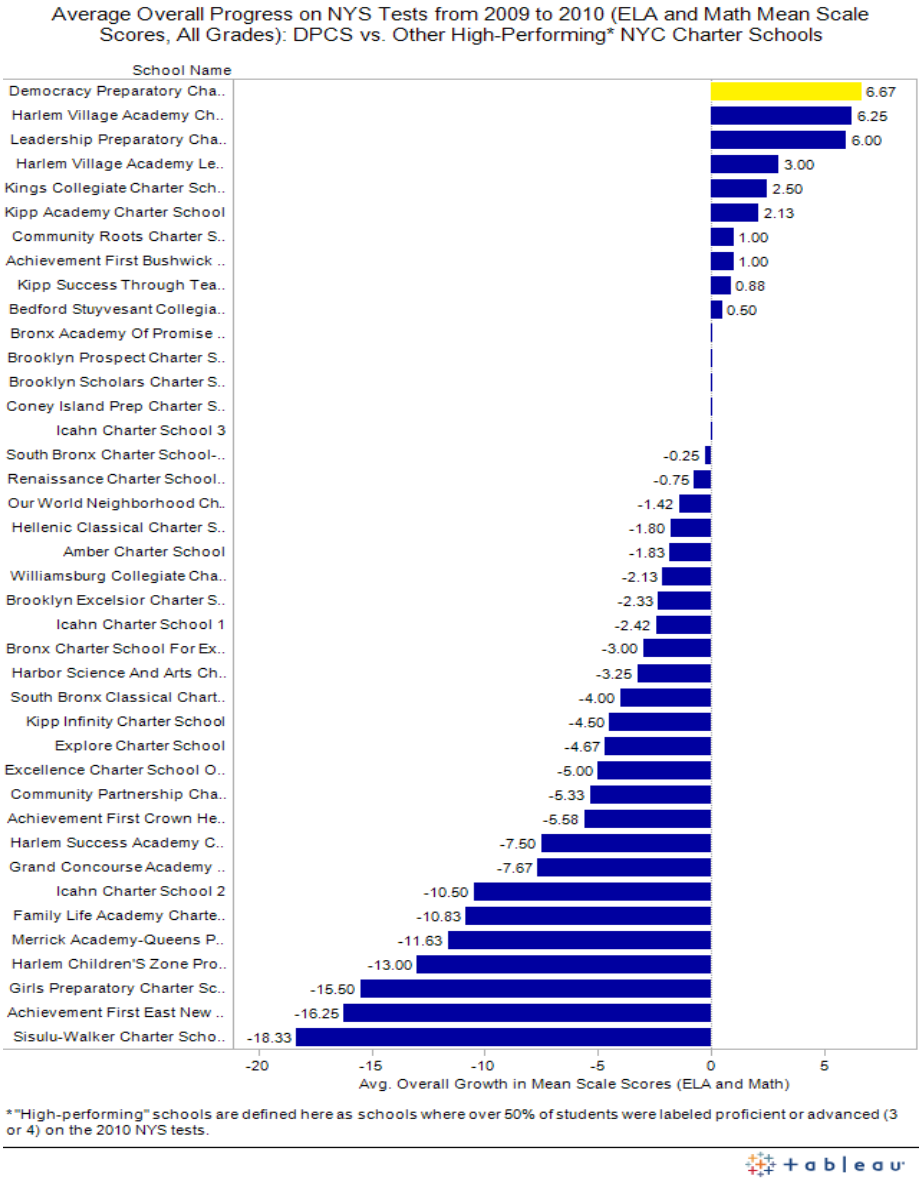
Figure 4: Average Progress on NYS ELA Tests from 2009 to 2010, DPCS vs. Other High-Performing NYC Charter Schools[79]



If you look at overall growth, that is, math and ELA together, Democracy Prep is #1 in the city among high performing charter schools

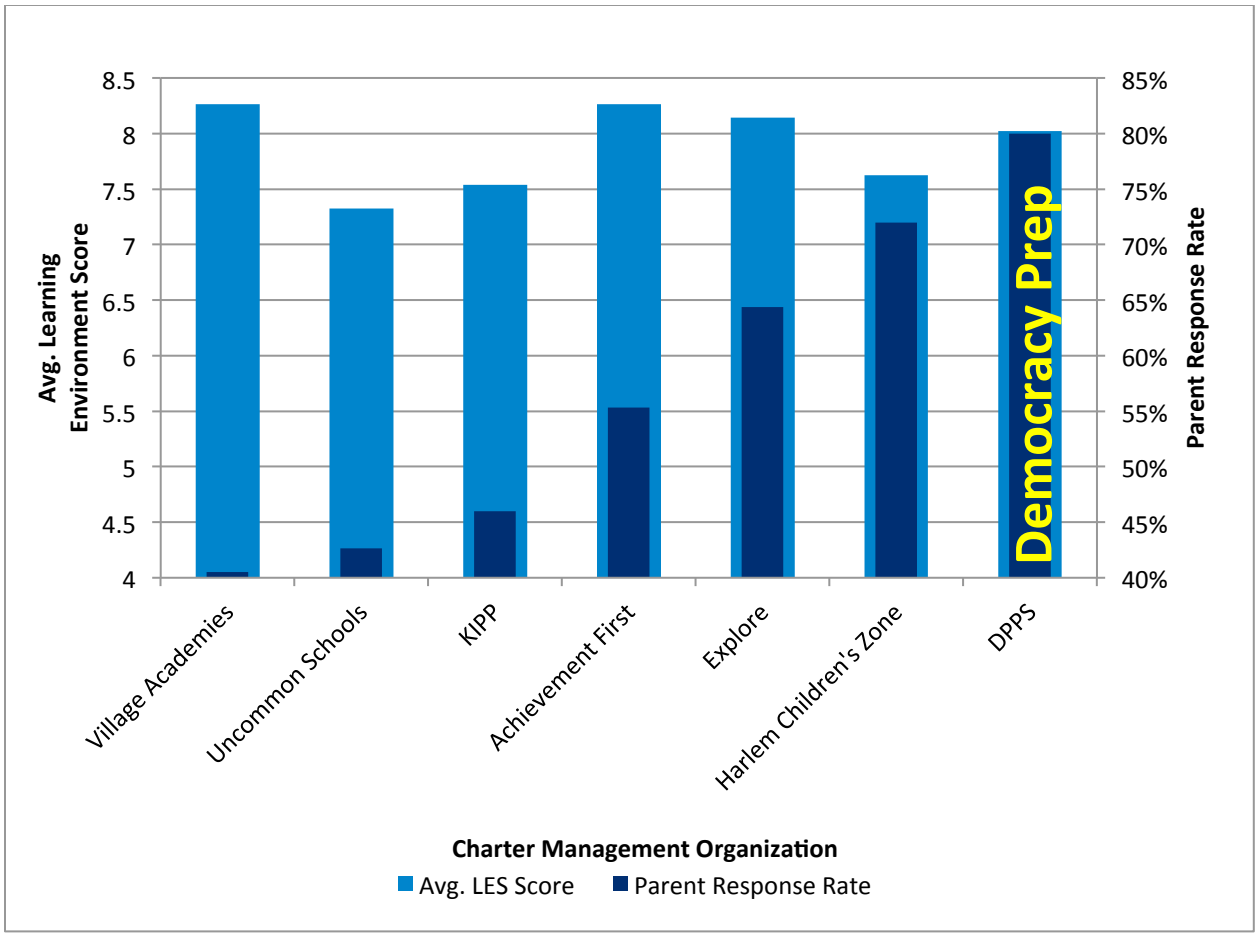
[79] Figures were created using the data set assembled by Kim Gittleson of Gothamschools.com from the data publicly available at www.NYSED.gov

Figure 5: Average Overall Progress on NYS Tests from 2009 to 2010: DPCS vs. Other High-Performing NYC Charter Schools



Democracy Prep Charter School – Middle also has the highest parent, teacher, and student satisfaction of any charter school network in New York City (as measured by the NYC Learning Environment Survey)

Figure 6: 2010 NYC Learning Environment Survey Results, Democracy Prep vs. other NYC Middle School Charter Management Organizations

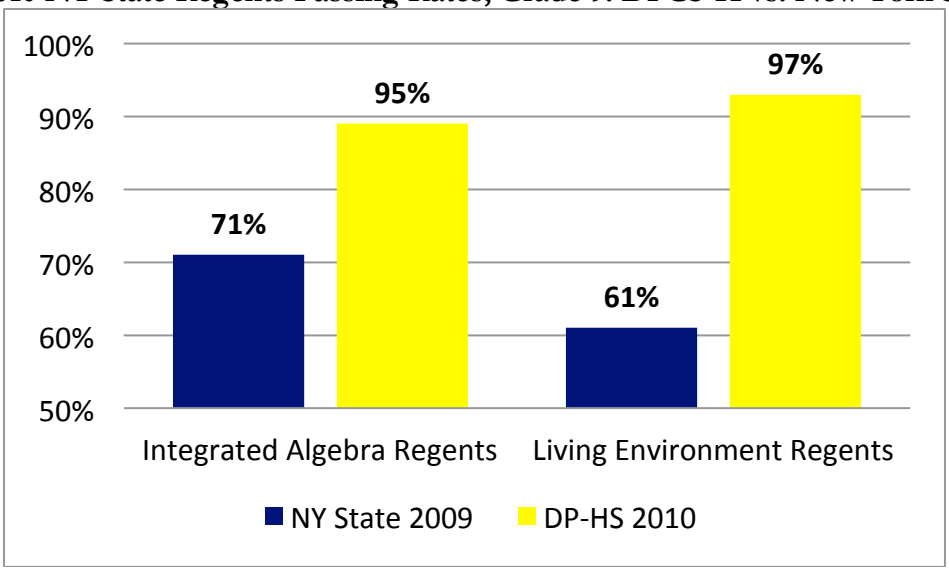


Finally, due to its students' massive improvement on state tests, high satisfaction survey results and absolute performance, Democracy Prep Charter School – Middle received an A grade on the recently published 2010 Chancellor's Progress Report. The report ranks Democracy Prep Charter School – Middle #1 in the whole city, indicating that "The school did better than 100% of all Middle schools citywide."

Democracy Prep Charter School – High (DPCS-H)

There is only one year of data for Democracy Prep High School, but it has already achieved outstanding results on the New York State Regents' Exams.

Figure 7: 2010 NY State Regents Passing Rates, Grade 9: DPCS-H vs. New York State



SECTION XVIII – REQUIRED ATTACHMENTS

1) *Please submit the following documents:*

- *Resumes of Initial Governing Body*
- *School Bylaws*
- *ESP Contracts (if applicable)*
- *Budget Projection and Narrative*
- *ESP Annual Report (if applicable)*
- *Schedule and Calendar*

The above required attachments, other required attachments mentioned in the application guidelines, and other supplemental attachments are all included as separate documents in the following order:

Attachments

A. Resumes Providence Collegiate's Founding Board of Trustees
B. Providence Collegiate Bylaws
C. Providence Collegiate Management Agreement (ESP Contract)
D. Providence Collegiate Management Agreement (One of two most recent contracts executed between DPPS and its schools)
E. Democracy Prep Harlem Charter School Management Agreement (Two of two most recent contracts executed between DPPS and its schools)
F.
G. Providence Collegiate Budget Projection and Narrative
H. Providence Collegiate Draft Financial Policies and Procedures Manual
I. Most Recent Audited Financial Statements of Democracy Prep Public Schools
J. Sample Elementary and Middle School Schedules
K. Sample School Calendar
L. Student and Family Handbook – Elementary
M. Student and Family Handbook – Middle
N. Personnel Manual
O. DPPS Balanced Scorecard Leadership Evaluation Tool
P. DPPS Teacher Evaluation Rubric
Q. NYC Chancellor's Progress Report for Democracy Prep Charter School
R. NYC School Survey for DPCS

The resumes for the DPPS trustees of the Providence Collegiate governing board are attached on the following pages in the order below.

1. Allyson Downey
2. Ryan Offut
3. Pallavi Verma
4. R. Brooks Garber
5. Carlos Lejnieks
6. Justin Geoffrey Fong
7. Christopher T. Kraus

ALLYSON DOWNEY
55 West 95th Street, Apartment 55
New York, NY 10025
(917) 957-8644
adowney10@gsb.columbia.edu

EDUCATION

2009 – 2010 **COLUMBIA BUSINESS SCHOOL** New York, NY
MBA, Management and Finance, May 2010
Selected: Bernstein Leadership and Ethics Board, elected: Cluster Academic Representative

2001 – 2003 **COLUMBIA UNIVERSITY SCHOOL OF THE ARTS** New York, NY
MFA, Writing, October 2003
Recipient of faculty fellowship

1997 – 2001 **COLBY COLLEGE** Waterville, ME
BA, English, May 2001**;** minors in Creative Writing and Psychology
Cum laude, awarded honors and distinction in English

EXPERIENCE

2010 – present **CREDIT SUISSE PRIVATE BANK** New York, NY

- Solicited and developed client relations across industries and geographies, targeting high-net-worth and ultra-high-net-worth individuals.
- Advised entrepreneurs, top executives, and wealthy families on investment strategy, providing comprehensive solutions ranging from asset allocation to trust and estate planning.

2004 – 2008 **SPITZER FOR GOVERNOR** New York, NY

Managing Director, Spitzer 2010 (2007 – 2008)

- Managed all aspects and functions of a political organization, including compliance, strategic planning, budgeting, and financial projections**.** Led a staff of six and a team of five consultants
- Formulated and executed a fundraising and communications strategy to broaden our target base and educate supporters about current political and governmental initiatives
- Raised more than $8 million for Democratic causes in 2007, exceeding targets by 30%
- Identified critical gaps in fundraising tools and collaborated with outside programmers to construct a customized database to more efficiently track fundraising and donor activity
- Developed and launched an interactive website. Conceptualized a brand, identified a target audience, and created innovative tools to build an active community of online supporters

Inaugural Director, Inauguration 2007 (2006 – 2007)

- Directed a functionally-diverse team of more than twenty people to produce a public "people's inauguration" for 10,000 people in less than eight weeks
- Produced an on-budget series of events including an outdoor inauguration ceremony, a Taste of New York food festival, and a rock concert with performances by James Taylor, Natalie Merchant, and Jimmy Fallon

New York State Finance Director, Spitzer 2006 (2004 – 2006)

- Analyzed historical campaign finance data to identify and target new fundraising constituencies from across New York State
- Established a statewide coalition of business leaders, building an infrastructure for an upstate, Hudson Valley, and Long Island fund-raising apparatus that raised more than $5 million
- Spearheaded a Women for Spitzer grassroots organization that engaged thousands of women who collectively raised more than $1 million

2004 **SAMARA BAREND FOR CONGRESS** Corning, NY

Finance Director

- Wrote and executed a detailed finance plan, projecting fundraising revenues and campaign expenditures
- Raised $650,000 for a twenty-six year old congressional candidate in upstate New York. Leveraged candidate's affiliations and ideologies to connect with potential supporters

2003 – 2004 **DOUBLEDAY BROADWAY, RANDOM HOUSE** New York, NY

Editorial Assistant

- Edited manuscripts for publication, positioned books for sales and publicity by writing promotional and flap copy, and evaluated submissions for acquisition

Ryan Offutt

12 Broadway #301, Fargo ND 58103
701-367-9888
RyanOffutt@rdoequipment.com

Education

Reed College B.A. Political Science, 2000

Employment

RDO Equipment Co. – Fargo, ND

- Vice President, International Business Development, 2005—Present
  - Founded and developed $150 million division, Agro-Construction Technology, supplying capital goods to the agricultural sector in Russia.
  - Responsible for all aspects of business, including finance, supplier relations and strategy.
  - Oversight of 8000 acre farm operation and popcorn processing plant in Krasnodar, Krai.

- Vice-President, Organizational Development 2005-2007
  - Created Organizational Development team, responsible for Human Resources, Communications and Marketing.
  - Engaged the Great Place to Work institute to assess employee satisfaction and designed process that lead to tremendous score improvement over 4 year time frame. The company was subsequently requested to apply for 100 Great Places to Work list in Fortune magazine (the company declined).
  - Established industry leading employee training program.

- Director, Communications 2003-2005

Woodrow Wilson Center for International Scholars 2001

- Research assistant for Senator Daniel Patrick Moynihan

Name:	Pallavi Verma
Title:	Executive Director, Revenue, Finance and Administration Practice Lead
Summary of Experience:	Pallavi Verma is responsible for Accenture's Canada and US State and Local Government Revenue, Finance and Administration Industry practice. Accenture's Revenue, Finance and Administration Industry provides business and technology transformation solutions in the areas of Finance & Accounting, Human Resources, Procurement, Revenue, and Technology Infrastructure to Canadian Provincial and US State and Local governments as well as Higher Education and K-12 organizations. This practice represents over 70 clients, with annual revenues of over $250 million. Pallavi has served as Project Director for an array of clients including; the City of New York including working with the NYC Department of Education, Columbia University, University of Massachusetts, Yale University, New York University, The Ohio State University, Cornell University, and the Port Authority of NY and New Jersey Pallavi has a Bachelor of Science from Rensselaer Polytechnic Institute.
Detailed Experiences:	**Yale University:** Program Director on the Business Transformation program responsible for engagement delivery of several cost savings initiatives. **New York City Automated Personnel System (NYCAPS):** Overall Project Director to the NYCAPS project which has transformed Human Resources processing within the City of New York. This project received a GovTech Award in New York City for Excellence in Technology, and best Collaboration across City Agencies. **Columbia University:** Led a variety of efforts including the Planning and Implementation of a new HR/Payroll system. Also responsible for several planning and business process review projects, including completing an IT Organization Strategy, creating at technology roadmap, providing support for a new budgeting process and supporting the selection of a pre-award solution for Research Administration. **Nassau County:** Worked with the County to select new software for Human Resources and Timekeeping. **University of Massachusetts:** Project executive for several large enterprise wide administrative initiatives including implementation of new Financials, Human Resources, and Student Administration systems **Yale University:** Led an engagement with to analyze over $700 million dollars in spend in an effort to identify commodities with savings potential. **New York University:** Led an effort to assist New York University in the planning for an enterprise-wide HR implementation. **Ohio State University:** Served as Project Director for ARMS Program leading implementation and operations of new Financials and HR/Payroll applications. **Port Authority of NY and NJ:** Served as the Project Manager to implement HR, Payroll, Benefits and Time and Attendance systems. **Cornell University:** Engagement Manager for a Financial reengineering project. **City of Philadelphia:** Engagement manager to reengineer City's hiring process. **Pennsylvania Department of Revenue:** Served as the Functional Manager to implement a customized tax processing system. **Housing Preservation and Development:** Led a strategic planning effort for New York City's Housing Preservation and Development (HPD). **State of Maryland:** Led implementation of new enhancements to new Revenue Processing system. **Kansas City Department of Revenue:** Project Manager for a Revenue Processing system implementation. **New York City Department of Finance:** Served as user liaison a custom developed tax administration system for the City of New York. **New Jersey Division of Taxation:** Served multiple roles, from programmer to lead design analyst to implement custom developed tax administration system for state's individual and business taxes.

R. BROOKS GARBER

Vice President, Federal Advocacy
brooks@publiccharters.org

R. Brooks Garber is the vice president of federal advocacy for the National Alliance for Public Charter Schools. Brooks has been called upon to speak about public charter schools and education policy both domestically and internationally. Prior to joining the National Alliance, Brooks worked as the associate director of policy at the Center for Education Reform in Washington, D.C. Before that, he worked at the Tennessee Advisory Commission on Intergovernmental Relations where he assisted the Legislature in the development of a new education funding formula for the state. Brooks has campaign and political experience at federal, state and local levels. Brooks has a Bachelor of Science in History and Human and Organizational Development, and a Master of Public Policy, with an emphasis on education policy, both from Vanderbilt University.

Biographical Sketch for
– CARLOS LEJNIEKS –

In late April 2008, Carlos Lejnieks was appointed President & CEO of Big Brothers Big Sisters of Essex, Hudson & Union Counties (NJ), a one-to-one, youth mentoring agency based out of Newark. Soon thereafter, he was also appointed as Vice Chairman of Big Brothers Big Sisters of New Jersey.

Lejnieks took over an atrophied BBBS agency solely servicing Newark and turned it around while also expanding it to serve a newly constituted three county region. Within less than two years, BBBS went from serving approximately 100 youth to serving 700. Lejnieks has led the development of an aggressive and thoughtful five year business plan that would see the organization grow to be one of the top five largest mentoring agencies in the country serving over 5,000 youth per year. He has built a solid base of private/public partnerships from a wide range of groups including churches, community-based organizations, universities, corporations, among others. His Advisory Board is Co-Chaired by Gov. Brendan Byrne and Gov. Thomas Kean.

Prior to joining BBBS, starting in 2004, Lejnieks was an administrator for North Star Academy, a nationally recognized public charter school in Newark, New Jersey encompassing four campuses ranging from elementary school through high school. In his time at North Star, every high school graduate went off to college. In addition to his administrative duties which ranged widely from governmental reporting, business matters, community relations and public policy advocacy, Lejnieks also worked closely with students. Tapping into his private sector experience, Lejnieks initiated a course called *Finance 101* teaching students about the stock market, investing options and the world economy. He also led an international service trip to Ecuador where high school students volunteered in a school and senior citizen center.

Prior to North Star, Lejnieks was Vice President of CN Communications International, a boutique business consultancy based in New Jersey. Lejnieks spearheaded CN's business development and worked for a broad range of clients such as RWE/Thames Water, NJIT and the National Conference of Community and Justice.

Lejnieks went to CN after having served as a Policy Advisor to the Governor of New Jersey where he had particular focus on the State's post-September 11th recovery efforts, cultural affairs and World Class Economy initiative. In late 2001, the Governor and Secretary of State presented Lejnieks with a New Jersey State Proclamation for "work related to post-September 11th recovery efforts." Lejnieks was later nominated to New Jersey's International Trade Committee.

Lejnieks has also held positions in the industry of finance with Goldman Sachs and Quick & Reilly.

An engaged community member, Lejnieks recently served on President Barack Obama's Regional Finance Committee and Newark Mayor Cory Booker's transition team in 2006. In 2009, Lejnieks was elected Chairman of the NJ Charter School Association after having led a year long strategic planning process that has given a new direction and focus on the expansion of quality charter schools throughout NJ. He also serves as a Trustee and Co-Founder of Democracy Prep Charter School based in Harlem (NY). In 2006, he received Democracy Prep's "Change the World" award for helping create the school. In 2010, Lejnieks was appointed to the National Advisory Board of the National Association of Charter School Authorizers, replacing US Secretary of Education Arne Duncan. Lejnieks also serves on the Board of Regents for Saint Peter's College.

In addition, Lejnieks has served on the Board of Directors of the United Way of North Essex, the Montclair Economic Development Corp, as a Trustee and Executive Committee member to Big Brothers Big Sisters of Monmouth County as well as having been a member on the Advisory Board for the Yogi Berra Museum. Lejnieks also works with Fundacion Cimas, an Ecuador-based organization, on community development projects in rural parts of Ecuador.

In reaction to community violence while in high school, Lejnieks co-founded a non-profit organization called Serendipity Café. The Café received national media attention for its impact in the community and currently still exists. For his "outstanding citizenship", Lejnieks was given the *New York Times* Young Citizens Award in 1995 and, in 1996, was named "Outstanding Volunteer" by the Volunteer Center of Greater Essex County. In 2010, the Mayor and City Council of Jersey City honored Lejnieks for his "investment in education" of area youth. In 2009, Lejnieks received the NJBiz "40 under 40" top NJ business people award as well as the Montclair Neighborhood Development Corp's "Community Award" for his commitment to underserved populations.

A former collegiate varsity wrestler, Lejnieks is President of his graduating class and, in 2006, was appointed to the national Board of Directors of Brown University's Association of Class Leaders (RI). A resident of Montclair, New Jersey, Lejnieks has an M.Sc. degree from the London School of Economics and B.A. degree in International Relations and Commerce from Brown University.

Justin Geoffrey Fong

123 Kent Avenue, Apartment 4R, Brooklyn, NY 11211
justin.g.fong@gmail.com (646) 770-2224

Professional Experience

TEACH FOR AMERICA, New York, NY — June 2010 – present

Teach For America is a New York-based national nonprofit organization committed to closing the achievement gap in America comprised of over 1400 employees spanning 39 regions and national support teams. In 2010, hired as Vice President, Internal Communications as a member of national team and Human Assets Management Team.

Vice President, Internal Communications

- Develop initiatives that a) increase communication and collaboration within and across teams, b) create more access to senior organizational leaders and c) heighten awareness of the mission and Teach For America's story to staff members.
- Led adoption of social microblogging appliance (Yammer) from fewer than 200 existing users to over 900 users, making Teach For America one of the top five growing companies to use the service nationwide. Lead organization-wide conversion from antiquated public server infrastructure to newly implemented intranet technology. Drive initiative to create vision for the "office of the future" by conducting research of industry best practices, holding staff focus groups and developing a new footprint that changes the way our staff works together.

BUILDING EXCELLENT SCHOOLS, New York, NY — July 2008 – June 2010

Building Excellent Schools is a Boston-based nonprofit organization committed to developing high performing urban charter schools in cities across the country. In 2008, hired as Associate Director and member of Senior Management, principally charged with building a newly formed consultancy that supports Fellow-founded schools in all phases of school startup. Promoted to Director of Business Development in May 2009, charged with growing new revenue streams and overseeing business development and marketing strategy.

Director of Business Development — May 2009 – June 2010

- Design, launch and promote new profitable training modules using existing programs and infrastructure (at no additional cost to the organization), contributing to total earned income of $361,000 (50% increase over the previous fiscal year) and expanded customer base in both quantity and type. Refine Follow-On Support program to better match the needs of clients, resulting in 20 active accounts (33% increase over the previous year).
- Through expanded offerings and concerted efforts to widen the contact base, attract new clients and draft customized consulting products for school-based site support and staff training. Appropriate internal senior staff to various projects in addition to delivering direct services.
- Lead organization through first re-branding initiative in 7 years, coordinating with outside firms, artists and an internal working group. Monitor staff compliance with newly formed "style guide" and develop new strategies to communicate messages and information to targeted audiences. Strategize with senior management team to create new publications and oversee design, production and distribution of new print and electronic marketing materials.

Associate Director — July 2008 – April 2009

- Oversaw design and implementation of new consulting practice (Follow-On Support), coordinating 5-member senior team and over 15 active accounts generating $240,000 in annual revenue, the first significant earned income stream in the organization's nine-year history. Advised clients (school founders and leaders) in all aspects of school startup including school culture, academics and instruction, curriculum development, operations and finance, crisis management, human resources, governance and leadership development.
- Engaged directly with clients to actively monitor progress, solving current challenges and anticipating future issues. Conducted on-site and often multi-day evaluations and customized trainings.
- As senior manager, led business strategy development for Follow-On Support. Created marketing documents for clients, established pricing and payment models, and served as liaison to donors, partner organizations and the board of trustees.

HARLEM VILLAGE ACADEMIES, Harlem, NY — July 2005 – June 2008

Harlem Village Academies is a network of college preparatory charter schools serving 500 students over three campuses. In 2005-06 school year, taught 50 sixth graders in mathematics and served as Department Chair. Promoted to Recruitment Chair in January 2006 and led successful recruitment effort of 15 teaching positions. Promoted to Director of Human Capital in July 2006 to oversee development of employee talent pool and attract new talent to the organization. Promoted to Principal of Harlem Village Academy Middle School in June 2007, leading the school to widely recognized academic achievements.

Principal, Harlem Village Academy Middle School — July 2007 – June 2008

- Promoted to position of Middle School Principal for flagship school (5th-8th grades) in its fifth year. Led a school of 200 students and 25 staff members to dramatic gains in student achievement including: 12% school-wide increase in ELA proficiency rate, 100% proficiency in 7th and 8th grade mathematics, 97% proficiency in 8th grade social studies and 100% proficiency in 8th grade math as measured by New York State examinations.

Justin Geoffrey Fong

- To address the school's specific growth opportunities in student literacy performance, replaced Saturday School program with a more targeted 1-on-1 after school tutoring program for the neediest 30% of students in literacy only; added instructional time for writing in 7th and 8th grade schedule. Directed a focus on homework submission rates school-wide; early morning homework checks, homework completion contests and detention for students with missing homework, resulting in dramatically higher completion rates (98%). Language Arts proficiency rates increased 12% school-wide over previous year.
- To maximize usage of $2.2M budget, restructured staffing composition: Hired three additional faculty aides to assist with student supervision and low-level operational tasks resulting in additional planning time for teachers and mid-level staff; added part-time teaching staff for interventional word study block to reduce teaching load on core staff.

Director of Human Capital July 2006 – June 2007

- Promoted to Senior Management Team, a three-member group that directed overall strategy for 50-person growing organization. Contributed to development of short-term and long-term strategy for all facets of the organization including growth models, salary and benefits structures, personnel matters, legal counsel, and operational planning.
- Directed and oversaw all hiring needs including development, administrative, operational and school-based positions.
- Simultaneously co-taught two sections of eighth grade mathematics. Led cohort of students to 98% passing rate on New York State Math Exam (highest of all charter schools in New York City, 95th percentile in raw score in all of New York State) and 80% passing rate on High School Regents Exam.

Mathematics Department Chair and Recruitment Chair July 2005 – June 2006

- Led spring teacher recruitment effort screening over 1,200 applications for 15 positions. Developed and streamlined recruiting process to maximize exposure to qualified candidates and minimize interruptions to day-to-day operations. Created internal strategy of closing on new hires, especially those with multiple offers—resulting in 83% yield rate on offer letters.
- Drove cohort of 50 students to 82% passing rate on New York State exam compared to 45% average in Harlem. Supported three other math teachers in the department via collaborative lesson planning, data analysis and instructional coaching. Revised school-wide mathematics curricula to better align with historical trends of state tests and standards. Supervised Math Department whose 7th grade test scores were #1 of all open-enrollment schools in the city (96% passing).

TEACH FOR AMERICA, Intermediate School 286, Harlem, NY July 2003 – June 2005

Classroom Teacher

In 2003-04 school year, taught 28 sixth graders in all subjects (English, math, social studies, and science). Promoted to Math Leadership position for 2004-05, teaching math to 50 seventh graders (two sections) while improving math curriculum and department staff instructional style.

EDUCATION

June 2005 PACE UNIVERSITY SCHOOL OF EDUCATION – New York, NY
Master of Science in Teaching

June 2003 HARVARD COLLEGE – Cambridge, Massachusetts
Bachelor of Arts in Philosophy
Graduated Cum Laude

VOLUNTEER WORK

HARVARD SCHOOLS COMMITTEE, New York, NY October 2005 – Present

Subcommittee Co-Chair

- Coordinate and oversee alumni interview process for high school seniors applying to Harvard College, involving approximately 125 candidates annually and 40 alumni volunteers. Evaluate and manage volunteer staff, communicate as liaison to larger Schools Committee and Harvard Admissions Office, and contribute feedback to continually improve process.
- Member of Harvard Educational Outreach Committee, developing initiatives to increase minority applications.

DANCEWAVE, Brooklyn, NY December 2008 – February 2010

Trustee

- Served as a member of the Board of Trustees for Dancewave, a non-profit arts organization in Brooklyn dedicated to providing a range of high-quality dance programs to a diverse community of young people. Supported the organization's short- and long-term strategic planning, fundraising initiatives and sound governance. Monitored financial statements and prepare quarterly committee reports.

Christopher T. Kraus
Managing Director
New York Operations

Current Responsibilities:
Mr. Kraus assists in the continuing development of Jones Lang LaSalle's National Financial Industry Practice as a Managing Director of the New York Office. Mr. Kraus advises his clients in the development and implementation of real estate strategic plans that connect with the overall operational and risk management structure of their firm. He works with his clients to craft "business solutions" that support their growth objectives as well as their risk management requirements.

Recent clients include American Arbitration Association, Aristeia Capital LLC, Aviva USA, Bessemer Trust, Cardiovascular Research Foundation, Exxon Mobil, Forstmann Little, General Reinsurance, Hard Rock Café, Interpublic Group of Companies, Kingdon Capital Management, Lexmark International, Loeb, Block & Partners, Marsh & McLennan, RBC Carlin Financial Group and Tyco.

In November 2008, Mr. Kraus was the recipient, along with his Partners, Brian Higgins and Jay Koster, of the National Association of Industrial and Office Properties' Fairfield County Lease of the Year for the relocation of General Re's world headquarters, with its 20 year net lease of the 315,000 rsf at 120 Long Ridge Road.

Experience:
Prior to The Staubach Company's July, 2008 merger with Jones Lang LaSalle, Mr. Kraus worked for six (6) years as a Principal with Staubach. Prior to his employment with Staubach, he invested in listed equities and investment partnerships, as well as founded MarketPlayer.com, an equity investment website of which CNBC owned 25%. With this success, he developed an extensive network of contacts in the asset management, hedge fund and investment banking community. He spent over thirteen years as a broker with Cushman & Wakefield, creating an impressive client portfolio that included Pfizer, Inc., Minerals Technologies, Inc., Martha Stewart Living, The Ford Foundation and Time, Inc. Sales transactions included 850 Third Avenue, 260 Madison Avenue and 261 Madison Avenue. He also acted as a leasing agent for 595 Madison Avenue, 575 Fifth Avenue and 1212 Avenue of the Americas.

Education and Affiliations:
Mr. Kraus received a Bachelor of Science degree with a double major in Finance and Marketing and a minor in International Relations from Lehigh University. He is a member of The Spence School Parent's Association, provides professional services to the Robin Hood Foundation and its grantee organizations, serves on the Executive Committee of The Murray H. Goodman Center for Real Estate Studies at Lehigh University and is Chairman of the Board of the Democracy Prep. Charter School.

JONES LANG LASALLE

Proposed Bylaws of Providence Collegiate

ARTICLE I

NAME OF CORPORATION

The name of the corporation is Providence Collegiate.

ARTICLE II

PURPOSES AND POWERS

SECTION 1. PURPOSES. Providence Collegiate is organized exclusively to encourage or foster charitable, educational and scientific purposes or activities within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), to own and operate or provide for the operation of charter schools and mayoral academies as defined in Rhode Island General Laws § 16-77-3(k) in Providence and Kent Counties within the state of Rhode Island.

Providence Collegiate may do any and all lawful acts, and may engage in any and all lawful activities which may be appropriate, necessary or desirable for the accomplishment of the aforesaid purposes, subject to its Articles of Incorporation and the restriction placed on it by the Bylaws of Democracy Prep Public Schools ("DPPS")[1].

No part of Providence Collegiate's earnings shall inure to the benefit of, or be distributable to, its Trustee, officers, or other private persons, except that DPPS 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 above.

In the event that either Democracy Prep Public Schools -the Charter Management Organization- or Providence Collegiate violate either Rhode Island statute or Rhode Island Department of Education rules, regulations and similar authorities, DPPS and Providence Collegiate are explicitly released from any and all liability, to the maximum extent available under any applicable rules, regulations and similar authorities.

Notwithstanding any other provision hereof to the contrary, Providence Collegiate shall not carry on any activities unless such activity is permitted to be carried on by a

[1] Sometime near the effective date for these bylaws, "Democracy Builders" (a New York not-for-profit corporation) will change its name to "Democracy Prep Public Schools". Any reference to Democracy Prep Public School or DPPS is also a reference to Democracy Builders, as Democracy Builders will eventually become the predecessor entity of Democracy Prep Public Schools.

corporation (a) exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States internal revenue law), and (b) contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States internal revenue law).

SECTION 2. POWERS. Subject to its Articles of Incorporation and the Bylaws of DPPS, Providence Collegiate shall have such powers as are now or may be granted by the Rhode Island Nonprofit Corporation Act.

ARTICLE III

OFFICES AND REGISTERED AGENT

SECTION 1. PRINCIPAL OFFICE. Providence Collegiate shall have and continuously maintain a principal office at such place within the State of Rhode Island as the Board of Trustees may, from time to time, designate.

SECTION 2. REGISTERED AGENT. Providence Collegiate shall, at all times, maintain a registered agent at a registered office within the State of Rhode Island. The initial registered agent shall be Seth Andrew and the initial registered office shall be 178 Bowen Street, Providence, Rhode Island, 02906.

SECTION 3. CHANGE OF PRINCIPAL OFFICE OR REGISTERED AGENT. The principal office, the registered agent and the registered office of Providence Collegiate may from time to time be changed by the Board of Trustees.

ARTICLE IV

MEMBERS

SECTION 1. MEMBERS. The sole member of Providence Collegiate shall be DPPS.

ARTICLE V

BOARD OF TRUSTEES

SECTION 1. GENERAL POWERS. The affairs of Providence Collegiate shall be managed by its Board of Trustees.

SECTION 2. NUMBER, QUALIFICATIONS and CATEGORIES OF TRUSTEES. The Board of Trustees shall fix the number of Trustees of Providence Collegiate, which shall not be less than five (5) or more than fifteen (15). The Board of Trustees shall consist of at least three (3) Trustee categories: (i) Democracy Prep Public Schools ("DPPS") Trustees ("DPPS Trustees"), (ii) an elected mayor or elected town administrators from towns or cities that send students to Providence Collegiate ("Mayoral Trustee") and (ii) at least one representative from towns or cities that enroll students at ("Representative

Trustee[s]”).

Each Trustee category shall be chosen in accordance with the appropriate subsection of subsections (i), (ii) and (iii).

i. DPPS Trustees shall be chosen at DPPS’ discretion. In determining appropriate Trustees, DPPS will give all proper consideration to applicable laws and regulations. In addition, DPPS will consider factors (s) in selecting DPPS Trustees. Factors, such as, subject matter expertise or prior board experience could be factors that DPPS chooses. If any part of this subsection conflicts with other sections in this document, this subsection controls.

ii. The Mayoral Trustee shall be chosen through a two step process. DPPS will request letters of interest from all mayors eligible to serve on the Providence Collegiate Board of Trustees (“Interested Mayors”) and review the Interested Mayors for suitability with the Providence Collegiate mission and model. Finally, from the pool of Interested Mayors, Trustees will then nominate and vote to appoint a candidate to establish the school and serve as the ex-officio Providence Collegiate Board Chair.

    In the unlikely case where no mayor is willing or able to serve on the Providence Collegiate Board, any duly elected public official (city or town council, state representative, state senator, general officer) who represents a sending town may be appointed by the trustees to serve as Interim-Chair through the next election cycle, at which time a new solicitation of mayors or town administrators would commence and the appointment of a new Chair by the Providence Collegiate Board would take place. An interim-chair shall serve for no longer than 12 months in the position.

iii. The Representative Trustees shall be chosen through a two step process. First, in consultation with the Providence Collegiate Board chairperson, the DPPS Trustees will recruit representatives representing all Rhode Island communities that send students to Providence Collegiate and solicit nominations for representatives from all Rhode Island communities that send students to Providence Collegiate. Finally, from the solicited and recruited representatives, the Providence Collegiate Chair and the DPPS Trustees will nominate and vote to appoint a representative from each sending community to serve on the Providence Collegiate Board. The term “representative” shall be defined by Democracy Prep Public Schools.

In the event of the resignation or expulsion of any member of the Providence Collegiate Board of Trustees, the full Board shall vote to appoint a new member from the same category as the resigned or expelled Trustee. The Board of Trustees of DPPS may expand or contract the numbers of members on the Board of Trustees at any time.

SECTION 3. TERMS OF TRUSTEE. (a) Expiration. The term of each Trustee shall expire January 1st of each year, provided that the term of a Trustee who was last appointed or reappointed to the Board of Trustees within four months before such date in any year shall not expire until such date in the following year. (b) Termination. The term of any Trustee shall terminate if, in the judgment of the Board of Trustees of DPPS, the Trustee has ceased to adequately represent the applicable community.

SECTION 4. QUORUM. The quorum for the transaction of business by the Board of Trustees shall be a majority of the Trustees then in office. Those members in attendance via telephonic conference call, video conference, or other electronic means accepted by the chair shall be considered in attendance for the purposes of quorum and voting.

SECTION 5. FIRST MEETING. The first meeting of the Board of Trustees shall be called by the DPPS Trustees in order to appoint the mayor or elected town administrator that will serve ex-officio on the Providence Collegiate Board of Trustees. Upon the awarding of the charter and the initial seating of the entire Providence Collegiate Board of Trustees, Providence Collegiate will apply to become a separate corporate entity for the purpose of operating as a non-profit public charter school in the state of Rhode Island.

SECTION 6. ANNUAL AND REGULAR MEETINGS. The Board of Trustees shall establish a schedule of regular meetings, and shall not meet less than three times in each year. The annual meeting shall be held during the period beginning October 1st and ending December 31st each year.

SECTION 7. CHAIR AND PRESIDENT & VICE CHAIR. At its first meeting and each annual meeting, the Board of Trustees shall elect an ex-officio chair. Only a member who is a mayor or elected town administrator shall be eligible to serve as the ex-officio Chair the Board of Trustees. A chair shall serve until his or her successor elected and qualified, until he ceases to serve on the Board of Trustees, or until his qualification as mayor or elected town administrator ceases.

The Board of Trustees may also elect a President & vice chair to serve in the absence of the chair; the President & vice chair must be a director but need not be a mayor or elected town administrator. The President & vice chair shall have the powers of the chair in the absence of the chair.

SECTION 8. SPECIAL MEETINGS. Special meetings of a Board of Trustees may be called by the chair and shall be called by the chair upon written request of members representing at least two towns or cities.

SECTION 9. POWERS. The Board of Trustees shall have the power to:

i. elect a chairman, President & vice chair as provided in Section 7 of this Article;
ii. adopt rules of procedure that are not inconsistent with law, the articles of incorporation, these by-laws, the Bylaws of DPPS, and all other applicable resolutions and directives of the Board of Trustees of DPPS;

iii. monitor the activities and performance of its related mayoral academy, including hearing complaints pursuant to § 16-77-8(a) of the Rhode Island General Laws;
iv. make recommendations to the Board of Trustees of DPPS relating to its mayoral academy;
v. engage an education management organization to operate the Mayoral Academy as contemplated by the Charter of the Mayoral Academy;
vi. withdraw its mayoral academy from DPPS, provided that another nonprofit organization has agreed to act on behalf of the school and such withdrawal has been approved by the Rhode Island Department of Elementary and Secondary Education; and
vii. take such other actions as may be directed or permitted by resolution of the Board of Trustees of DPPS. Providence Collegiate shall not have authority to enter into contracts unless otherwise authorized to do so by the Board of Trustees of DPPS.

SECTION 10. NOTICE. (a) The Board of Trustees shall give written notice of its annual and other regular meetings at the beginning of each calendar year. The notice shall include the date, time, and place of the meeting and shall be provided to the Secretary of DPPS, members of the public upon request, and to the secretary of state at the beginning of each calendar year in accordance with subsection (e).

(b) The Board of Trustees shall give supplemental written public notice of any meeting within a minimum of forty-eight (48) hours before the date. The notice shall include the date the notice was posted, the date, time and place of the meeting, and a statement specifying the nature of the business to be discussed. Copies of the notice shall be maintained by the Board of Trustee for a minimum of one year; a copy of the notice shall also be supplied to the Secretary of DPPS, who shall likewise maintain such copy for a minimum of one year. The Board of Trustees may add items for informational purposes only, pursuant to a request, submitted in writing, by a member of the public during any public comment session. Said informational items may not be voted upon unless they have been posted in accordance with the provisions of this section.

(c) Written public notice shall include, but need not be limited to, posting a copy of the notice at the principal office of DPPS, and at the site of each school facility operated by Providence Collegiate, and/or electronic filing of the notice with the secretary of state pursuant to subsection (e); however, nothing contained herein shall prevent the Board of Trustees from holding an emergency meeting, upon an affirmative vote of the majority of the members of the Board of Trustees when the meeting is deemed necessary to address an unexpected occurrence that requires immediate action to protect the public. If an emergency meeting is called, a meeting notice and agenda shall be posted as soon as practicable and should be electronically filed with the secretary of state pursuant to subsection (e) and, upon meeting, the Board of Trustees should state for the record and minutes why the matter must be addressed in less than forty-eight (48) hours and only discuss the issue or issues which created the need for an emergency meeting. Nothing contained herein shall be used in the circumvention of the spirit and requirements of this section.

(d) Nothing within this chapter shall prohibit the Board of Trustees or the members thereof from responding to comments initiated by a member of the public during a properly noticed open forum even if the subject matter of a citizen's comments or discussions were not previously posted, provided such matters shall be for informational purposes only and may not be voted on except where necessary to address an unexpected occurrence that requires immediate action to protect the public or to refer the matter to an appropriate committee, to the Board of Trustees of DPPS, or to another body or official.

(e) All notices required by this section to be filed with the secretary of state shall be electronically transmitted to the secretary of state in accordance with rules and regulations which shall be promulgated by the secretary of state.

(f) In addition to providing notice to the public as provided above, notice of any special meeting of a Board of Trustees shall be given at least forty-eight (48) hours previous thereto by written notice to the Chair of the Board of Trustees of DPPS, to the Secretary of DPPS, and to each member of the Board of Trustees by mail, facsimile, or e-mail at his or her address or facsimile machine telephone number as shown by the records of Providence Collegiate. If mailed, such notice shall be deemed to be delivered the day mail is next delivered after the day when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice is given through the use of a facsimile machine, such notice shall be deemed to be delivered when proof of transmission to the correct facsimile machine is received by the sender of the notice. If notice is given by e-mail, such notice shall be deemed to be delivered when a reply in response thereto or a receipt showing that the e-mail has been delivered is received by the sender of the e-mail. Notice of any special meeting of the Board of Trustees may be waived in writing signed by the person or persons entitled to the notice either before or after the time of the meeting and such waiver may be delivered to the Board of Trustees by any means by which notice may be given. The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, except where the member attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

SECTION 11. MANNER OF ACTING. The act of a majority of the members present at a meeting at which a quorum is present, including telephonic conference call and/or video conference, shall be the act of the Board of Trustees, unless a greater number is required by statute, these bylaws, the bylaws of DPPS, or the articles of incorporation.

SECTION 12. REMOVAL. A member of the Board of Trustees may be removed with or without cause by a vote of a majority of the Trustees present and voting at a meeting of the Board of Trustees of DPPS. Such action shall be taken at a regular meeting of the Board of Trustees of DPPS or at a special meeting called for such purpose.

SECTION 13. MINUTES. The Board of Trustees shall appoint a secretary, who need not be a member of the Board of Trustees, and the secretary shall record the minutes of the

meeting. A copy of the minutes of each meeting of the Board of Trustees shall be provided to the Chair of DPPS and a copy shall also be provided to the Secretary of DPPS. A record of all votes, listing how each member voted on each issue shall be made available to the public at DPPS's office within two (2) weeks of the date of the vote. Official minutes, when adopted, and until such adoption, unofficial minutes shall be available at the office of DPPS within thirty (30) days after the meeting (except to the extent, if any, the minutes relate to matters considered in executive session and the Board of Trustees votes to keep such minutes closed pursuant to R.I.G.L. §§ 42-46-4 and 42-46-5, and except when the Board of Trustees votes to extend the time for filing the minutes and publicly states the reason for such extension).

SECTION 14. DISBANDMENT. The Board of Trustees of DPPS may disband the Board of Trustees if the Rhode Island Department of Elementary and Secondary Education refuses to grant, revokes, or allows to lapse the charter for Providence Collegiate.

ARTICLE VI

OFFICERS

SECTION 1. OFFICERS. The officers of the Providence Collegiate Board of Trustees shall be a Chair, a President & Vice Chair, an Executive Director, a Secretary, a Treasurer, and such other officers as may be elected by the Board of Trustees. Officers whose authority and duties are not prescribed in these bylaws shall have the authority and perform the duties prescribed, from time to time, by the Board of Trustees. Any two or more offices may be held by the same person, except the Chair may not serve also serve as Executive Director or Secretary.

SECTION 2. ELECTION AND TERM OF OFFICE. The officers of Providence Collegiate shall be elected annually by the Board of Trustees at the regular annual meeting of the Board of Trustees. If the election of officers shall not be held at such meeting, the election shall be held as soon thereafter as is convenient. Vacancies may be filled or new offices created and filled at any meeting of the Board of Trustees. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified or until his or her death or until he or she shall resign or shall have been removed in the manner hereinafter provided. Election of an officer shall not of itself create contractual rights.

SECTION 3. REMOVAL. Any officer elected or appointed by the Board of Trustees may be removed by the Board of Trustees whenever in its judgment the best interests of DPPS would be served thereby, but such removal shall be without prejudice to the contractual rights, if any, of the person so removed.

SECTION 4. CHAIR. The Chair shall be a member of the Board of Trustees. The Chair may chair all meetings of the Board of Trustees and shall discharge such other duties as may be provided by the Board of Trustees.

SECTION 5. PRESIDENT & VICE CHAIR. The President & Vice Chair, if one is elected, shall be a member of the Board of Trustees. The Vice Chair shall assist the Chair in the discharge of his or her duties as the Chair may direct and shall perform such other duties as from time to time may be assigned to him or her by the Chair or by the Board of Trustees. In the absence of the Chair or in the event of his or her inability or refusal to act, the Vice Chair, shall perform the duties of the Chair and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.

Unless the Board otherwise specifies in the resolution establishing a committee, the President & Vice Chair shall appoint the members of all committees established by the Board. Except in those instances in which the authority to execute is expressly delegated to another officer or agent of Providence Collegiate or a different mode of execution is expressly prescribed by the Board of Trustees or these bylaws, the President & Vice Chair may execute for Providence Collegiate any contracts, deeds, mortgages, bonds, or other instruments which the Board of Trustees and the Board of Directors of DPPS have authorized to be executed, and he or she may accomplish such execution either under or without the seal of Providence Collegiate and either individually or with the Secretary, any Assistant Secretary, or any other officer thereunto authorized by the Board of Trustees, according to the requirements of the form of the instrument. The President & Vice Chair may vote all securities which Providence Collegiate is entitled to vote except as and to the extent such authority shall be vested in a different officer or agent of Providence Collegiate by the Board of Trustees.

Except in those instances in which the authority to execute is expressly delegated to another officer or agent of Providence Collegiate or a different mode of execution is expressly prescribed by the Board of Trustees or these bylaws, the Vice Chair, or any of them if there are more than one, may execute for Providence Collegiate any contracts, deeds, mortgages, bonds or other instruments which the Board of Trustees has authorized to be executed, and he or she may accomplish such execution either under or without the seal of DPPS and either individually or with the Secretary, any Assistant Secretary, or any other officer thereunto authorized by the Board of Trustee, according to the requirements of the form of the instrument. If no President & Vice Chair is elected, the Secretary shall perform these duties.

SECTION 6. EXECUTIVE DIRECTOR. The Executive Director shall be the principal operational officer of Providence Collegiate. Subject to the direction and control of the Board of Trustees, he or she shall be in charge of the business and affairs of Providence Collegiate; he or she shall see that the resolutions and directives of the Board of Trustees are carried into effect except in those instances in which that responsibility is assigned to some other person by the Board of Trustee; and, in general he or she shall discharge all duties incident to the office of Executive Director and such other duties as may be prescribed by the Board of Trustees. Unless determined otherwise by the Providence Collegiate board of trustees the Executive Director shall be a Regional Superintendent or Head of School and an employee of Democracy Prep Public schools, though he or she may not be a member of the Providence Collegiate board of trustees.

SECTION 7. SECRETARY. The Secretary shall: (a) record the minutes of the meetings

of the Board of Trustee in one or more books provided for that purpose; (b) transmit a copy of the minutes of each meeting to DPPS; (c) see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; (d) be custodian of the corporate records and of the seal of Providence Collegiate; (e) keep a register of the post office address, telephone facsimile machine number, and e-mail address of each director which shall be furnished to the Secretary by such director; and (f) perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chair or by the Board of Trustees.

SECTION 8. TREASURER. The Treasurer shall be the principal accounting and financial officer of Providence Collegiate. The Treasurer shall: (a) have charge of and be responsible for the maintenance of adequate books of account for DPPS; (b) have charge and custody of all funds and securities of DPPS, and be responsible therefore, and for the receipt and disbursement thereof; and (c) perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chair or by the Board of Trustee. If required by the Board of Trustee, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Trustees shall determine. If no Treasurer is elected, the Executive Director shall perform these duties.

ARTICLE VII

CONTRACTS, CHECKS, LOANS, DEPOSITS AND FUNDS

SECTION 1. CONTRACTS. When authorized to do so by the Board of Trustees of DPPS, the Board of Trustee may authorize any officer or officers, agent or agents of Providence Collegiate, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of Providence Collegiate and such authority may be general or confined to specific instances.

SECTION 2. CHECKS, DRAFTS, ETC. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of Providence Collegiate, shall be signed by such officer or officers, agent or agents of Providence Collegiate and in such manner as shall from time to time be determined by resolution of the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the Treasurer or Executive Director and countersigned by the Chair or Vice-Chair of Providence Collegiate.

SECTION 3. LOANS. No loans shall be contracted on behalf of Providence Collegiate and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees and by resolution of the Board of Trustees of DPPS. Such authority may be general or confined to specific instances. Notwithstanding the foregoing, Providence Collegiate shall be prohibited from making loans to any director, officer of employee of Providence Collegiate, any person related to any director, officer or employee of Providence Collegiate, and any entity in which a director, officer or employee

of Providence Collegiate is a director, officer, shareholder, partner or is otherwise affiliated, except if such affiliation is as a member of a tax exempt organization to which a loan is contemplated.

SECTION 4. DEPOSITS. All funds of Providence Collegiate not otherwise employed shall be deposited from time to time to the credit of Providence Collegiate in such banks, trust companies or other depositories as the Board of Trustee may select.

ARTICLE VIII

BOOKS AND RECORDS

Providence Collegiate shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Trustees and committees, if any, having any of the authority of the Board of Trustees.

ARTICLE IX

FISCAL YEAR

The fiscal year of Providence Collegiate shall end June 30th each year.

ARTICLE X

DISSOLUTION

Upon dissolution of Providence Collegiate, the Board of Trustees shall, after paying or making provision for the payment of all of the liabilities of Providence Collegiate return, transfer or convey any assets received on condition that such assets be returned, transferred, or conveyed in the event Providence Collegiate be dissolved and dispose of all other assets of Providence Collegiate exclusively for the purposes of Providence Collegiate in such a manner, or to Democracy Prep Public Schools or such organization(s) engaged in activities substantially similar to those engaged in by Providence Collegiate and organized and operated exclusively for charitable, educational, religious or scientific purposes as shall at the time qualify as an exempt organization(s) under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), as the Board of Trustees shall determine.

ARTICLE XI

At the discretion of the Board of Trustees, Providence Collegiate may have a corporate seal in such design as the Board of Trustees may specify.

ARTICLE XII

AMENDMENTS

The power to alter, amend, or repeal the bylaws or adopt new bylaws shall be vested in the Board of Trustees of DPPS.

ARTICLE XIII RELATIONSHIP TO DPPS BYLAWS

Except as otherwise expressly provided herein, the Bylaws of DPPS shall apply to Providence Collegiate.

ARTICLE XIV

INDEMNIFICATION OF OFFICERS, TRUSTEE, EMPLOYEES, AND AGENTS

SECTION 1. VOLUNTARY INDEMNIFICATION OF TRUSTEE. Providence Collegiate may indemnify any person made a party to any proceeding by reason of the fact that that person is or was a director if the director:

i. acted in good faith,
ii. reasonably believed:
    1. In the case of conduct in his or her official capacity with Providence Collegiate, that his or her conduct was in its best interests, and
    2. In all other cases, that his or her conduct was not opposed to its best interests, and
iii. in the case of any criminal proceeding, had no reasonable cause to believe his or her conduct was unlawful.

Providence Collegiate may provide indemnification against judgments, penalties, fines, settlements, and reasonable expenses actually incurred by the person in connection with the proceeding; except that if the proceeding was by Providence Collegiate or in its right, indemnification may be made only against the reasonable expenses and shall not be made in respect of any proceeding in which the person has been adjudged to be liable to Providence Collegiate. The termination of any proceeding by judgment, order, settlement, conviction, or upon a plea of *nolo contendere* or its equivalent, is not, of itself, determinative that the person did not meet the requisite standard of conduct set forth in this section.

SECTION 2. LIMITATION ON INDEMNIFICATION WHEN DIRECTOR RECEIVED IMPROPER PERSONAL BENEFIT. Providence Collegiate shall not indemnify a director under Section 1 in respect of any proceeding charging improper personal benefit to him or her, whether or not involving action in his or her official capacity, in which he or she has been judged to be liable on the basis that personal benefit was improperly received by him or her.

SECTION 3. MANDATORY INDENMNIFICATION OF TRUSTEE. (i) Providence Collegiate shall indemnify a Trustee who is wholly successful, on the merits or otherwise, in the defense of any proceeding referred to in Section 1 against reasonable expenses incurred by the director in connection with the proceeding; and (ii) Providence Collegiate shall indemnify a director when so ordered by a court of appropriate jurisdiction.

SECTION 4. PROCEDURE FOR VOLUNTARY INDEMNIFICATION OF TRUSTEE. Except as provided in Section 3, Providence Collegiate shall not indemnify a director under Section 1 unless authorized in the specific case after making a determination that indemnification of the director is permissible in the circumstances because the director has met the standard of conduct described in Section 1. The determination shall be made:

i. By the Board of Trustees by a majority vote of a quorum consisting of Trustees not at the time parties to the proceeding;
ii. If a quorum cannot be obtained, then by a majority vote of a committee of the Board, duly designated to act in the matter by a majority vote of the full Board (in which designation Trustees who are parties may participate), consisting solely of two (2) or more Trustees not at the time parties to the proceeding; or
iii. By special legal counsel, selected by the Board of Trustees or a committee of the Board by vote as described in subsection 4(i) or 4(ii), or, if the requisite quorum of the full Board cannot be obtained for the vote and the committee cannot be established, by a majority vote of the full Board (in which selection Trustees who are parties may participate).

Authorization of indemnification and determination as to reasonableness of expenses shall be made in the same manner as the determination that indemnification is permissible, except that if the determination that indemnification is permissible is made by special legal counsel, authorization of indemnification and determination as to reasonableness of expenses shall be made in a manner specified in Section 4(1)(iii) for the selection of counsel.

SECTION 5. ADVANCE PAYMENT OF EXPENSES. Reasonable expenses incurred by a director who is a party to a proceeding may be paid or reimbursed by Providence Collegiate in advance of the final disposition of the proceedings upon receipt by DPPS of:

i. A written affirmation by the director of the director's good faith belief that the director has met the standard of conduct necessary for indemnification by Providence Collegiate as authorized in this section; and
ii. A written undertaking by or on behalf of the director to repay the amount if it is ultimately determined that the director has not met the standard of conduct, and after a determination that the facts then known to those making the determination would not preclude indemnification under this section. The undertaking required by this subdivision is an unlimited general obligation of the director but need not be secured and may be accepted without reference to financial ability to make repayment. Determinations and authorizations of payments under this subsection shall be made in the manner specified in Section 4.

SECTION 6. PAYMENT OF EXPENSES OF TRUSTEE NOT PARTY TO A PROCEEDING. Nothing contained in this Article limits Providence Collegiate's power to pay or reimburse expenses incurred by a director in connection with his or her appearance as a witness in a proceeding at a time when he or she has not been named a defendant or

respondent in the proceeding.

SECTION 7. INDEMNIFICATION OF OFFICERS AND EMPLOYEES. (1) An officer of Providence Collegiate shall be indemnified to the same extent provided in Section 4 for a director and is entitled to the same extent as a director to seek indemnification pursuant to the provisions of Section 4. (2) Providence Collegiate may indemnify and advance expenses to its officer, employee, or agent of to the same extent that it may indemnify and advance expenses to Trustees pursuant to this Article.

SECTION 8. INSURANCE. Providence Collegiate may purchase and maintain insurance on behalf of any person who is or was its director, officer, employee, or agent, or who, while its director, officer, employee, or agent, is or was serving at Providence Collegiate's request as a director, officer, partner, trustee, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, other enterprise, or employee benefit plan, against any liability asserted against the director and incurred by the director in any capacity or arising out of the director's status as director, whether or not Providence Collegiate would have the power to indemnify the director against liability under the provisions of this section.

SECTION 9. DEFINITIONS. As used in this Article:

(1) "Director" means any person who is or was a director of Providence Collegiate and any person who, while a director of Providence Collegiate, is or was serving at Providence Collegiate's request as a director, officer, partner, Trustee, employee, or agent of another foreign or domestic corporation, partnership, joint venture, trust, other enterprise, or employee benefit plan. For this purpose, Providence Collegiate is deemed to have requested a director to service an employee benefit plan whenever the performance by the director of the director's duties to Providence Collegiate also imposes duties on, or otherwise involves services by, the director to the plan or participants or beneficiaries of the plan; and action taken or omitted by the director regarding an employee benefit plan in the performance of the director's duties for a purpose reasonably believed by the director to be in the interest of the participants and beneficiaries of the plan are deemed to be for a purpose which is not opposed to the best interests of Providence Collegiate.

(2) "Corporation" includes:

i. Any corporation whether foreign or domestic, and whether a nonprofit or a for profit corporation all of the profits of which go to a nonprofit corporation; and
ii. Any domestic or foreign predecessory entity of Providence Collegiate in a merger, consolidation, or other transaction in which the predecessor's existence ceased upon consummation of the transaction.

(3) "Expenses" include attorneys' fees.

(4) "Official capacity" means:

i. When used with respect to a director, the office of director in Providence Collegiate.
ii. When used with respect to a person other than a director, as contemplated in subsection (i), the elective or appointive office in Providence Collegiate held by the officer or the employment or agency relationship undertaken by the employee or agent on behalf of Providence Collegiate, but in each case does not include service for any other foreign or domestic corporation or any partnership, joint venture, trust, other enterprise, or employee benefit plan.

(5) "Party" includes a person who was, is, or is threatened to be made, a named defendant or respondent in a proceeding.

(6) "Proceeding" means any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative.

ARTICLE XV

CONFLICTS OF INTEREST

SECTION 1. PURPOSE. The purpose of the conflicts of interest policy is to protect Providence Collegiate's interest when it is contemplating entering into a transaction or arrangement that intended to supplement but not replace any applicable Rhode Island laws governing conflicts of interest applicable to Providence Collegiate.

SECTION 2. DEFINITIONS. As used in this Article:

(1) "Interested Person" shall mean any director or principal officer who has a direct or indirect financial interest as defined below.

(2) A person has a "Financial Interest" if the person has, directly or indirectly through business, investment or family:

i. an ownership or investment interest in an entity with which Providence Collegiate has a transaction or arrangement, or

ii. a compensation arrangement with Providence Collegiate or with any entity or individual with which Providence Collegiate has a transaction or arrangement, or

iii. a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Providence Collegiate is negotiating a transaction or arrangement; provided, however, that a person's ownership of less than 1% of the capital or profits interests in any entity shall be

disregarded if no compensation arrangement exists or is contemplated with such entity.

(3) "Compensation" means direct or indirect remuneration, as well as gifts or favors that are substantial in nature.

SECTION 3. PROCEDURES.

(a) Duty to Disclose. In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest to the Board of Trustees.

(b) Determining Whether a Conflict Exists. After disclosure of a financial interest, the interested person shall leave the Board of Trustees meeting while the financial interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

i. The Chair shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to proposed transaction or arrangement.
ii. After exercising due diligence, the Board or committee shall determine whether Providence Collegiate can obtain a more advantageous transaction or arrangement with reasonable effort from a person or entity that would not give rise to a conflict of interest.
iii. If a more advantageous transaction is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Trustees shall determine by a majority vote of the disinterested Trustees whether the transaction or arrangement is in Providence Collegiate's best interest or for its own benefit and whether the transaction is fair and reasonable to Providence Collegiate and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

(d) Violation of the Conflict of Interest Policy.

i. If the Board of Trustees has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member the opportunity to explain the alleged failure to disclose.
ii. If, after hearing the response of the member and making further investigation as may be warranted in the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

SECTION 4. RECORDS OF PROCEEDINGS. The minutes of the Board of Trustees shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement and a record of any votes taken in connection therewith.

SECTION 5. ANNUAL STATEMENTS. Each Trustee and principal officer shall annually sign a statement, which affirms that such person:

(a) has received a copy of the conflicts of interest policy,

(b) has read and understand the policy,

(c) has agreed to comply with such policy, and

(d) understands that Providence Collegiate is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities, which accomplish one or more of its tax-exempt purposes.

SECTION 6. PERIODIC REVIEWS. To ensure that Providence Collegiate operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, consider whether compensation arrangements and benefits, management agreements, and all other similar contractual relationships are reasonable, are a result of arms-length bargaining, reflect reasonable payments for goods and/or services, further Providence Collegiate's charitable purposes and do not result in inurement or impermissible private benefit.

SECTION 7. USE OF OUTSIDE EXPERTS. In conducting the periodic reviews provided for in Section 6, Providence Collegiate may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE XVI

NON-DISCRIMINATION

Providence Collegiate shall cause each charter school for which it is responsible to admit students of any race, color, national origin, and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the mayoral

academy. Neither Providence Collegiate nor any charter school for which it is responsible shall discriminate on the basis of race, color, national origin, and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. The requirements of this Article shall be incorporated into each contract Providence Collegiate enters into with any party for the management or operation of any mayoral Academy.

DRAFT COPY

MANAGEMENT AGREEMENT

This management agreement (this "Agreement"), dated as of _____ is entered by and between Democracy Prep Public Schools, a New York not-for-profit corporation (the "CMO") and Providence Collegiate, a Rhode Island charter school ("the Charter School").

RECITALS

WHEREAS, "Democracy Prep Public Schools" was formerly known as "Democracy Builders" an 501(c)3 organization, incorporated in 2005; and

WHEREAS, the CMO is in the business of offering educational management and support services to charter schools by using proprietary techniques, methods and management expertise; and

WHEREAS, the Charter School desires that the CMO undertake responsibility for the management and operation of the Providence Collegiate Charter School as set forth herein, subject to the supervision of the Board of Trustees of the Charter School (the "Board"), with the goal of enabling the Charter School to fulfill its mission of preparing students for success in college and a life of active citizenship.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, agree as follows:

1. General Requirements. For and during the term of this Agreement concurrent with the term of the charter, the CMO shall manage and operate the Charter School consistent with the charter of Providence Collegiate (the "Charter"), and in accordance with applicable state and federal laws, on the terms and conditions hereinafter set forth.

a) Role of the CMO. The CMO is committed to ensuring that students of the Charter School receive a complete educational program based on the requirements of the Charter School's charter and the charter public schools law of the jurisdiction where the Charter School is organized. The role of the CMO is to assume responsibility for the Charter School's educational process, and the management and operation of the Charter School, all under the supervision and subject to the authority of the Board and as more fully set forth in Section 2. The CMO will devote the necessary time and efforts, and will retain and allocate sufficient personnel, to meet the educational goals of the Charter School.

b) Role of the Charter School. The role of the Charter School, acting through its Board and the school leader, is (i) to oversee and monitor CMO's

management of the operations and educational process at the Charter School, in accordance with the Charter School's charter and this Agreement, (ii) to promulgate policies in furtherance thereof, and (iii) to assume responsibility for the Reserved Functions (as defined below), all as more fully set forth in Section 3.

2. Functions of the CMO.

a) Civic Engagement & Advocacy. The CMO will provide policy and political advocacy and engagement with the community and its leaders, subject to all limitations imposed by law on all entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, on behalf of the Charter School.

b) Curricular Systems & Academic Support. The CMO, with the cooperation of the Charter School and its faculty, will provide and support the Charter School with comprehensive program design, including curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality.

c) Operations. The CMO will provide support and consultation on payroll services, bulk purchasing, auditing coordination, benefit purchasing and administration, facilities acquisition (including in dealing with other governmental entities and private landlords in securing and/or extending the Charter School's siting in public school buildings or such other facilities), and all human resources policies and procedures for the Charter School. The CMO will also assist Charter School staff in areas of compliance and management, such as personnel files, purchasing systems, facilities maintenance plans and school safety plans.

d) Teacher and Leader Recruitment. The CMO shall assist the Board in defining the qualifications of teachers and the school leader and in identifying, selecting and recruiting appropriate candidates.

The school leader shall be an employee of the Charter School, and the selection and retention of the school leader shall be at the discretion of the DPHC Board. The CMO reserves the right to recommend to the Board that the school leader be replaced if the school leader's actions or leadership adversely affects the ability of the CMO to deliver its services and achieve its objectives and those of the Charter School. If the CMO determines that the school leader should be replaced, the CMO will notify the Board by written notice, including the reason for the decision, along with a proposed interim plan (containing an interim operating structure and criteria for a replacement school leader) and a recruitment strategy for

a new leader. Once the Charter School is in receipt of this notice, the Board will convene to determine the merits of the CMO's reasoning. The Charter School shall either agree to remove the leader, or in the event of a disagreement which ultimately cannot be resolved after good faith negotiation between the parties, allow the CMO to give written notice of its intent to terminate this Agreement pursuant to Section 7(e)(ii). If the Charter School agrees to remove the leader, the CMO will be responsible for implementing the CMO's interim plan and recruitment strategy to fill the vacant leader position, with such modifications as the Board may require, as soon as reasonably practicable. References to "school leader" or "leader" herein shall mean the individual responsible for the day-to-day activities and operations of the Charter School, which individual may (but need not) be a principal, head of school, director or person holding a similar position.

e) Human Capital. The CMO will provide support and assistance to the school leader with respect to the Charter School's recruitment efforts and design and implementation of effective processes to ensure selection and retention of high quality teaching and administrative staff by the Charter School. The CMO will provide support for recruitment and initial vetting of prospective staff, including network-wide advertising and affiliations, first interviews, scheduling of demonstration lessons, and background/reference checks. Upon completion of the initial vetting process, the school leader will be responsible for arranging any follow up interview requirements and will have final authority to hire teachers and administrators who shall report directly to the school leader or his or her designee. However, the CMO will assist with onboarding and termination, HR compliance, and compensation and benefits administration.

f) Professional Development. The CMO will provide network-wide professional development and training sessions, both formal and informal, as needed to meet the goals of the program and student outcomes. Development and training programs will include best practice sharing, leadership training, special education support and development/maintenance of performance evaluation systems.

g) Finance. In addition to assistance with budgeting, the CMO will help establish accounting policies and procedures, manage accounts payable and accounts receivable and program analysis.

i. Annual Budget. The CMO will propose and assist in the implementation of an annual budget for the Charter School's operations. Not less than sixty (60) days prior to the beginning of each fiscal year, the CMO shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual

budget, the Board shall notify the CMO in writing of any proposed amendments or revisions to the proposed budget. If no proposed amendments or revisions are received within such thirty (30) day period, the budget proposed by the CMO shall be deemed approved by the Charter School. If the Board proposes amendments or revisions to the proposed budget, the CMO shall either incorporate such proposed amendments or revisions or shall discuss with the Board or its designee any amendments or revisions proposed that the CMO does not consider it appropriate to incorporate. The CMO and the Board or its designee shall endeavor to come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board for its approval, provided that in the absence of agreement the determination of the Board as to the amount and terms of the budget shall be binding and final.

ii. Contingency Budget. If the CMO reasonably determines that a previously approved budget will be deficient for any reason, the CMO will give notice to the Board within ten (10) days and prepare a contingency budget to be submitted to the Board within thirty (30) days of such notice. The procedure for review, modification, reconciliation and adoption of any contingency budget shall be the same as for the annual budget, provided that the Board and the CMO shall endeavor to complete such process within twenty (20) days after the Board has received such a contingency budget. In the absence of agreement between the CMO and Charter School, the determination of the Board as to the amount and terms of any contingency budget shall be binding and final.

iii. Budget Objection. In the event the Board adopts an annual or contingency budget over the objections of the CMO, the CMO will give the Board written notice of such objections (an "Objection Notice") within thirty (30) days of the Board adopting such budget. Each Objection Notice will state in reasonable detail the basis of the CMO's objections to such budget, including to what extent the CMO believes the Charter School's performance will be adversely impacted by specified budgetary restrictions. The CMO will, notwithstanding such objections, endeavor to carry out its responsibilities and to modify, to the extent required due to constraints in such budget, programs and operations to conform to that budget while at the same time seeking to maintain the integrity of the academic program and the mission of the Charter School; it being understood that the CMO can provide no assurances that academic and operational performance will not be adversely impacted by the budgetary restrictions and the resulting modifications to school programs.

iv. The CMO will furnish the Board with such other information and financial data concerning the Charter School as the Board may reasonably request from time to time.

h) Accounting Support. The CMO will assist the Charter School in establishing accounting policies and procedures. The CMO shall have responsibility for managing the Charter School's accounts payable and accounts receivable and in program analysis at the school level; provided, however, that the Charter School will provide one part-time employee to assist the CMO with the administration of the Charter School's accounts payable and accounts receivable.

i. Default. The CMO will furnish the Board with written notice promptly (but in any event within seven (7) business days) after the discovery or receipt of notice of (A) any default under any material contract to which the Charter School is a party, which default would, individually or in the aggregate, reasonably be expected to have a material adverse effect on the Charter School, or (B) any other event which would, individually or in the aggregate, reasonably be expected have a material adverse effect on the Charter School (including the filing of any actions, suits, notices, hearings, proceedings, investigations, inquiries or audits ("Litigation") against the Charter School or the CMO or the existence of any dispute with any person which involves a reasonable likelihood of such Litigation being commenced), in each case, as determined in good faith by the CMO's board of directors, such notice will specify the nature and period of existence thereof and what actions the CMO and/or Charter School has taken and propose to take with respect thereto, if any.

ii. Access to Records. The CMO shall afford the Charter School and its employees, counsel and other authorized representatives full access, during normal business hours, upon reasonable advance notice, to all of the Charter School's books, records and properties (including all work papers of the CMO's or Charter School's accountants directly related to the Charter School's budget and finances) for the purpose of monitoring the CMO's performance and conduct pursuant to this Agreement.

iii. Fiscal Year. References to "fiscal year" in this Agreement mean the annual period beginning July 1 and ending June 30.The CMO shall report to the Board periodically, as requested by the Board, as to the effectiveness of its instructional programs, progress of its students and compliance with regulatory requirements.

i) External Relations. The CMO will provide the Charter School with support regarding all press inquiries, marketing materials, web marketing, branding and all other external relations, including corporate and institutional partnerships, community engagement and civic initiatives, which support will include acting as or providing spokesman for the Charter School before the media. No member of the staff of the Charter

School, including the Board, shall communicate directly with the press, be it on or off the record, without CMO authorization which shall not be unreasonably withheld or delayed. It is understood and agreed that the CMO may require all staff and students to sign a media release form annually adhering to this expectations.

j) Compliance. The CMO shall ensure that the complies at all times with applicable legal requirements and requirements of the Charter School authorizers and all such conditions as may have been imposed by the authorizer granting its charter. Without limiting the generality of the foregoing, the CMO, will help prepare reports and documentation required by the the authorizers in a timely and thorough manner, including schools' accountability plans and annual reports. The CMO shall also help provide required foundation and government reports as needed. References to "authorizers" herein shall mean the Chancellor of New York City Public Schools, the New York State Department of Education or similar supervisory or regulatory bodies in other jurisdictions. The CMO will inspect the Charter School from time to time, but at least annually, using formal and informal inspections, announced and unannounced as appropriate, and will arrange for third-party evaluation and feedback as it deems appropriate regarding (i) the instructional program of the Charter School and (ii) the CMO's impact on student achievement towards the Charter School's goals as stated in its charter, all as may be necessary in order to ensure progress towards the Charter School's goals and compliance with all regulatory requirements.

k) Data and Technology. The CMO will provide support for the identification, procurement, installation and operation of technology systems for the Charter School. The CMO will assist with the purchase and procurement of information technology equipment and services a student information system and computer and information technology support for the including Charter School actual purchases will be for the account and at the expense of the Charter School. The CMO will also provide support for data collection and analysis as required to meet regulatory requirements and program monitoring.

l) Fund Development. As part of overall program evaluation and budgeting, the Board will, in consultation with the CMO, set specific targets for fund development at the beginning of each fiscal year, and the CMO will then design and implement programs to meet those targets. The CMO will work to secure and provide philanthropic commitments to support school start up and school scale up, including planning and running of events. Additionally, the CMO will work to secure and provide program grants and other project-based resources for the Charter School.

m) Application & Renewal. The CMO will provide support and coordination of the Charter School's charter application and all future applications under the Charter School, including renewal of the Charter School's charter.

n) Consent. The list of services and support functions provided by the CMO in Section 2 may be changed at any time during the course of this Agreement upon written consent of both parties. Without the prior written consent of the Charter School, the CMO may not provide any services or support functions pursuant to this Agreement through a contractor or other third party. Notwithstanding any contrary provision herein, (i) all services and support functions provided by the CMO pursuant to this Agreement will be subject to the overall supervision of the Board and (ii) the CMO will consult with and report to the Board on all aspects of its services and support functions and will adhere to the expressed needs and requirements of the Board.

3. Rights and Obligations of the Charter School; Reserved Functions. The Board shall be ultimately responsible for the Charter School, in accordance with its charter and all applicable laws and regulations. In connection therewith, the Board shall have the right and the obligation to perform or cause the Charter School to perform the following duties (the "Reserved Functions"):

a) Supervision of the CMO. The Board shall monitor the CMO's performance in the education of children at the Charter School, and the CMO's compliance with the terms and provisions of this Agreement.

b) Promulgation of Policies. The Board shall have ultimate approval authority over board-level policies of the Charter School, in accordance with its charter and applicable law.

c) Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting its charter, are fully complied with at all times. If the Charter School or the CMO shall at any time receive notice from any public authority or other person that the applicable Charter School is or may be in violation of the charter, or any provision of any applicable law or regulation, the party receiving such notice shall in writing notify the other party of the asserted violation and shall thereafter work diligently with the other party to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.

d) Tax Status. The Board shall take all reasonable steps to establish and maintain the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes.

e) Control of Funds; Payment of Expenses. Pending their disbursement, all funds of the Charter School shall be maintained in an account or accounts

belonging to the Charter School. The Board shall establish appropriate financial controls over its accounts and may, in its discretion and in accordance with sound financial management, provide limited disbursement authority, to one or more of its accounts, to one or more CMO employees for ongoing budgeted expenses.

f) Employment of Supervisory Personnel. The Charter School shall employ the school leader and the office manager of the school.

g) Employment of Teaching Staff. The Charter School shall employ all teaching staff of the school, including both teachers and teaching assistants. As between the CMO and the Charter School, responsibility for supervision of the teaching staff will lie exclusively with the school leader.

h) Student Records. The Charter School shall be responsible for maintenance and custody of student records, with support from the CMO, and will provide support for design and administration of the record maintenance system.

i) Facility Maintenance. The Charter School shall be responsible for all custodial and maintenance services for the Charter School's facilities, to the extent not provided by the Department of Education or other governmental body.

4. Representations; Warranties and Covenants. Each of the parties represents, warrants and covenants to the other party as follows:

a) Organization. It is a section 501(c)(3) non-profit corporation duly organized, validly existing, and in good standing under the laws of its respective jurisdiction of organization;

b) Authority. Subject to Section 4(d), it has all the requisite power and authority necessary to execute and deliver this Agreement and to perform its respective obligations hereunder;

c) Compliance. It agrees to conduct its business in compliance with all applicable local, state, federal laws and regulations, and this Agreement;

d) Regulatory Approval. It agrees to submit this Agreement for approval to all authorizers required in connection with the renewal application. If any amendments are required by the authorizers for final approval of this Agreement, the parties shall work together in good faith to effectuate such amendments. In the event of a disagreement that cannot be resolved between the Charter School and CMO after good faith negotiation, or if the authorizers fail to approve this Agreement, this Agreement will

terminate automatically as if it was terminated pursuant to Section 7(c); and

e) Evaluation Criteria. The performance of the CMO in providing services and support functions to the Charter School pursuant to this Agreement will be evaluated by the Board or its designee(s) on an annual basis using evaluation criteria reasonably determined by the Charter School. The CMO will, and will procure that its officers and employees, fully cooperate with and facilitate such evaluation, and work with the Board or its designee(s) in good faith to try to resolve or improve any areas in which the Board or its designee(s) believes the CMO's performance could be improved. The parties acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School's performance within any budgetary constraints.

5. Trademarks; School Materials; Ownership and Use; New Intellectual Property.

a) Trademarks. During the term of this Agreement, the CMO grants to the Charter School a non-exclusive license to use the trademarks, service marks, slogans and logos set forth on Schedule A to this Agreement, together with such other trademarks, service marks, slogans and logos as the CMO may in its sole discretion authorize, in writing, the Charter School to use (such trademarks, service marks, slogans and logos, collectively, the "Trademarks") in connection with the School Services. For the purposes of this Agreement, "School Services" means: educational services, namely, providing classroom instruction to students.

b) School Materials. During the term of this Agreement, the CMO grants to the Charter School a non-exclusive license to use the curriculum materials, including, scope, sequence, standards, do-nows, worksheets, exit tickets, exams, assessments, progress reports and other materials that are part of its curriculum set forth on set forth on Schedule B to this Agreement (collectively, the "School Materials") in connection with the School Services.

c) Quality Control. The Charter School acknowledges and agrees that its use of any Licensed Marks and Licensed Curriculum Materials shall equal or exceed the standard of quality heretofore practiced by the Charter School in connection with providing the School Services, or shall equal or exceed reasonable standards hereafter identified by the CMO. If the CMO believes that the quality of services offered by the Charter School in connection with the Trademarks and/or School Materials fails to meet the standard of quality set forth in this Agreement, then the CMO shall so notify the Charter School, specifying, in reasonable detail, the reason for such failure. The Charter School will have sixty (60) days to cure the deficiency and, if such deficiency is not cured with respect to such

services to the CMO's reasonable satisfaction, then the Charter School will not provide such services in connection with the Trademarks and/or School Materials until the deficiency is cured to the CMO's reasonable satisfaction.]

d) Intellectual Property Ownership. The Charter School acknowledges that it will not obtain any ownership interest in the Trademarks or School Materials or any other right or entitlement to continue use of them, regardless of how long this Agreement remains in effect and regardless of any reason or lack of reason for the termination thereof. The Charter School shall not knowingly disparage, dilute or adversely affect the validity of the Trademarks or School Materials. The Charter School agrees that any and all goodwill and other rights that may be acquired by the use of the Trademarks and School Materials by the Charter School shall inure to the sole benefit of the CMO. The Charter School further agrees that any and all intellectual property rights in any improvements or modifications to the School Materials or in any new curriculum materials and related materials or content created by or on behalf of the Charter School during the term of this Agreement (collectively, "New Intellectual Property") will be owned by the CMO, and the Charter School hereby assigns to the CMO all right, title and interest in and to the New Intellectual Property. During the term of this Agreement, the CMO grants to the Charter School a non-exclusive license to use the New Intellectual Property in connection with the School Services.

6. Management Fee.

a) Management Fee. As compensation for its services hereunder, the CMO shall be entitled to receive a management fee (the "Management Fee") from the Charter School in an amount equal, in each year, to 15% of the Non-Competitive Public Revenue of the Charter School. The Management Fee shall be paid to the CMO as and when the corresponding funds are actually received by the Charter School, within thirty (30) days following its receipt thereof. For the purposes of this Agreement, "Non-Competitive Public Revenue" means revenue derived from federal and state funds provided for a charter school, on a per pupil, titled funding, and special education funding basis, including Start-up Grants, State Per Pupil Funding, New York State Excess Cost Funding, New York State High Cost Funding, Federal Title funding, Federal Individuals with Disabilities Education Act funding and Federal and State American Recovery and Reinvestment Act Funding.

If the Charter School is unable to pay any portion of the Management Fee when it is due (i.e. within 30 days following receipt of funds by the Charter School), it will contact the CMO in writing and attempt to work out an arrangement with the CMO. If by the 30th day after such payment

is due no such arrangement has been made or payment made, the CMO will have the right to terminate this Agreement under its right in Section 7(e)(i).

The CMO and the Charter School will each submit annual audited financial statements to account for the Management Fee and annual revenues, as an addendum to the school operating budget each year. The Charter School and the CMO will reconcile any amount of the Management Fee owed based on the audited revenue of the Charter School for each fiscal year. The Charter School will be responsible for selecting its own independent auditor and shall cover all costs and expenses related to such audit.

b) Financial Reporting/Audits.

i. Within 60 days after the close of each fiscal quarter, the CMO shall provide the Charter School with unaudited financial statement of the Charter School for the fiscal quarter most recently ended.

7. Term & Termination.

a) Initial Term. This Agreement shall be effective for five years, beginning July 1, 2011 and ending June 30, 2016 (the "Initial Term"), unless terminated pursuant to Section 7(c), 7(d) or 7(e).

b) Renewal Terms. Following the Initial Term, the term of this Agreement will automatically extend for successive five-year periods (each a "Renewal Term"), unless either party gives notice, at least 90 days prior to the expiration of the then-current Initial Term or Renewal Term, of its intention not to renew this Agreement, in which case this Agreement will automatically expire at the end of the then-current term.

c) Mutual Termination. This Agreement may be terminated at any time prior to its expiration date by the parties, with or without cause, upon mutual written consent.

d) Termination by the Charter School. This Agreement may be terminated prior to its expiration date by the Charter School if the Charter School delivers a written notice of termination (including the reasons therefore) to the CMO, in the event that (i) the CMO commences any case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property, (ii) an administrative or judicial body has suspended or revoked any license which may be required for the CMO to carry on its business and perform its obligations under this Agreement, (iii) the CMO violates any material provision of law with

respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to it, (iv) the CMO is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds, (v) the CMO breaches any of the material terms and conditions of this Agreement, provided the CMO has not cured the breach within thirty (30) days from receipt of a notice of breach from the Charter School or (vi) a management or operational agreement between the CMO and another charter school is validly terminated by that charter school for cause (rather than through non-renewal upon expiration of its term or a mutual termination between the parties) and the Board reasonably determines that, as a result of the conduct or events resulting in such termination, the Charter School's continued association with the CMO would have a material adverse effect on the ability of the Charter School to fulfill its mission. In the case of a termination pursuant to clause (iii) or (v), the notice of termination shall be delivered at least 60 days prior to the date of termination. This Agreement may also be terminated by the Charter School upon 30 days prior written notice to the CMO in the event that Seth Andrew ceases, for any reason, to be actively involved in the direction and administration of the CMO's management of the Charter School's educational process and operations unless, within sixty (60) days following the date he ceases to be actively involved, a replacement satisfactory to the Charter School has assumed Mr. Andrew's responsibilities at the CMO.

e) Termination by the CMO. This Agreement may be terminated prior to its expiration date by the CMO if the CMO delivers a written notice of termination (including the reasons therefore) to the Charter School, at least 90 days prior to the intended Termination Date, in the event that (i) the Charter School fails to make a payment of Management Fee within 30 days after such payment is due without an arrangement having been made with the CMO, as contemplated in Section 6(a), (ii) the CMO invokes its right to terminate this Agreement upon the occurrence of a disagreement with the Charter School over the removal of the school leader, as contemplated under Section 2(h), (iii) the Charter School materially breaches any of the material terms and conditions of this Agreement, provided the Charter School has not cured the breach within thirty (30) days from receipt of a notice of breach from the CMO, (iv) the Charter School's charter is revoked or not renewed, or (v) the Charter School takes any action which materially interferes with the ability of the CMO to provide services under this Agreement, provided that in the case of each of clause (i) through to (v) the Charter School has not cured the problem within thirty (30) days from receipt of a notice from the CMO. The Charter School will have thirty (30) days from receipt of the notice to cure the breach of any of these events and avoid termination of this Agreement. Any termination by the CMO pursuant to this Section 7(e) shall be effective as of the end of the then-current school year, provided that the

CMO and the Charter School shall endeavor to establish a transition plan for withdrawal of the CMO and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students.

f) Effect of Termination. Upon termination of this Agreement, whether with or without cause, the CMO shall be entitled to a prorated Management Fee for the portion of the fiscal year up to the date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total number of days in the fiscal year. To the extent the CMO has received payments of the Management Fee in excess of the amount so due to it (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), it shall promptly refund the excess to the Charter School. To the extent the CMO has received less than the amount so due (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), the Charter School shall pay the shortfall to the CMO out of revenues as and when received by it. If this Agreement is terminated as permitted, then except as otherwise provided in this Section 7(f), such termination shall be without liability to any party or to any affiliate, shareholder, trustee, director, officer or representative of such party, and following such termination no party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; provided that no such termination shall relieve any party from liability in respect of breaches by such party prior to such termination.

8. Indemnification.

a) The CMO shall indemnify and hold harmless the Charter School, its trustees, directors, officers, agents, servants, and employees (each, an "Indemnitee"), from and against any and all damages, claims, liability, losses and expenses incurred by any Indemnitee in respect of, arising out of, or involving, a claim made by any third-party against any Indemnitee resulting from or arising in connection with any advice, guidance, act or omission on the part of the CMO, its trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by the CMO on behalf of other charter schools, excluding, however, any liability resulting from or arising in connection with (i) actions taken by the CMO at the express request or direction of the Board, (ii) any actions taken by the Charter School other than with the guidance, direction or advice of the CMO or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of the Charter School or any of its trustees, officers, agents, or employees.

b) If a third party claim is made against an Indemnitee, and if such Indemnitee reasonably believes that such claim would give rise to a right of indemnification pursuant to this Section 8, then such Indemnitee shall give written notice to the CMO of such claim as soon as reasonably practicable after such Indemnitee has received notice thereof (provided that failure to give timely notice shall not limit the indemnification obligations of the CMO hereunder except to the extent that the delay in giving, or failure to give, such notice has materially prejudiced the ability of the CMO to defend the claim). The CMO shall defend such claim, at the CMO's own expense and with counsel selected by the CMO and reasonably satisfactory to such Indemnitee, provided that an Indemnitee shall at all times also have the right to fully participate in the defense at its own expense (and may retain its own counsel at the expense of the CMO if it shall reasonably determine that representation of it and the CMO by the same counsel would materially prejudice the interest of such Indemnitee; provided that the CMO will only be responsible under such circumstances for the expenses of a single additional counsel for all Indemnitees). If the CMO shall fail to commence a defense against such claim within 30 days after notice thereof shall have been given by an Indemnitee to the CMO or if the CMO shall not diligently pursue such defense, such Indemnitee shall have the right, but not the obligation, to undertake the defense of, and to compromise or settle (exercising reasonable business judgment), the claim on behalf, for the account, and at the risk and expense (including the payment of reasonable attorneys' fees of such Indemnitee regardless of whether the Indemnitee prevails against the third party claim) of the CMO. If the CMO assume the defense of such claim, the obligation of the CMO hereunder as to such claim shall include taking all reasonably necessary steps in the defense of such claim.

c) The CMO shall not consent to the entry of any judgment or settle or compromise any third party demands, claims, actions, suits or proceedings for which an Indemnitee has sought indemnification from the CMO unless it shall have given such Indemnitee not less than 15 days prior written notice of the proposed consent, settlement or compromise, and afforded such Indemnitee an opportunity to consult with the CMO regarding the proposed consent, settlement or compromise, and shall not consent to the entry of any judgment or enter into any settlement or compromise without the approval of such Indemnitee. An Indemnitee shall not unreasonably withhold or delay its approval of a proposed consent, settlement or compromise. In determining whether to give its approval, an Indemnitee may consider whether the proposed consent, settlement or compromise includes as an unconditional term thereof the giving by the claimant to such Indemnitee of a release from all liabilities and obligations of whatever kind or nature in respect of such claim except the liabilities and obligations satisfied by the CMO.

d) The rights to indemnification and reimbursement provided by, or granted pursuant to, this Section 8 shall continue as to an Indemnitee who has ceased to be a trustee, director, officer, agent, servant or employee of the Charter School (or other person indemnified hereunder). The provisions of this Section 8 shall be a contract between the CMO, on the one hand, and each Indemnitee who served at any time while this Section 8 is in effect in any capacity entitling such Indemnitee to indemnification hereunder, on the other hand, pursuant to which the CMO and each such Indemnitee intend to be legally bound. No repeal or modification of this Section 8 shall affect any rights or obligations with respect to any state of facts then or theretofore existing or thereafter arising or any action, suit or proceeding theretofore or thereafter brought or threatened based in whole or in part upon such state of facts.

9. Non-Solicitation.

The Charter School agrees that from and after the date hereof until twelve (12) months after the end of the fiscal year in which this Agreement is validly terminated or expires at the end of the then-current term, in each case, pursuant to Section 7 (the "Restricted Period"), it shall not solicit to hire, or hire, or cause or permit any of its Affiliates (as defined below), agents, or independent contractors to employ, directly or indirectly, in any capacity, any director, officer or employee of the CMO who is, or has been during the term of this Agreement, engaged by the CMO or any Affiliate of the CMO to render services as an employee or independent contractor, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the Charter School gives the CMO prompt written notice of the name of each such individual and the Charter School's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such officer, director or employee. The CMO agrees that during the Restricted Period, it shall not solicit to hire, or hire, or cause or permit any of its Affiliates, agents, or independent contractors to employ, directly or indirectly, in any capacity, any person who is, or has been during the term of this Agreement, engaged by the Charter School as a school leader, teacher or administrator, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the CMO gives the Charter School prompt written notice of the name of each such individual and the CMO's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such school leader, teacher or administrator. For the purposes of this Agreement, "Affiliate" of any Person means (i) any other Person which, directly or indirectly, controls or is controlled by that Person, or is under common control with that Person and (ii) in the case of the CMO, all other charter schools with which the CMO or its Affiliates has management or operational agreements or management or operational

arrangements or (y) which are otherwise part of the Democracy Prep Public Schools' network. For the purposes of this definition, (a) "control" (including, with correlative meaning, the terms "controlled by" and "under common control with"), as used with respect to any Person, shall mean the possession, directly or indirectly, of the power to direct or cause the direction of the operations, activities, management or policies of such Person, whether through the ownership of voting securities, by agreement or otherwise and (b) "Person" means any individual, partnership, corporation, limited liability company, trust, estate, association, unincorporated organization or other entity or association.

10. Miscellaneous.

a) Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either party may designate from time to time:

If to the Charter School, to:
The Board of Trustees
Providence Collegiate
178 Bowen Street #4
Providence, RI 02906
Attention: Chairman

If to CMO, to:
Democracy Prep Public Schools
207 West 133rd Street
New York, New York 10030
Attention: Seth Andrew
Founder & Superintendent

b) Severability. In the event that any provision of this Agreement or the application hereof to either party or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provisions to either party or circumstances other than those as to which it is determined to be invalid, unlawful, or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

c) Waiver. The failure by either party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such party

preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

d) Amendment. This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto.

e) Cooperation. The parties hereto acknowledge that the management of public charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique and in light of these factors agree to work together in good faith to resolve in manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.

f) Assignment. This Agreement may not be assigned by either party without the prior written consent of the other party. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective parties hereto.

g) Governing Law. This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the States of Rhode Island and New York, without regard to the conflicts of law rules thereof.

h) Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement.

i) Expenses. Except as expressly provided in this Agreement, each of the parties hereto shall bear its own costs and expenses incurred in connection with the negotiation, execution and delivery of this Agreement.

j) No Third-Party Beneficiaries. This Agreement does not confer any rights or remedies upon any person or entity, other than the parties hereto and their respective successors and permitted assigns.

k) Construction. Whenever the context requires, the gender of all words used in this Agreement includes the masculine, feminine, and neuter. The words “hereof”, “herein” and “hereunder” and words of similar import when used in this Agreement will refer to this Agreement as a whole and not to any particular provision of this Agreement, and all references to

Articles and Sections refer to articles and sections of this Agreement, all references to "including" or any variation thereof will be construed as meaning "including without limitation" and all references to Exhibits, Schedules or Appendices are to Exhibits, Schedules or Appendices attached to this Agreement, as amended pursuant to this Agreement from time to time, each of which is made a part of this Agreement for all purposes. All headings and captions contained in this Agreement and the table of contents hereto are inserted for convenience only and shall not be deemed a part of this Agreement. The Annexes are considered a part of this Agreement. The word "extent" in the phrase "to the extent" means the degree to which a subject or other thing extends, and such phrase does not mean simply "if". The sign "$" when used in this Agreement means the lawful money of the United States of America.

l) Directly or Indirectly. Where any provision in this Agreement refers to action to be taken by any person or entity, or which such person or entity is prohibited from taking, such provision will be applicable whether such action is taken directly or indirectly by such person or entity.

m) Entire Agreement. This Agreement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings, negotiations, representations and statements, whether oral, written, implied or expressed, relating to such subject matter.

[Remainder of Page Intentionally Left Blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective officers thereunto duly authorized, as of the date first written above.

By: _____
Name:
Title:
CMO:

By: _____
Name:
Title:

SCHEDULE A

Trademarks
· Democracy Prep
· Democracy Builders
· Democracy Preparatory Public Schools
· Dream - Discipline, Respect, Enthusiasm, Accountability and Maturity
· Work Hard. Go To College. Change The World!
· Choice and Voice
· Voice and Choice
· Parents Organizing to Win Education Reform
· Parents Organizing to Win Education Reform Now!
· POWER Now!
· You Earn This (YET)
· Citizen-Scholar(s)
· Democracy Prep Blackstone Valley
· Logos of (i) Democracy Preparatory Public School, Democracy Prep Harlem, Democracy Prep Charter School
· "Preparing students for success in college and citizenship"
· DREAM Detention
· "the Competence-Loyalty Matrix"
DREAM Dollars
DREAM Team

SCHEDULE B
School Materials
School Design:
· School Day/Class Schedule
· Annual Calendar
· DREAM dollars system
· Assessment Schedule
· Professional Development Plan/Program
· Prep Academy
· Manuals (Financial Policies, Personnel)
· Teacher Rubric
· Manuals

Curriculum:
· Curriculum Crosswalks
· Scope and Sequence
· Comprehensive Exams
· Interim Assessments
· Exit Tickets
· Do Now
· Unit Plans

MANAGEMENT AGREEMENT

This management agreement (this "Agreement"), dated as of July 1, 2010, is entered by and between Democracy Builders, a New York not-for-profit corporation (the "CMO") and Democracy Preparatory Charter School, an independent public school established under the New York Charter Schools Act of 1998 (the "Charter School").

RECITALS

WHEREAS, the Charter School is authorized by the New York State Board of Regents and the New York City Chancellor to operate a charter school in the City of New York;

WHEREAS, after the date hereof the CMO intends to change its name from "Democracy Builders" to "Democracy Prep Public Schools";

WHEREAS, the CMO is in the business of offering educational management and support services to charter schools by using proprietary techniques, methods and management expertise; and

WHEREAS, the Charter School desires that the CMO undertake responsibility for the management and operation of the Charter School as set forth herein, subject to the supervision of the Board of Trustees of the Charter School (the "Board"), with the goal of enabling the Charter School to fulfill its mission of preparing students for success in college and citizenship.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, agree as follows:

1. General Requirements. For and during the term of this Agreement, the CMO shall manage and operate the Charter School consistent with the charter of the Charter School, and in accordance with applicable state and federal laws, on the terms and conditions hereinafter set forth.

a) Role of the CMO. The CMO is committed to ensuring that students of the Charter School receive a complete educational program based on the requirements of the Charter School's charter and the charter public schools law of the jurisdiction where the Charter School is organized. The role of the CMO is to assume responsibility for the Charter School's educational process, and the management and operation of the Charter School, all under the supervision and subject to the authority of the Board and as more fully set forth in Section 2. The CMO will devote the necessary time and efforts, and will retain and allocate sufficient personnel, to meet the educational goals of the Charter School.

b) Role of the Charter School. The role of the Charter School, acting through its Board and the school leader, is (i) to oversee and monitor CMO's management of the operations and educational process at the Charter School, in accordance with the Charter School's charter and this Agreement, (ii) to promulgate policies in

furtherance thereof, and (iii) to assume responsibility for the Reserved Functions ~~(as defined below), all as more fully set forth in Section 3.~~

2. Functions of the CMO.

a) Advocacy. The CMO will provide policy and political advocacy and engagement with the community and its leaders, subject to all limitations imposed by law on all entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, on behalf of the Charter School.

b) Compliance. The CMO will provide support and coordination of the Charter School's charter application and all future applications under the Charter School, including renewal of the Charter School's charter. The CMO will inspect the Charter School from time to time, but at least annually, using formal and informal inspections, announced and unannounced as appropriate, and will arrange for third-party evaluation and feedback as it deems appropriate regarding (i) the instructional program of the Charter School and (ii) the CMO's impact on student achievement towards the Charter School's goals as stated in its charter, all as may be necessary in order to ensure progress towards the Charter School's goals and compliance with all regulatory requirements. The CMO shall report to the Board periodically, as requested by the Board, as to the effectiveness of its instructional programs, progress of its students and compliance with regulatory requirements. The CMO shall assist the Board in complying at all times with applicable legal requirements and requirements of the Charter School's authorizers and all such conditions as may have been imposed by the authorizer granting its charter. Without limiting the generality of the foregoing, the CMO, with support from the Charter School, will help prepare reports and documentation required by the Charter School's authorizers in a timely and thorough manner, including schools' accountability plans and annual reports. The CMO shall also help provide required foundation and government reports as needed. The CMO shall advise and assist the Board in establishing and maintaining the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes. References to "authorizers" herein shall mean the Chancellor of New York City Public Schools, the New York State Department of Education or similar supervisory or regulatory bodies in other jurisdictions.

c) Curricular Systems. The CMO, with the cooperation of the Charter School and its faculty, will provide and support the Charter School with comprehensive program design, including curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality.

d) Data and Technology. The CMO will provide support for the identification, procurement, installation and operation of technology systems for the Charter

School. The CMO will assist with the purchase and procurement of information technology equipment and services, including student information systems and computer and information technology support for the Charter School, it being understood that the actual purchases will be for the account and at the expense of the Charter School. The CMO will also provide support for data collection and analysis as required to meet regulatory requirements and program monitoring.

e) Fund Development. As part of overall program evaluation and budgeting, the Board will, in consultation with the CMO, set specific targets for fund development at the beginning of each fiscal year, and the CMO will then design and implement programs to meet those targets. The CMO will work to secure and provide philanthropic commitments to support school start up and school scale up, including planning and running of events. Additionally, the CMO will work to secure and provide program grants and other project-based resources for the Charter School.

f) External Relations. The CMO will provide the Charter School with support regarding all press inquiries, marketing materials, web marketing, branding and all other external relations, including corporate and institutional partnerships, community engagement and civic initiatives, which support will include acting as or providing spokesman for the Charter School before the media. No member of the staff of the Charter School shall communicate directly with the press, be it on or off the record, without CMO authorization which shall not be unreasonably withheld or delayed; *it being understood* that this restriction does not apply to any member of the Board. It is understood and agreed that the CMO may require all staff and students to sign a media release form annually adhering to this expectation.

g) Finance. In addition to assistance with budgeting, the CMO will help establish accounting policies and procedures, manage accounts payable and accounts receivable and program analysis.

i. Annual Budget. The CMO will propose and assist in the implementation of an annual budget for the Charter School's operations. Not less than sixty (60) days prior to the beginning of each fiscal year, the CMO shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify the CMO in writing of any proposed amendments or revisions to the proposed budget. If no proposed amendments or revisions are received within such thirty (30) day period, the budget proposed by the CMO shall be deemed approved by the Charter School. If the Board proposes amendments or revisions to the proposed budget, the CMO shall either incorporate such proposed amendments or revisions or shall discuss with the Board or its designee any amendments or revisions proposed that the CMO does not consider it appropriate to incorporate. The CMO and the Board or its designee shall endeavor to come to agreement on the resolution of any such proposed amendments or

revisions prior to offering a final budget to the Board for its approval, *provided* that in the absence of agreement the determination of the Board as to the amount and terms of the budget shall be binding and final.

ii. Contingency Budget. If the CMO reasonably determines that a previously approved budget will be deficient for any reason, the CMO will give notice to the Board within ten (10) days and prepare a contingency budget to be submitted to the Board within thirty (30) days of such notice. The procedure for review, modification, reconciliation and adoption of any contingency budget shall be the same as for the annual budget, *provided* that the Board and the CMO shall endeavor to complete such process within twenty (20) days after the Board has received such a contingency budget. In the absence of agreement between the CMO and Charter School, the determination of the Board as to the amount and terms of any contingency budget shall be binding and final.

iii. Budget Objection. In the event the Board adopts an annual or contingency budget over the objections of the CMO, the CMO will give the Board written notice of such objections (an "Objection Notice") within thirty (30) days of the Board adopting such budget. Each Objection Notice will state in reasonable detail the basis of the CMO's objections to such budget, including to what extent the CMO believes the Charter School's performance will be adversely impacted by specified budgetary restrictions. The CMO will, notwithstanding such objections, endeavor to carry out its responsibilities and to modify, to the extent required due to constraints in such budget, programs and operations to conform to that budget while at the same time seeking to maintain the integrity of the academic program and the mission of the Charter School; it being understood that the CMO can provide no assurances that academic and operational performance will not be adversely impacted by the budgetary restrictions and the resulting modifications to school programs.

iv. Accounting Support. The CMO will assist the Charter School in establishing accounting policies and procedures. The CMO shall have responsibility for managing the Charter School's accounts payable and accounts receivable and in program analysis at the school level; provided, however, that the Charter School will provide one part-time employee to assist the CMO with the administration of the Charter School's accounts payable and accounts receivable.

v. Fiscal Year. References to "fiscal year" in this Agreement mean the annual period beginning July 1 and ending June 30.

h) School Leader Recruitment. The school leader shall be an employee of the Charter School, and the selection and retention of the school leader shall be at the discretion of the Board. The CMO shall assist the Board in defining the qualifications of the school leader and in identifying, selecting and recruiting

appropriate candidates. The CMO reserves the right to recommend to the Board that the school leader be replaced if the school leader's actions or leadership adversely affects the ability of the CMO to deliver its services and achieve its objectives and those of the Charter School. If the CMO determines that the school leader should be replaced, the CMO will notify the Board by written notice, including the reason for the decision, along with a proposed interim plan (containing an interim operating structure and criteria for a replacement school leader) and a recruitment strategy for a new leader. Once the Charter School is in receipt of this notice, the Board will convene to determine the merits of the CMO's reasoning. The Charter School shall either agree to remove the leader, or in the event of a disagreement which ultimately cannot be resolved after good faith negotiation between the parties, allow the CMO to give written notice of its intent to terminate this Agreement pursuant to Section 7(e)(ii). If the Charter School agrees to remove the leader, the CMO will be responsible for implementing the CMO's interim plan and recruitment strategy to fill the vacant leader position, with such modifications as the Board may require, as soon as reasonably practicable. References to "school leader" or "leader" herein shall mean the individual responsible for the day-to-day activities and operations of the Charter School, which individual may (but need not) be a principal, head of school, director or person holding a similar position.

i) Human Capital. The CMO will provide support and assistance to the school leader with respect to the Charter School's recruitment efforts and design and implementation of effective processes to ensure selection and retention of high quality teaching and administrative staff by the Charter School. The CMO will provide support for recruitment and initial vetting of prospective staff, including network-wide advertising and affiliations, first interviews, scheduling of demonstration lessons, and background/reference checks. Upon completion of the initial vetting process, the school leader will be responsible for arranging any follow up interview requirements and will have final authority to hire teachers and administrators who shall report directly to the school leader or his or her designee. However, the CMO will assist with onboarding and termination, HR compliance, and compensation and benefits administration.

j) Professional Development. The CMO will provide network-wide professional development and training sessions, both formal and informal, as needed to meet the goals of the program and student outcomes. Development and training programs will include best practice sharing, leadership training, special education support and development/maintenance of performance evaluation systems.

k) Operations. The CMO will provide support and consultation on payroll services, bulk purchasing, auditing coordination, benefit purchasing and administration, facilities acquisition (including in dealing with the Department of Education, other governmental entities and private landlords in securing and/or extending the Charter School's siting in Department of Education or such other facilities), and all human resources policies and procedures for the Charter School. The CMO will also assist Charter School staff in areas of compliance and management, such

as personnel files, purchasing systems, facilities maintenance plans and school safety plans.

The list of services and support functions provided by the CMO in Section 2 may be changed at any time during the course of this Agreement upon written consent of both parties. Without the prior written consent of the Charter School, the CMO may not provide any services or support functions pursuant to this Agreement through a contractor or other third party.

Notwithstanding any contrary provision herein, (i) all services and support functions provided by the CMO pursuant to this Agreement will be subject to the overall supervision of the Board and (ii) the CMO will consult with and report to the Board on all aspects of its services and support functions and will adhere to the expressed needs and requirements of the Board.

3. Rights and Obligations of the Charter School; Reserved Functions. The Board shall be ultimately responsible for the Charter School, in accordance with its charter and all applicable laws and regulations. In connection therewith, the Board shall have the right and the obligation to perform or cause the Charter School to perform the following duties (the "Reserved Functions"):

a) Supervision of the CMO. The Board shall monitor the CMO's performance in the education of children at the Charter School, and the CMO's compliance with the terms and provisions of this Agreement.

b) Promulgation of Charter School Policies. The Board shall have ultimate approval authority over board-level policies of the Charter School, in accordance with its charter and applicable law.

c) Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting its charter, are fully complied with at all times. If the Charter School or the CMO shall at any time receive notice from any public authority or other person that the Charter School is or may be in violation of the charter, or any provision of any applicable law or regulation, the party receiving such notice shall in writing notify the other party of the asserted violation and shall thereafter work diligently with the other party to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.

d) Tax Status. The Board shall take all reasonable steps to establish and maintain the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes.

e) Control of Funds; Payment of Expenses. Pending their disbursement, all funds of the Charter School shall be maintained in an account or accounts belonging to the Charter School. The Board shall establish appropriate financial controls over its

accounts and may, in its discretion and in accordance with sound financial management, provide limited disbursement authority, to one or more of its accounts, to one or more CMO employees for ongoing budgeted expenses.

f) Employment of Supervisory Personnel. The Charter School shall employ the school leader and the office manager of the school.

g) Employment of Teaching Staff. The Charter School shall employ all teaching staff of the school, including both teachers and teaching assistants. As between the CMO and the Charter School, responsibility for supervision of the teaching staff will lie exclusively with the school leader.

h) Student Records. The Charter School shall be responsible for maintenance and custody of student records, with support from the CMO, and will provide support for design and administration of the record maintenance system.

i) Facility Maintenance. The Charter School shall be responsible for all custodial and maintenance services for the Charter School's facilities, to the extent not provided by the Department of Education or other governmental body.

4. Representations; Warranties and Covenants. Each of the parties represents, warrants and covenants to the other party as follows:

a) Organization. It is a section 501(c)(3) non-profit corporation duly organized, validly existing, and in good standing under the laws of its respective jurisdiction of organization;

b) Authority. Subject to Section 4(d), it has all the requisite power and authority necessary to execute and deliver this Agreement and to perform its respective obligations hereunder;

c) Compliance. It agrees to conduct its business in compliance with all applicable local, state, federal laws and regulations, and this Agreement;

d) Regulatory Approval. It agrees to submit this Agreement, individually or jointly with the other party, for approval to all authorizers required in connection with the Charter School's charter renewal application. If any amendments are required by the authorizers for final approval of this Agreement, the parties shall work together in good faith to effectuate such amendments. In the event of a disagreement that cannot be resolved between the Charter School and CMO after good faith negotiation, or if the authorizers fail to approve this Agreement, this Agreement will terminate automatically as if it was terminated pursuant to Section 7(c); and

e) Evaluation Criteria. The performance of the CMO in providing services and support functions to the Charter School pursuant to this Agreement will be evaluated by the Board or its designee(s) on an annual basis using evaluation

criteria reasonably determined by the Charter School. The CMO will, and will procure that its officers and employees, fully cooperate with and facilitate such evaluation, and work with the Board or its designee(s) in good faith to try to resolve or improve any areas in which the Board or its designee(s) believes the CMO's performance could be improved. The parties acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School's performance within any budgetary constraints.

5. Trademarks; School Materials; Ownership and Use; New Intellectual Property.

a) Trademarks. **Schedule A** sets forth a non-exhaustive list of trademarks, service marks, slogans and logos which the CMO and/or the Charter School and/or their predecessors have developed and used in connection with the School Services (collectively, the "Trademarks"). For the purposes of this Agreement, "School Services" means: educational services, namely, providing classroom instruction to students.

b) School Materials. **Schedule B** sets forth a non-exhaustive list of school materials, including scope, sequence, standards, do-nows, worksheets, exit tickets, exams, assessments, progress reports and other materials that are part of the Charter School's curriculum and school design materials (collectively, the "School Materials") which the CMO and/or the Charter School and/or their predecessors have developed and used in connection with the School Services.

c) Ownership and Use of Trademarks, School Materials and New Intellectual Property. The parties agree that they will negotiate in good faith to agree on ownership and use rights among themselves and any applicable third parties with respect to the Trademarks, the School Materials and the New Intellectual Property (as defined below) and will document such rights in an intellectual property agreement (the "IP Agreement"). Pending the execution of the IP Agreement, the parties agree, as between each other, that each of them can continue to use the Trademarks, the School Materials and the New Intellectual Property in a manner consistent with the use such party has made of the Trademarks and School Materials prior to the date of this Agreement. The parties further agree that the use rights granted in this Section 5 will cease upon the effectiveness of the IP Agreement and the IP Agreement will exclusively govern the parties' rights with respect to the Trademarks, the existing School Materials and the New Intellectual Property. For the purposes of this Agreement, "New Intellectual Property" means any and all intellectual property rights in any improvements or modifications to the School Materials or Trademarks or in any new curriculum materials, Trademarks, school design materials and related materials or content created by or on behalf of the Charter School during the term of this Agreement.

6. Management Fee.

a) Management Fee. As compensation for its services hereunder, the CMO shall be entitled to receive a management fee (the "Management Fee") from the Charter

School in an amount equal, in each year, to 13% of the Non-Competitive Public Revenue of the Charter School. The Management Fee shall be paid to the CMO as and when the corresponding funds are actually received by the Charter School, within thirty (30) days following its receipt thereof. For the purposes of this Agreement, "Non-Competitive Public Revenue" means revenue derived from federal and state funds provided for a charter school, on a per pupil, titled funding, and special education funding basis, including New York City Department of Education Start-up Grants, State Per Pupil Funding, New York State Excess Cost Funding, New York State High Cost Funding, Federal Title funding, Federal Individuals with Disabilities Education Act funding and Federal and State American Recovery and Reinvestment Act Funding.

If the Charter School is unable to pay any portion of the Management Fee when it is due (*i.e.* within 30 days following receipt of funds by the Charter School), it will contact the CMO in writing and attempt to work out an arrangement with the CMO. If by the 30th day after such payment is due no such arrangement has been made or payment made, the CMO will have the right to terminate this Agreement under its right in Section 7(e)(i).

b) Financial Reporting/Audits.

i. Within 60 days after the close of each fiscal quarter, the CMO shall provide the Charter School with unaudited financial statement of the Charter School for the fiscal quarter most recently ended. The CMO shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the Charter School, so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year. The CMO and the Charter School will each submit annual audited financial statements to account for the Management Fee and annual revenues, as an addendum to the school operating budget each year. The Charter School and the CMO will reconcile any amount of the Management Fee owed based on the audited revenue of the Charter School for each fiscal year. The Charter School will be responsible for selecting its own independent auditor and shall cover all costs and expenses related to such audit.

ii. The CMO will furnish the Board with written notice promptly (but in any event within seven (7) business days) after the discovery or receipt of notice of (A) any default under any material contract to which the Charter School is a party, which default would, individually or in the aggregate, reasonably be expected to have a material adverse effect on the Charter School, or (B) any other event which would, individually or in the aggregate, reasonably be expected have a material adverse effect on the Charter School (including the filing of any actions, suits, notices, hearings, proceedings, investigations, inquiries or audits ("Litigation") against the Charter School or the CMO or the existence of any dispute with any person which involves a reasonable likelihood of such Litigation being

commenced), in each case, as determined in good faith by the CMO's board of directors, such notice will specify the nature and period of existence thereof and what actions the CMO and/or Charter School has taken and propose to take with respect thereto, if any.

iii. The CMO will furnish the Board with such other information and financial data concerning the Charter School as the Board may reasonably request from time to time.

c) Access to Records. The CMO shall afford the Charter School and its employees, counsel and other authorized representatives full access, during normal business hours, upon reasonable advance notice, to all of the Charter School's books, records and properties (including all work papers of the CMO's or Charter School's accountants directly related to the Charter School's budget and finances) for the purpose of monitoring the CMO's performance and conduct pursuant to this Agreement.

7. Term & Termination.

a) Initial Term. This Agreement shall be effective for one year, beginning July 1, 2010 and ending June 30, 2011 (the "Initial Term"), unless terminated pursuant to Section 7(c), 7(d) or 7(e).

b) Renewal Terms. Following the Initial Term, the term of this Agreement will automatically extend for successive one-year periods (each a "Renewal Term"), unless either party gives notice, at least 90 days prior to the expiration of the then-current Initial Term or Renewal Term, of its intention not to renew this Agreement, in which case this Agreement will automatically expire at the end of the then-current term.

c) Mutual Termination. This Agreement may be terminated at any time prior to its expiration date by the parties, with or without cause, upon mutual written consent.

d) Termination by the Charter School. This Agreement may be terminated prior to its expiration date by the Charter School if the Charter School delivers a written notice of termination (including the reasons therefor) to the CMO, in the event that (i) the CMO commences any case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property, (ii) an administrative or judicial body has suspended or revoked any license which may be required for the CMO to carry on its business and perform its obligations under this Agreement, (iii) the CMO violates any material provision of law with respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to it, (iv) the CMO is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds, (v) the CMO breaches any of

the material terms and conditions of this Agreement, *provided* the CMO has not cured the breach within thirty (30) days from receipt of a notice of breach from the Charter School or (vi) a management or operational agreement between the CMO and another charter school is validly terminated by that charter school for cause (rather than through non-renewal upon expiration of its term or a mutual termination between the parties) and the Board reasonably determines that, as a result of the conduct or events resulting in such termination, the Charter School's continued association with the CMO would have a material adverse effect on the ability of the Charter School to fulfill its mission. In the case of a termination pursuant to clause (iii) or (v), the notice of termination shall be delivered at least 60 days prior to the date of termination. This Agreement may also be terminated by the Charter School upon 30 days prior written notice to the CMO in the event that Seth Andrew ceases, for any reason, to be actively involved in the direction and administration of the CMO's management of the Charter School's educational process and operations unless, within sixty (60) days following the date he ceases to be actively involved, a replacement satisfactory to the Charter School has assumed Mr. Andrew's responsibilities at the CMO.

e) Termination by the CMO. This Agreement may be terminated prior to its expiration date by the CMO if the CMO delivers a written notice of termination (including the reasons therefor) to the Charter School, at least 90 days prior to the intended Termination Date, in the event that (i) the Charter School fails to make a payment of Management Fee within 30 days after such payment is due without an arrangement having been made with the CMO, as contemplated in Section 6(a), (ii) the CMO invokes its right to terminate this Agreement upon the occurrence of a disagreement with the Charter School over the removal of the school leader, as contemplated under Section 2(h), (iii) the Charter School materially breaches any of the material terms and conditions of this Agreement, *provided* the Charter School has not cured the breach within thirty (30) days from receipt of a notice of breach from the CMO, (iv) the Charter School's charter is revoked or not renewed, or (v) the Charter School takes any action which materially interferes with the ability of the CMO to provide services under this Agreement, *provided* that in the case of each of clause (i) through to (v) the Charter School has not cured the problem within thirty (30) days from receipt of a notice from the CMO. The Charter School will have thirty (30) days from receipt of the notice to cure the breach of any of these events and avoid termination of this Agreement. Any termination by the CMO pursuant to this Section 7(e) shall be effective as of the end of the then-current school year, *provided* that the CMO and the Charter School shall endeavor to establish a transition plan for withdrawal of the CMO and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students.

f) Effect of Termination. Upon termination of this Agreement, whether with or without cause, the CMO shall be entitled to a prorated Management Fee for the portion of the fiscal year up to the date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total

number of days in the fiscal year. To the extent the CMO has received payments of the Management Fee in excess of the amount so due to it (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), it shall promptly refund the excess to the Charter School. To the extent the CMO has received less than the amount so due (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), the Charter School shall pay the shortfall to the CMO out of revenues as and when received by it. If this Agreement is terminated as permitted, then except as otherwise provided in this Section 7(f), such termination shall be without liability to any party or to any affiliate, shareholder, trustee, director, officer or representative of such party, and following such termination no party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; *provided* that no such termination shall relieve any party from liability in respect of breaches by such party prior to such termination.

8. Indemnification.

a) The CMO shall indemnify and hold harmless the Charter School, its trustees, directors, officers, agents, servants, and employees (each, an "Indemnitee"), from and against any and all damages, claims, liability, losses and expenses incurred by any Indemnitee in respect of, arising out of, or involving, a claim made by any third-party against any Indemnitee resulting from or arising in connection with any advice, guidance, act or omission on the part of the CMO, its trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by the CMO on behalf of other charter schools, *excluding, however*, any liability resulting from or arising in connection with (i) actions taken by the CMO at the express request or direction of the Board, (ii) any actions taken by the Charter School other than with the guidance, direction or advice of the CMO or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of the Charter School or any of its trustees, officers, agents, or employees.

b) If a third party claim is made against an Indemnitee, and if such Indemnitee reasonably believes that such claim would give rise to a right of indemnification pursuant to this Section 8, then such Indemnitee shall give written notice to the CMO of such claim as soon as reasonably practicable after such Indemnitee has received notice thereof (provided that failure to give timely notice shall not limit the indemnification obligations of the CMO hereunder except to the extent that the delay in giving, or failure to give, such notice has materially prejudiced the ability of the CMO to defend the claim). The CMO shall defend such claim, at the CMO's own expense and with counsel selected by the CMO and reasonably satisfactory to such Indemnitee, provided that an Indemnitee shall at all times also have the right to fully participate in the defense at its own expense (and may retain its own counsel at the expense of the CMO if it shall reasonably determine that representation of it and the CMO by the same counsel would materially prejudice the interest of such Indemnitee; provided that the CMO will only be

responsible under such circumstances for the expenses of a single additional counsel for all Indemnitees). If the CMO shall fail to commence a defense against such claim within 30 days after notice thereof shall have been given by an Indemnitee to the CMO or if the CMO shall not diligently pursue such defense, such Indemnitee shall have the right, but not the obligation, to undertake the defense of, and to compromise or settle (exercising reasonable business judgment), the claim on behalf, for the account, and at the risk and expense (including the payment of reasonable attorneys' fees of such Indemnitee regardless of whether the Indemnitee prevails against the third party claim) of the CMO. If the CMO assume the defense of such claim, the obligation of the CMO hereunder as to such claim shall include taking all reasonably necessary steps in the defense of such claim.

c) The CMO shall not consent to the entry of any judgment or settle or compromise any third party demands, claims, actions, suits or proceedings for which an Indemnitee has sought indemnification from the CMO unless it shall have given such Indemnitee not less than 15 days prior written notice of the proposed consent, settlement or compromise, and afforded such Indemnitee an opportunity to consult with the CMO regarding the proposed consent, settlement or compromise, and shall not consent to the entry of any judgment or enter into any settlement or compromise without the approval of such Indemnitee. An Indemnitee shall not unreasonably withhold or delay its approval of a proposed consent, settlement or compromise. In determining whether to give its approval, an Indemnitee may consider whether the proposed consent, settlement or compromise includes as an unconditional term thereof the giving by the claimant to such Indemnitee of a release from all liabilities and obligations of whatever kind or nature in respect of such claim except the liabilities and obligations satisfied by the CMO.

d) The rights to indemnification and reimbursement provided by, or granted pursuant to, this Section 8 shall continue as to an Indemnitee who has ceased to be a trustee, director, officer, agent, servant or employee of the Charter School (or other person indemnified hereunder). The provisions of this Section 8 shall be a contract between the CMO, on the one hand, and each Indemnitee who served at any time while this Section 8 is in effect in any capacity entitling such Indemnitee to indemnification hereunder, on the other hand, pursuant to which the CMO and each such Indemnitee intend to be legally bound. No repeal or modification of this Section 8 shall affect any rights or obligations with respect to any state of facts then or theretofore existing or thereafter arising or any action, suit or proceeding theretofore or thereafter brought or threatened based in whole or in part upon such state of facts.

9. Non-Solicitation. The Charter School agrees that from and after the date hereof until twelve (12) months after the end of the fiscal year in which this Agreement is validly terminated or expires at the end of the then-current term, in each case, pursuant to Section 7 (the "Restricted Period"), it shall not solicit to hire, or hire, or cause or permit any of its Affiliates (as defined below), agents, or independent contractors to employ, directly or indirectly, in any capacity, any

director, officer or employee of the CMO who is, or has been during the term of this Agreement, engaged by the CMO or any Affiliate of the CMO to render services as an employee or independent contractor, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the Charter School gives the CMO prompt written notice of the name of each such individual and the Charter School's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such officer, director or employee. The CMO agrees that during the Restricted Period, it shall not solicit to hire, or hire, or cause or permit any of its Affiliates, agents, or independent contractors to employ, directly or indirectly, in any capacity, any person who is, or has been during the term of this Agreement, engaged by the Charter School as a school leader, teacher or administrator, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the CMO gives the Charter School prompt written notice of the name of each such individual and the CMO's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such school leader, teacher or administrator.

For the purposes of this Agreement, "Affiliate" of any Person means (i) any other Person which, directly or indirectly, controls or is controlled by that Person, or is under common control with that Person and (ii) in the case of the CMO, all other charter schools (x) with which the CMO or its Affiliates has management or operational agreements or management or operational arrangements or (y) which are otherwise part of the Democracy Builders' network. For the purposes of this definition, (a) "control" (including, with correlative meaning, the terms "controlled by" and "under common control with"), as used with respect to any Person, shall mean the possession, directly or indirectly, of the power to direct or cause the direction of the operations, activities, management or policies of such Person, whether through the ownership of voting securities, by agreement or otherwise and (b) "Person" means any individual, partnership, corporation, limited liability company, trust, estate, association, unincorporated organization or other entity or association.

10. Miscellaneous.

a) Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either parry may designate from time to time:

If the Charter School or the Board, to:

The Board of Trustees
Democracy Preparatory Charter School
207 West 133rd Street
New York, New York 10030
Attention: Chris Kraus
Chairman

with a copy to (which shall not constitute notice):

Nixon Peabody LLP
437 Madison Avenue
New York, New York 10022
Fax: (212) 940 3111
Attention: Roger E. Berg, Esq.

If to CMO, to:

Democracy Builders
207 West 133rd Street
New York, New York 10030
Attention: Seth Andrew
Founder & Superintendent

with a copy to (which shall not constitute notice):

Schulte Roth & Zabel LLP
919 Third Avenue
New York, New York 10022
Fax: (212) 593 5955
Attention: Robert B. Loper, Esq.

b) Severability. In the event that any provision of this Agreement or the application hereof to either party or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provisions to either party or circumstances other than those as to which it is determined to be invalid, unlawful, or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

c) Waiver. The failure by either party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

d) Amendment. This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto.

e) Cooperation. The parties hereto acknowledge that the management of public charter schools by third parties is an area presenting numerous legal uncertainties

and ambiguities, and that the arrangements contemplated by this Agreement are new and unique and in light of these factors agree to work together in good faith to resolve in manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.

f) Assignment. This Agreement may not be assigned by either party without the prior written consent of the other party. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective parties hereto.

g) Governing Law. This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the State of New York, without regard to the conflicts of law rules thereof.

h) Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement.

i) Expenses. Except as expressly provided in this Agreement, each of the parties hereto shall bear its own costs and expenses incurred in connection with the negotiation, execution and delivery of this Agreement.

j) No Third-Party Beneficiaries. This Agreement does not confer any rights or remedies upon any person or entity, other than the parties hereto and their respective successors and permitted assigns.

k) Construction. Whenever the context requires, the gender of all words used in this Agreement includes the masculine, feminine, and neuter. The words "hereof", "herein" and "hereunder" and words of similar import when used in this Agreement will refer to this Agreement as a whole and not to any particular provision of this Agreement, and all references to Articles and Sections refer to articles and sections of this Agreement, all references to "including" or any variation thereof will be construed as meaning "including without limitation" and all references to Exhibits, Schedules or Appendices are to Exhibits, Schedules or Appendices attached to this Agreement, as amended pursuant to this Agreement from time to time, each of which is made a part of this Agreement for all purposes. All headings and captions contained in this Agreement and the table of contents hereto are inserted for convenience only and shall not be deemed a part of this Agreement. The Annexes are considered a part of this Agreement. The word "extent" in the phrase "to the extent" means the degree to which a subject or other thing extends, and such phrase does not mean simply "if". The sign "$" when used in this Agreement means the lawful money of the United States of America.

l) Directly or Indirectly. Where any provision in this Agreement refers to action to be taken by any person or entity, or which such person or entity is prohibited from taking, such provision will be applicable whether such action is taken directly or indirectly by such person or entity.

m) Entire Agreement. This Agreement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings, negotiations, representations and statements, whether oral, written, implied or expressed, relating to such subject matter.

[Remainder of Page Intentionally Left Blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective officers thereunto duly authorized, as of the date first written above.

CHARTER SCHOOL:

DEMOCRACY PREPARATORY CHARTER SCHOOL

By: _____
Name: Christopher Kraus
Title: Chairman

CMO:

DEMOCRACY BUILDERS

By: _____
Name:
Title:

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective officers thereunto duly authorized, as of the date first written above.

CHARTER SCHOOL:

DEMOCRACY PREPARATORY CHARTER SCHOOL

By: _____
Name:
Title:

CMO:

DEMOCRACY BUILDERS

By: _____
Name: Seth Andrew
Title: Founder and Superintendent

SCHEDULE A

Trademarks

- Democracy Prep
- Democracy Builders
- Democracy Preparatory Public Schools
- Dream - Discipline, Respect, Enthusiasm, Accountability and Maturity
- Work Hard. Go To College. Change The World!
- Choice and Voice
- Voice and Choice
- Parents Organizing to Win Education Reform
- Parents Organizing to Win Education Reform Now!
- POWER Now!
- You Earn This (YET)
- Citizen-Scholar(s)
- DREAM Dollars
- Democracy Prep Blackstone Valley
- Logos of (i) Democracy Preparatory Public School, Democracy Prep Harlem, Democracy Prep Charter School
- "Preparing students for success in college and citizenship"
- DREAM Detention
- "the Competence-Loyalty Matrix"

SCHEDULE B

School Materials

School Design:

- School Day/Class Schedule
- Annual Calendar
- DREAM dollars system
- Assessment Schedule
- Professional Development Plan/Program
- Prep Academy
- Manuals (Financial Policies, Personnel)
- Teacher Rubric
- Manuals

Curriculum:

- Curriculum Crosswalks
- Scope and Sequence
- Comprehensive Exams
- Interim Assessments
- Exit Tickets
- Do Now
- Unit Plans

MANAGEMENT AGREEMENT

This management agreement (this "Agreement"), dated as of _____, is entered by and between Democracy Builders, a New York not-for-profit corporation (the "CMO") and Democracy Prep Harlem Charter School, an independent public school established under the New York Charter Schools Act of 1998 (the "Charter School").

RECITALS

WHEREAS, the Charter School is authorized by the New York State Board of Regents and the New York City Chancellor to operate a charter school in the City of New York;

WHEREAS, after the date hereof the CMO intends to change its name from "Democracy Builders" to "Democracy Prep Public Schools";

WHEREAS, the CMO is in the business of offering educational management and support services to charter schools by using proprietary techniques, methods and management expertise; and

WHEREAS, the Charter School desires that the CMO undertake responsibility for the management and operation of the Charter School as set forth herein, subject to the supervision of the Board of Trustees of the Charter School (the "Board"), with the goal of enabling the Charter School to fulfill its mission of preparing students for success in college and citizenship.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, agree as follows:

1. General Requirements. For and during the term of this Agreement, the CMO shall manage and operate the Charter School consistent with the charter of the Charter School, and in accordance with applicable state and federal laws, on the terms and conditions hereinafter set forth.

a) Role of the CMO. The CMO is committed to ensuring that students of the Charter School receive a complete educational program based on the requirements of the Charter School's charter and the charter public schools law of the jurisdiction where the Charter School is organized. The role of the CMO is to assume responsibility for the Charter School's educational process, and the management and operation of the Charter School, all under the supervision and subject to the authority of the Board and as more fully set forth in Section 2. The CMO will devote the necessary time and efforts, and will retain and allocate sufficient personnel, to meet the educational goals of the Charter School.

b) Role of the Charter School. The role of the Charter School, acting through its Board and the school leader, is (i) to oversee and monitor CMO's management of the operations and educational process at the Charter School, in accordance with the Charter School's charter and this Agreement, (ii) to promulgate policies in

furtherance thereof, and (iii) to assume responsibility for the Reserved Functions (as defined below), all as more fully set forth in Section 3.

2. Functions of the CMO.

a) Advocacy. The CMO will provide policy and political advocacy and engagement with the community and its leaders, subject to all limitations imposed by law on all entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, on behalf of the Charter School.

b) Compliance. The CMO will provide support and coordination of the Charter School's charter application and all future applications under the Charter School, including renewal of the Charter School's charter. The CMO will inspect the Charter School from time to time, but at least annually, using formal and informal inspections, announced and unannounced as appropriate, and will arrange for third-party evaluation and feedback as it deems appropriate regarding (i) the instructional program of the Charter School and (ii) the CMO's impact on student achievement towards the Charter School's goals as stated in its charter, all as may be necessary in order to ensure progress towards the Charter School's goals and compliance with all regulatory requirements. The CMO shall report to the Board periodically, as requested by the Board, as to the effectiveness of its instructional programs, progress of its students and compliance with regulatory requirements. The CMO shall assist the Board in complying at all times with applicable legal requirements and requirements of the Charter School's authorizers and all such conditions as may have been imposed by the authorizer granting its charter. Without limiting the generality of the foregoing, the CMO, with support from the Charter School, will help prepare reports and documentation required by the Charter School's authorizers in a timely and thorough manner, including schools' accountability plans and annual reports. The CMO shall also help provide required foundation and government reports as needed. The CMO shall advise and assist the Board in establishing and maintaining the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes. References to "authorizers" herein shall mean the Chancellor of New York City Public Schools, the New York State Department of Education or similar supervisory or regulatory bodies in other jurisdictions.

c) Curricular Systems. The CMO, with the cooperation of the Charter School and its faculty, will provide and support the Charter School with comprehensive program design, including curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality.

d) Data and Technology. The CMO will provide support for the identification, procurement, installation and operation of technology systems for the Charter

School. The CMO will assist with the purchase and procurement of information technology equipment and services, including student information systems and computer and information technology support for the Charter School, it being understood that the actual purchases will be for the account and at the expense of the Charter School. The CMO will also provide support for data collection and analysis as required to meet regulatory requirements and program monitoring.

e) Fund Development. As part of overall program evaluation and budgeting, the Board will, in consultation with the CMO, set specific targets for fund development at the beginning of each fiscal year, and the CMO will then design and implement programs to meet those targets. The CMO will work to secure and provide philanthropic commitments to support school start up and school scale up, including planning and running of events. Additionally, the CMO will work to secure and provide program grants and other project-based resources for the Charter School.

f) External Relations. The CMO will provide the Charter School with support regarding all press inquiries, marketing materials, web marketing, branding and all other external relations, including corporate and institutional partnerships, community engagement and civic initiatives, which support will include acting as or providing spokesman for the Charter School before the media. No member of the staff of the Charter School, including the Board, shall communicate directly with the press, be it on or off the record, without CMO authorization which shall not be unreasonably withheld or delayed. It is understood and agreed that the CMO may require all staff and students to sign a media release form annually adhering to this expectation.

g) Finance. In addition to assistance with budgeting, the CMO will help establish accounting policies and procedures, manage accounts payable and accounts receivable and program analysis.

i. Annual Budget. The CMO will propose and assist in the implementation of an annual budget for the Charter School's operations. Not less than sixty (60) days prior to the beginning of each fiscal year, the CMO shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify the CMO in writing of any proposed amendments or revisions to the proposed budget. If no proposed amendments or revisions are received within such thirty (30) day period, the budget proposed by the CMO shall be deemed approved by the Charter School. If the Board proposes amendments or revisions to the proposed budget, the CMO shall either incorporate such proposed amendments or revisions or shall discuss with the Board or its designee any amendments or revisions proposed that the CMO does not consider it appropriate to incorporate. The CMO and the Board or its designee shall endeavor to come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board for its approval,

provided that in the absence of agreement the determination of the Board as to the amount and terms of the budget shall be binding and final.

ii. Contingency Budget. If the CMO reasonably determines that a previously approved budget will be deficient for any reason, the CMO will give notice to the Board within ten (10) days and prepare a contingency budget to be submitted to the Board within thirty (30) days of such notice. The procedure for review, modification, reconciliation and adoption of any contingency budget shall be the same as for the annual budget, *provided* that the Board and the CMO shall endeavor to complete such process within twenty (20) days after the Board has received such a contingency budget. In the absence of agreement between the CMO and Charter School, the determination of the Board as to the amount and terms of any contingency budget shall be binding and final.

iii. Budget Objection. In the event the Board adopts an annual or contingency budget over the objections of the CMO, the CMO will give the Board written notice of such objections (an "Objection Notice") within thirty (30) days of the Board adopting such budget. Each Objection Notice will state in reasonable detail the basis of the CMO's objections to such budget, including to what extent the CMO believes the Charter School's performance will be adversely impacted by specified budgetary restrictions. The CMO will, notwithstanding such objections, endeavor to carry out its responsibilities and to modify, to the extent required due to constraints in such budget, programs and operations to conform to that budget while at the same time seeking to maintain the integrity of the academic program and the mission of the Charter School; it being understood that the CMO can provide no assurances that academic and operational performance will not be adversely impacted by the budgetary restrictions and the resulting modifications to school programs.

iv. Accounting Support. The CMO will assist the Charter School in establishing accounting policies and procedures. The CMO shall have responsibility for managing the Charter School's accounts payable and accounts receivable and in program analysis at the school level; provided, however, that the Charter School will provide one part-time employee to assist the CMO with the administration of the Charter School's accounts payable and accounts receivable.

v. Fiscal Year. References to "fiscal year" in this Agreement mean the annual period beginning July 1 and ending June 30.

h) School Leader Recruitment. The school leader shall be an employee of the Charter School, and the selection and retention of the school leader shall be at the discretion of the Board. The CMO shall assist the Board in defining the qualifications of the school leader and in identifying, selecting and recruiting appropriate candidates. The CMO reserves the right to recommend to the Board

that the school leader be replaced if the school leader's actions or leadership adversely affects the ability of the CMO to deliver its services and achieve its objectives and those of the Charter School. If the CMO determines that the school leader should be replaced, the CMO will notify the Board by written notice, including the reason for the decision, along with a proposed interim plan (containing an interim operating structure and criteria for a replacement school leader) and a recruitment strategy for a new leader. Once the Charter School is in receipt of this notice, the Board will convene to determine the merits of the CMO's reasoning. The Charter School shall either agree to remove the leader, or in the event of a disagreement which ultimately cannot be resolved after good faith negotiation between the parties, allow the CMO to give written notice of its intent to terminate this Agreement pursuant to Section 7(e)(ii). If the Charter School agrees to remove the leader, the CMO will be responsible for implementing the CMO's interim plan and recruitment strategy to fill the vacant leader position, with such modifications as the Board may require, as soon as reasonably practicable. References to "school leader" or "leader" herein shall mean the individual responsible for the day-to-day activities and operations of the Charter School, which individual may (but need not) be a principal, head of school, director or person holding a similar position.

i) Human Capital. The CMO will provide support and assistance to the school leader with respect to the Charter School's recruitment efforts and design and implementation of effective processes to ensure selection and retention of high quality teaching and administrative staff by the Charter School. The CMO will provide support for recruitment and initial vetting of prospective staff, including network-wide advertising and affiliations, first interviews, scheduling of demonstration lessons, and background/reference checks. Upon completion of the initial vetting process, the school leader will be responsible for arranging any follow up interview requirements and will have final authority to hire teachers and administrators who shall report directly to the school leader or his or her designee. However, the CMO will assist with onboarding and termination, HR compliance, and compensation and benefits administration.

j) Professional Development. The CMO will provide network-wide professional development and training sessions, both formal and informal, as needed to meet the goals of the program and student outcomes. Development and training programs will include best practice sharing, leadership training, special education support and development/maintenance of performance evaluation systems.

k) Operations. The CMO will provide support and consultation on payroll services, bulk purchasing, auditing coordination, benefit purchasing and administration, facilities acquisition (including in dealing with the Department of Education, other governmental entities and private landlords in securing and/or extending the Charter School's siting in Department of Education or such other facilities), and all human resources policies and procedures for the Charter School. The CMO will also assist Charter School staff in areas of compliance and management, such

as personnel files, purchasing systems, facilities maintenance plans and school safety plans.

The list of services and support functions provided by the CMO in Section 2 may be changed at any time during the course of this Agreement upon written consent of both parties. Without the prior written consent of the Charter School, the CMO may not provide any services or support functions pursuant to this Agreement through a contractor or other third party.

Notwithstanding any contrary provision herein, (i) all services and support functions provided by the CMO pursuant to this Agreement will be subject to the overall supervision of the Board and (ii) the CMO will consult with and report to the Board on all aspects of its services and support functions and will adhere to the expressed needs and requirements of the Board.

3. Rights and Obligations of the Charter School; Reserved Functions. The Board shall be ultimately responsible for the Charter School, in accordance with its charter and all applicable laws and regulations. In connection therewith, the Board shall have the right and the obligation to perform or cause the Charter School to perform the following duties (the "Reserved Functions"):

a) Supervision of the CMO. The Board shall monitor the CMO's performance in the education of children at the Charter School, and the CMO's compliance with the terms and provisions of this Agreement.

b) Promulgation of Charter School Policies. The Board shall have ultimate approval authority over board-level policies of the Charter School, in accordance with its charter and applicable law.

c) Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting its charter, are fully complied with at all times. If the Charter School or the CMO shall at any time receive notice from any public authority or other person that the Charter School is or may be in violation of the charter, or any provision of any applicable law or regulation, the party receiving such notice shall in writing notify the other party of the asserted violation and shall thereafter work diligently with the other party to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.

d) Tax Status. The Board shall take all reasonable steps to establish and maintain the Charter School's status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes.

e) Control of Funds; Payment of Expenses. Pending their disbursement, all funds of the Charter School shall be maintained in an account or accounts belonging to the Charter School. The Board shall establish appropriate financial controls over its

accounts and may, in its discretion and in accordance with sound financial management, provide limited disbursement authority, to one or more of its accounts, to one or more CMO employees for ongoing budgeted expenses.

f) Employment of Supervisory Personnel. The Charter School shall employ the school leader and the office manager of the school.

g) Employment of Teaching Staff. The Charter School shall employ all teaching staff of the school, including both teachers and teaching assistants. As between the CMO and the Charter School, responsibility for supervision of the teaching staff will lie exclusively with the school leader.

h) Student Records. The Charter School shall be responsible for maintenance and custody of student records, with support from the CMO, and will provide support for design and administration of the record maintenance system.

i) Facility Maintenance. The Charter School shall be responsible for all custodial and maintenance services for the Charter School's facilities, to the extent not provided by the Department of Education or other governmental body.

4. Representations; Warranties and Covenants. Each of the parties represents, warrants and covenants to the other party as follows:

a) Organization. It is a section 501(c)(3) non-profit corporation duly organized, validly existing, and in good standing under the laws of its respective jurisdiction of organization;

b) Authority. Subject to Section 4(d), it has all the requisite power and authority necessary to execute and deliver this Agreement and to perform its respective obligations hereunder;

c) Compliance. It agrees to conduct its business in compliance with all applicable local, state, federal laws and regulations, and this Agreement;

d) Regulatory Approval. It agrees to submit this Agreement, individually or jointly with the other party, for approval to all authorizers required in connection with the Charter School's charter renewal application. If any amendments are required by the authorizers for final approval of this Agreement, the parties shall work together in good faith to effectuate such amendments. In the event of a disagreement that cannot be resolved between the Charter School and CMO after good faith negotiation, or if the authorizers fail to approve this Agreement, this Agreement will terminate automatically as if it was terminated pursuant to Section 7(c); and

e) Evaluation Criteria. The performance of the CMO in providing services and support functions to the Charter School pursuant to this Agreement will be evaluated by the Board or its designee(s) on an annual basis using evaluation

criteria reasonably determined by the Charter School. The CMO will, and will procure that its officers and employees, fully cooperate with and facilitate such evaluation, and work with the Board or its designee(s) in good faith to try to resolve or improve any areas in which the Board or its designee(s) believes the CMO's performance could be improved. The parties acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School's performance within any budgetary constraints.

5. Trademarks; School Materials; Ownership and Use; New Intellectual Property.

a) Trademarks. During the term of this Agreement, the CMO grants to the Charter School a non-exclusive license to use the trademarks, service marks, slogans and logos set forth on Schedule A to this Agreement, together with such other trademarks, service marks, slogans and logos as the CMO may in its sole discretion authorize, in writing, the Charter School to use (such trademarks, service marks, slogans and logos, collectively, the "Trademarks") in connection with the School Services. For the purposes of this Agreement, "School Services" means: educational services, namely, providing classroom instruction to students.

b) School Materials. During the term of this Agreement, the CMO grants to the Charter School a non-exclusive license to use the curriculum materials, including, scope, sequence, standards, do-nows, worksheets, exit tickets, exams, assessments, progress reports and other materials that are part of its curriculum set forth on set forth on Schedule B to this Agreement (collectively, the "School Materials") in connection with the School Services.

c) Quality Control. The Charter School acknowledges and agrees that its use of any Licensed Marks and Licensed Curriculum Materials shall equal or exceed the standard of quality heretofore practiced by the Charter School in connection with providing the School Services, or shall equal or exceed reasonable standards hereafter identified by the CMO. If the CMO believes that the quality of services offered by the Charter School in connection with the Trademarks and/or School Materials fails to meet the standard of quality set forth in this Agreement, then the CMO shall so notify the Charter School, specifying, in reasonable detail, the reason for such failure. The Charter School will have sixty (60) days to cure the deficiency and, if such deficiency is not cured with respect to such services to the CMO's reasonable satisfaction, then the Charter School will not provide such services in connection with the Trademarks and/or School Materials until the deficiency is cured to the CMO's reasonable satisfaction.]

d) Intellectual Property Ownership. The Charter School acknowledges that it will not obtain any ownership interest in the Trademarks or School Materials or any other right or entitlement to continue use of them, regardless of how long this Agreement remains in effect and regardless of any reason or lack of reason for the termination thereof. The Charter School shall not knowingly disparage, dilute or adversely affect the validity of the Trademarks or School Materials. The Charter School agrees that any and all goodwill and other rights that may be acquired by

the use of the Trademarks and School Materials by the Charter School shall inure to the sole benefit of the CMO. The Charter School further agrees that any and all intellectual property rights in any improvements or modifications to the School Materials or in any new curriculum materials and related materials or content created by or on behalf of the Charter School during the term of this Agreement (collectively, "New Intellectual Property") will be owned by the CMO, and the Charter School hereby assigns to the CMO all right, title and interest in and to the New Intellectual Property. During the term of this Agreement, the CMO grants to the Charter School a non-exclusive license to use the New Intellectual Property in connection with the School Services.

6. Management Fee.

a) Management Fee. As compensation for its services hereunder, the CMO shall be entitled to receive a management fee (the "Management Fee") from the Charter School in an amount equal, in each year, to 15% of the Non-Competitive Public Revenue of the Charter School. The Management Fee shall be paid to the CMO as and when the corresponding funds are actually received by the Charter School, within thirty (30) days following its receipt thereof. For the purposes of this Agreement, "Non-Competitive Public Revenue" means revenue derived from federal and state funds provided for a charter school, on a per pupil, titled funding, and special education funding basis, including Start-up Grants, State Per Pupil Funding, New York State Excess Cost Funding, New York State High Cost Funding, Federal Title funding, Federal Individuals with Disabilities Education Act funding and Federal and State American Recovery and Reinvestment Act Funding.

If the Charter School is unable to pay any portion of the Management Fee when it is due (*i.e.* within 30 days following receipt of funds by the Charter School), it will contact the CMO in writing and attempt to work out an arrangement with the CMO. If by the 30th day after such payment is due no such arrangement has been made or payment made, the CMO will have the right to terminate this Agreement under its right in Section 7(e)(i).

b) Financial Reporting/Audits.

i. Within 60 days after the close of each fiscal quarter, the CMO shall provide the Charter School with unaudited financial statement of the Charter School for the fiscal quarter most recently ended. The CMO shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the Charter School, so as to allow for the delivery of such audited statements within 120 days after the close of each fiscal year. The CMO and the Charter School will each submit annual audited financial statements to account for the Management Fee and annual revenues, as an addendum to the school operating budget each year. The Charter School and the CMO will reconcile any amount of the Management Fee owed based on the audited revenue of the Charter

School for each fiscal year. The Charter School will be responsible for selecting its own independent auditor and shall cover all costs and expenses related to such audit.

ii. The CMO will furnish the Board with written notice promptly (but in any event within seven (7) business days) after the discovery or receipt of notice of (A) any default under any material contract to which the Charter School is a party, which default would, individually or in the aggregate, reasonably be expected to have a material adverse effect on the Charter School, or (B) any other event which would, individually or in the aggregate, reasonably be expected have a material adverse effect on the Charter School (including the filing of any actions, suits, notices, hearings, proceedings, investigations, inquiries or audits ("Litigation") against the Charter School or the CMO or the existence of any dispute with any person which involves a reasonable likelihood of such Litigation being commenced), in each case, as determined in good faith by the CMO's board of directors, such notice will specify the nature and period of existence thereof and what actions the CMO and/or Charter School has taken and propose to take with respect thereto, if any.

iii. The CMO will furnish the Board with such other information and financial data concerning the Charter School as the Board may reasonably request from time to time.

c) Access to Records. The CMO shall afford the Charter School and its employees, counsel and other authorized representatives full access, during normal business hours, upon reasonable advance notice, to all of the Charter School's books, records and properties (including all work papers of the CMO's or Charter School's accountants directly related to the Charter School's budget and finances) for the purpose of monitoring the CMO's performance and conduct pursuant to this Agreement.

7. Term & Termination.

a) Initial Term. This Agreement shall be effective for one year, beginning July 1, 2010 and ending June 30, 2011 (the "Initial Term"), unless terminated pursuant to Section 7(c), 7(d) or 7(e).

b) Renewal Terms. Following the Initial Term, the term of this Agreement will automatically extend for successive one-year periods (each a "Renewal Term"), unless either party gives notice, at least 90 days prior to the expiration of the then-current Initial Term or Renewal Term, of its intention not to renew this Agreement, in which case this Agreement will automatically expire at the end of the then-current term.

c) Mutual Termination. This Agreement may be terminated at any time prior to its expiration date by the parties, with or without cause, upon mutual written consent.

d) Termination by the Charter School. This Agreement may be terminated prior to its expiration date by the Charter School if the Charter School delivers a written notice of termination (including the reasons therefor) to the CMO, in the event that (i) the CMO commences any case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property, (ii) an administrative or judicial body has suspended or revoked any license which may be required for the CMO to carry on its business and perform its obligations under this Agreement, (iii) the CMO violates any material provision of law with respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to it, (iv) the CMO is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds, (v) the CMO breaches any of the material terms and conditions of this Agreement, *provided* the CMO has not cured the breach within thirty (30) days from receipt of a notice of breach from the Charter School or (vi) a management or operational agreement between the CMO and another charter school is validly terminated by that charter school for cause (rather than through non-renewal upon expiration of its term or a mutual termination between the parties) and the Board reasonably determines that, as a result of the conduct or events resulting in such termination, the Charter School's continued association with the CMO would have a material adverse effect on the ability of the Charter School to fulfill its mission. In the case of a termination pursuant to clause (iii) or (v), the notice of termination shall be delivered at least 60 days prior to the date of termination. This Agreement may also be terminated by the Charter School upon 30 days prior written notice to the CMO in the event that Seth Andrew ceases, for any reason, to be actively involved in the direction and administration of the CMO's management of the Charter School's educational process and operations unless, within sixty (60) days following the date he ceases to be actively involved, a replacement satisfactory to the Charter School has assumed Mr. Andrew's responsibilities at the CMO.

e) Termination by the CMO. This Agreement may be terminated prior to its expiration date by the CMO if the CMO delivers a written notice of termination (including the reasons therefore) to the Charter School, at least 90 days prior to the intended Termination Date, in the event that (i) the Charter School fails to make a payment of Management Fee within 30 days after such payment is due without an arrangement having been made with the CMO, as contemplated in Section 6(a), (ii) the CMO invokes its right to terminate this Agreement upon the occurrence of a disagreement with the Charter School over the removal of the school leader, as contemplated under Section 2(h), (iii) the Charter School materially breaches any of the material terms and conditions of this Agreement, *provided* the Charter School has not cured the breach within thirty (30) days from receipt of a notice of breach from the CMO, (iv) the Charter School's charter is revoked or not renewed, or (v) the Charter School takes any action which materially interferes with the ability of the CMO to provide services under this Agreement, *provided* that in the case of each of clause (i) through to (v) the

Charter School has not cured the problem within thirty (30) days from receipt of a notice from the CMO. The Charter School will have thirty (30) days from receipt of the notice to cure the breach of any of these events and avoid termination of this Agreement. Any termination by the CMO pursuant to this Section 7(e) shall be effective as of the end of the then-current school year, *provided* that the CMO and the Charter School shall endeavor to establish a transition plan for withdrawal of the CMO and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students.

f) Effect of Termination. Upon termination of this Agreement, whether with or without cause, the CMO shall be entitled to a prorated Management Fee for the portion of the fiscal year up to the date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total number of days in the fiscal year. To the extent the CMO has received payments of the Management Fee in excess of the amount so due to it (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), it shall promptly refund the excess to the Charter School. To the extent the CMO has received less than the amount so due (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), the Charter School shall pay the shortfall to the CMO out of revenues as and when received by it. If this Agreement is terminated as permitted, then except as otherwise provided in this Section 7(f), such termination shall be without liability to any party or to any affiliate, shareholder, trustee, director, officer or representative of such party, and following such termination no party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; *provided* that no such termination shall relieve any party from liability in respect of breaches by such party prior to such termination.

8. Indemnification.

a) The CMO shall indemnify and hold harmless the Charter School, its trustees, directors, officers, agents, servants, and employees (each, an "Indemnitee"), from and against any and all damages, claims, liability, losses and expenses incurred by any Indemnitee in respect of, arising out of, or involving, a claim made by any third-party against any Indemnitee resulting from or arising in connection with any advice, guidance, act or omission on the part of the CMO, its trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by the CMO on behalf of other charter schools, *excluding, however*, any liability resulting from or arising in connection with (i) actions taken by the CMO at the express request or direction of the Board, (ii) any actions taken by the Charter School other than with the guidance, direction or advice of the CMO or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of the Charter School or any of its trustees, officers, agents, or employees.

b) If a third party claim is made against an Indemnitee, and if such Indemnitee reasonably believes that such claim would give rise to a right of indemnification pursuant to this Section 8, then such Indemnitee shall give written notice to the CMO of such claim as soon as reasonably practicable after such Indemnitee has received notice thereof (provided that failure to give timely notice shall not limit the indemnification obligations of the CMO hereunder except to the extent that the delay in giving, or failure to give, such notice has materially prejudiced the ability of the CMO to defend the claim). The CMO shall defend such claim, at the CMO's own expense and with counsel selected by the CMO and reasonably satisfactory to such Indemnitee, provided that an Indemnitee shall at all times also have the right to fully participate in the defense at its own expense (and may retain its own counsel at the expense of the CMO if it shall reasonably determine that representation of it and the CMO by the same counsel would materially prejudice the interest of such Indemnitee; provided that the CMO will only be responsible under such circumstances for the expenses of a single additional counsel for all Indemnitees). If the CMO shall fail to commence a defense against such claim within 30 days after notice thereof shall have been given by an Indemnitee to the CMO or if the CMO shall not diligently pursue such defense, such Indemnitee shall have the right, but not the obligation, to undertake the defense of, and to compromise or settle (exercising reasonable business judgment), the claim on behalf, for the account, and at the risk and expense (including the payment of reasonable attorneys' fees of such Indemnitee regardless of whether the Indemnitee prevails against the third party claim) of the CMO. If the CMO assume the defense of such claim, the obligation of the CMO hereunder as to such claim shall include taking all reasonably necessary steps in the defense of such claim.

c) The CMO shall not consent to the entry of any judgment or settle or compromise any third party demands, claims, actions, suits or proceedings for which an Indemnitee has sought indemnification from the CMO unless it shall have given such Indemnitee not less than 15 days prior written notice of the proposed consent, settlement or compromise, and afforded such Indemnitee an opportunity to consult with the CMO regarding the proposed consent, settlement or compromise, and shall not consent to the entry of any judgment or enter into any settlement or compromise without the approval of such Indemnitee. An Indemnitee shall not unreasonably withhold or delay its approval of a proposed consent, settlement or compromise. In determining whether to give its approval, an Indemnitee may consider whether the proposed consent, settlement or compromise includes as an unconditional term thereof the giving by the claimant to such Indemnitee of a release from all liabilities and obligations of whatever kind or nature in respect of such claim except the liabilities and obligations satisfied by the CMO.

d) The rights to indemnification and reimbursement provided by, or granted pursuant to, this Section 8 shall continue as to an Indemnitee who has ceased to be a trustee, director, officer, agent, servant or employee of the Charter School (or other person indemnified hereunder). The provisions of this Section 8 shall be a

contract between the CMO, on the one hand, and each Indemnitee who served at any time while this Section 8 is in effect in any capacity entitling such Indemnitee to indemnification hereunder, on the other hand, pursuant to which the CMO and each such Indemnitee intend to be legally bound. No repeal or modification of this Section 8 shall affect any rights or obligations with respect to any state of facts then or theretofore existing or thereafter arising or any action, suit or proceeding theretofore or thereafter brought or threatened based in whole or in part upon such state of facts.

9. Non-Solicitation. The Charter School agrees that from and after the date hereof until twelve (12) months after the end of the fiscal year in which this Agreement is validly terminated or expires at the end of the then-current term, in each case, pursuant to Section 7 (the "Restricted Period"), it shall not solicit to hire, or hire, or cause or permit any of its Affiliates (as defined below), agents, or independent contractors to employ, directly or indirectly, in any capacity, any director, officer or employee of the CMO who is, or has been during the term of this Agreement, engaged by the CMO or any Affiliate of the CMO to render services as an employee or independent contractor, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the Charter School gives the CMO prompt written notice of the name of each such individual and the Charter School's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such officer, director or employee. The CMO agrees that during the Restricted Period, it shall not solicit to hire, or hire, or cause or permit any of its Affiliates, agents, or independent contractors to employ, directly or indirectly, in any capacity, any person who is, or has been during the term of this Agreement, engaged by the Charter School as a school leader, teacher or administrator, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the CMO gives the Charter School prompt written notice of the name of each such individual and the CMO's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such school leader, teacher or administrator.

For the purposes of this Agreement, "Affiliate" of any Person means (i) any other Person which, directly or indirectly, controls or is controlled by that Person, or is under common control with that Person and (ii) in the case of the CMO, all other charter schools (x) with which the CMO or its Affiliates has management or operational agreements or management or operational arrangements or (y) which are otherwise part of the Democracy Builders' network. For the purposes of this definition, (a) "control" (including, with correlative meaning, the terms "controlled by" and "under common control with"), as used with respect to any Person, shall mean the possession, directly or indirectly, of the power to direct or cause the direction of the operations, activities, management or policies of such Person, whether through the ownership of voting securities, by agreement or otherwise and (b) "Person" means any individual, partnership, corporation, limited liability company, trust, estate, association, unincorporated organization or other entity or association.

10. Miscellaneous.

a) Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either parry may designate from time to time:

If the Charter School or the Board, to:

The Board of Trustees
Democracy Prep Harlem Charter School
222 West 134th Street
New York, New York 10030
Attention: Robert North
Chairman

If to CMO, to:

Democracy Builders
207 West 133rd Street
New York, New York 10030
Attention: Seth Andrew
Founder & Superintendent

b) Severability. In the event that any provision of this Agreement or the application hereof to either party or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provisions to either party or circumstances other than those as to which it is determined to be invalid, unlawful, or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.

c) Waiver. The failure by either party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.

d) Amendment. This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto.

e) Cooperation. The parties hereto acknowledge that the management of public charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are

new and unique and in light of these factors agree to work together in good faith to resolve in manner consistent with the spirit and intent of the relationship created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.

f) Assignment. This Agreement may not be assigned by either party without the prior written consent of the other party. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective parties hereto.

g) Governing Law. This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the State of New York, without regard to the conflicts of law rules thereof.

h) Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement.

i) Expenses. Except as expressly provided in this Agreement, each of the parties hereto shall bear its own costs and expenses incurred in connection with the negotiation, execution and delivery of this Agreement.

j) No Third-Party Beneficiaries. This Agreement does not confer any rights or remedies upon any person or entity, other than the parties hereto and their respective successors and permitted assigns.

k) Construction. Whenever the context requires, the gender of all words used in this Agreement includes the masculine, feminine, and neuter. The words "hereof", "herein" and "hereunder" and words of similar import when used in this Agreement will refer to this Agreement as a whole and not to any particular provision of this Agreement, and all references to Articles and Sections refer to articles and sections of this Agreement, all references to "including" or any variation thereof will be construed as meaning "including without limitation" and all references to Exhibits, Schedules or Appendices are to Exhibits, Schedules or Appendices attached to this Agreement, as amended pursuant to this Agreement from time to time, each of which is made a part of this Agreement for all purposes. All headings and captions contained in this Agreement and the table of contents hereto are inserted for convenience only and shall not be deemed a part of this Agreement. The Annexes are considered a part of this Agreement. The word "extent" in the phrase "to the extent" means the degree to which a subject or other thing extends, and such phrase does not mean simply "if". The sign "$" when used in this Agreement means the lawful money of the United States of America.

l) Directly or Indirectly. Where any provision in this Agreement refers to action to be taken by any person or entity, or which such person or entity is prohibited from

taking, such provision will be applicable whether such action is taken directly or indirectly by such person or entity.

m) Entire Agreement. This Agreement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings, negotiations, representations and statements, whether oral, written, implied or expressed, relating to such subject matter.

[Remainder of Page Intentionally Left Blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective officers thereunto duly authorized, as of the date first written above.

CHARTER SCHOOL:

DEMOCRACY PREP HARLEM CHARTER SCHOOL

By:_____
Name:
Title:

CMO:

DEMOCRACY BUILDERS

By:_____
Name:
Title:

SCHEDULE A

Trademarks

- Democracy Prep
- Democracy Builders
- Democracy Preparatory Public Schools
- Dream - Discipline, Respect, Enthusiasm, Accountability and Maturity
- Work Hard. Go To College. Change The World!
- Choice and Voice
- Voice and Choice
- Parents Organizing to Win Education Reform
- Parents Organizing to Win Education Reform Now!
- POWER Now!
- You Earn This (YET)
- Citizen-Scholar(s)
- DREAM Dollars
- Democracy Prep Blackstone Valley
- Logos of (i) Democracy Preparatory Public School, Democracy Prep Harlem, Democracy Prep Charter School
- "Preparing students for success in college and citizenship"
- DREAM Detention
- "the Competence-Loyalty Matrix"

SCHEDULE B

School Materials

School Design:

- School Day/Class Schedule
- Annual Calendar
- DREAM dollars system
- Assessment Schedule
- Professional Development Plan/Program
- Prep Academy
- Manuals (Financial Policies, Personnel)
- Teacher Rubric
- Manuals

Curriculum:

- Curriculum Crosswalks
- Scope and Sequence
- Comprehensive Exams
- Interim Assessments
- Exit Tickets
- Do Now
- Unit Plans

STATE OF RHODE ISLAND

CHARTER SCHOOL OPERATING BUDGET PROJECTION

Five (5) Year Projection- Conservative Opening Model

DESCRIPTION	FY-2011/2012	FY- 2012/2013	FY-2013/2014	FY 2014/2015	FY 2015/2016	Notes
REVENUE						
Local	$ 381,667	$ 989,050	$ 1,715,275	$ 2,581,000	$ 3,561,025	See Attachment G for projected local revenues
State	$ 854,647	$ 2,424,877	$ 4,057,665	$ 5,354,097	$ 7,153,749	See Attachment G for RIDE projections on state support for charter schools
Federal (Title I, Title III, and IDEA)	$ 104,233	$ 267,786	$ 446,367	$ 607,653	$ 802,013	See Attachment G for breakdown of exact federal revenue sources
Other (please itemize on reverse side of form)	$ 539,041	$ 220,557	$ 227,469	$ 58,543	$ 140,892	Walton Foundation, CSP Grant, E-Rate Revenue, Interest, Family Support
TOTAL REVENUE	$ 1,879,588	$ 3,902,270	$ 6,446,776	$ 8,601,293	$ 11,657,679	
INSTRUCTION						
Face-to-Face Teaching						human capital includes 3% COLA & 40% for all benefits (bonuses, 403b, medical, etc
Instructional Teachers	$ 642,600	$ 1,912,092	$ 3,227,081	$ 4,410,703	$ 5,900,538	two teachers /fellows per class, plus 1 ACT teacher and 1 elective teacher per grade
Substitutes	$ 20,000	$ 37,000	$ 50,800	$ 63,500	$ 79,375	Part time support, increases based on student enrollment
Instructional Paraprofessionals	$ 15,000	$ 45,000	$ 63,000	$ 78,750	$ 96,863	Instructional support, one-on-one aids, etc.
Classroom Materials						
Pupil-Use Technology and Software						included in capital costs below
Instructional Materials, Trips, and Supplies	$ 95,721	$ 233,366	$ 310,366	$ 411,730	$ 524,442	Most curriculum is created and provided by DPPS. Field trip in year 1 to Wash. DC
Total Instruction Costs:	$ 773,321	$ 2,227,458	$ 3,651,247	$ 4,964,683	$ 6,601,217	
INSTRUCTIONAL SUPPORT						
Pupil Support						
Guidance and Counseling	$ 77,000	$ 79,310	$ 163,379	$ 168,280	$ 346,657	Includes 1 social worker/counselor year 1, 2nd in year 3, 3rd in year 5
Library and Media	$ 20,000	$ 69,000	$ 65,470	$ 67,434	$ 69,457	Includes a part-time librarian for 2nd year
Extracurricular	$ 20,000	$ 37,000	$ 48,100	$ 60,125	$ 73,954	Includes Art, theater, debate, etc and increases based on student enrollment
Student Health and Services	$ 63,000	$ 64,890	$ 66,837	$ 137,684	$ 141,814	Includes half time in year one and 2nd nurse in year 4
Academic Interventions	$ 26,000	$ 41,600	$ 52,080	$ 65,100	$ 80,073	Tutoring stipends for Providence Collegiate staff, saturdays, and after schoo
Teacher Support						
Curriculum Development						Curriculum development is part of the DPPS management agreement
In-service, Staff Development, and Support	$ 70,513	$ 169,231	$ 203,077	$ 243,693	$ 292,432	includes tech support staff
Sabbaticals						would be contimplated in a second charter only
Program Support						
Program Management						Program management is part of the DPPS management agreement
Therapists, Psychologists, Evaluators, Personal Attendants and Social Workers	$ 10,000	$ 25,000	$ 45,000	$ 60,000	$ 75,000	Primarily handled by social workers/conselors (Guidance and Counseling)
Assessments						
Academic Student Assessment	$ 2,700	$ 6,900	$ 11,250	$ 15,000	$ 19,375	Primarily handled under the DPPS management agreement
Total Instructional Support:	$ 289,213	$ 492,931	$ 655,193	$ 817,316	$ 1,098,761	
OPERATIONS						
Non-instructional Student Support						
Transportation	$ 40,216	$ 110,451	$ 186,579	$ 256,282	$ 345,504	Budgeted at 3.5% of total operating, Providence Collegiate hopes to reduce this.
Food Service	$ 2,500	$ 5,000	$ 7,500	$ 10,000	$ 12,500	Only initial/start-up costs; primarliy handled by local district food service provide
Safety	$ 5,000	$ 20,000	$ 40,000	$ 55,000	$ 55,000	Minimal security is needed in the Democracy Prep model
Facilities						
Building Upkeep, Utilities, and Maintenance	$ 55,000	$ 81,254	$ 108,132	$ 132,665	$ 159,718	Includes cleaning service contracts
Business Services						
Data Processing						
Business Operations	$ 58,000	$ 106,000	$ 130,000	$ 170,000	$ 213,000	Business Manager and part time consultants for School staff, most handled by DPPS
Total Operations:	$ 160,716	$ 322,705	$ 472,211	$ 623,947	$ 785,722	
OTHER COMMITMENTS (NON-OPERATING)						
Contingencies						
Budgeted Contingencies						Covered by DPPS
Capital						
Debt Service	$ 117,027	$ 234,086	$ 460,965	$ 627,137	$ 825,839	Includes facilities rent, cash flow challenges due to capital projects covered by DPPS
Capital Projects	$ 221,800	$ 154,406	$ 159,252	$ 148,972	$ 245,192	Includes e-rate eligbible technology expenses (costs are depreciated over 7 years)

Out-of-District Obligations						
Retiree Benefits and Other						
Enterprise and Community Service Operations						
Legal Obligations						
Claims and Settlements						
Total Other Commitments(Non-Operating Operations:	$ 338,827	$ 388,492	$ 620,217	$ 776,109	$ 1,071,031	
LEADERSHIP						
School Management						
Principals and Assistant Principals	$ 133,000	$ 136,990	$ 268,089	$ 400,392	$ 412,403	Campus Director and Leader stipends in year one-Two, additional leaders in year 3+
School Office	$ 78,000	$ 80,340	$ 129,780	$ 133,673	$ 137,684	Office Managers are 1.5 FTE in year 1 and 2, 2 fte in year 3
Program/Operations Management						
Deputies, Senior Administrators, Researchers, and Program Evaluators						Covered by DPPS
District Management						
Superintendent and School Board - DPPS FEE	$ 134,055	$ 368,171	$ 621,931	$ 854,275	$ 1,151,679	DPPS management fee is set here at 10% of operating expenses, pending final approval
DPPS fee covers salaries and benefits as detailed in notes column, growing each year based on student enrollment and the growth of the school.						
Knowledge Management	$ 21,811	$ 73,634	$ 124,386	$ 170,855	$ 230,336	0.25 FTE for support of Knowledge and Data systems in year 1, 1 FTE dedicated to school in year 2
Academics	$ 40,217	$ 110,451	$ 186,579	$ 256,283	$ 345,504	0.25 FTE for Curricular Support and 0.25 School Leader Mentoring in year 1, doubles in year 2
People	$ 22,130	$ 66,271	$ 111,948	$ 153,770	$ 207,302	0.5 FTE in year 1 for Talent Recruitment and HR Support, scales up as school grows based on need to recruit and support larger staf
Operations	$ 16,087	$ 44,181	$ 74,632	$ 102,513	$ 138,201	0.25 FTE for Operations Manager to support school in year 1, 0.5 in year 2
Finance	$ 22,108	$ 55,226	$ 93,290	$ 128,141	$ 172,752	0.5 FTE in year 1 dedicated to finance processes and operations, scales up as school grows based on enrollment
Civic Engagement	$ 11,703	$ 18,409	$ 31,097	$ 42,714	$ 57,584	0.25 FTE for Civic Affairs Coordinator in year 1, 0.5 in year 2
Legal						Covered by DPPS
Total Leadership:	$ 479,110	$ 953,672	$ 1,641,731	$ 2,242,615	$ 2,853,445	
TOTAL EXPENSE	$ 2,041,187	$ 4,385,258	$ 7,040,599	$ 9,424,669	$ 12,410,176	
Operating Expense	$ 1,702,360	$ 3,996,766	$ 6,420,382	$ 8,648,560	$ 11,339,145	

PROVIDENCE COLLEGIATE

GENERAL REVENUE & EXPENSE ASSUMP	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Budget & Assumption notes
Average Per Pupil Allotment in District Funding	$ 11,447	$ 12,414	$ 12,829	$ 13,225	$ 13,826	Conservatively Assumes zero growth in state aid, based on RIDE projections
Federal Title I	$ 525	$ 541	$ 557	$ 574	$ 591	Conservatively Assumes 3% growth
Special Education Blended Excess Cost State Aid	$ -	$ -	$ -	$ -	$ -	Conservatively assumes no excess aid
Special Education IDEA Federal Funding	$ 1,300	$ 1,378	$ 1,461	$ 1,548	$ 1,641	Assumes federal IDEA revenue paid directly to school
STUDENT ASSUMPTIONS						
Grades served	6	K,5,7	K,1,5,6,8	K,1,2,5,6,7,9	K-3,5-8,10	
number of unique grades/classes served	1	3	5	7	9	
Lower Elementary Enrollment (pk-4)	0	75	150	225	300	conservative Initial opening year with grade 6 only, 75 students per grade thereafter
Middle (Upper Elementary) Enrollment (5-8)	108	200	300	300	400	Conservatively assumes only 100 scholars per middle school grade after year 1
High School Enrollment (9-12)	0	0	0	75	75	conservatively assumes only 75 scholars per high school grade
Total Student Enrollment	**108**	**275**	**450**	**600**	**775**	Conservatively budgeted, Total billed enrollment to districts may exceed targets
Net Enrollment Increase	108	167	175	150	175	Total new students added
Free and Reduced Lunch Population	79%	84%	85%	85%	87%	Lottery Preference for FRPL students will ensure higher numbers after year 1
Title I Population (Free and Reduced Lunch)	85	217	355	474	612	
Special Education Population	10%	10%	10%	10%	10%	Assumes low new enrollment rate due to aggressive interventions at the school
Special Education Population	11	28	45	60	78	Conservatively Assumes 10%, but ACT staffing will allow for much larger caseloads
Percent enrollment increase	100%	61%	39%	25%	23%	
Percent of Students in ES (vs MS)	0.0%	27.3%	33.3%	37.5%	38.7%	Used for certain financial calculations
STAFFING ASSUMPTIONS						
Number of homerooms required	4	11	18	24	31	Assumes 25 students per homeroom, initial enrollment will be 27 for MS
Number of instructional staff required	9	26	43	58	74	two teachers per homeroom, plus 1 ACT teacher and 1 elective teacher per grade
Number of non-instructional staff (support & leader	4.5	6.5	8.5	10.5	12.5	Initially one leader, office manager, social worker, nurse, and tech. assistant
Total new staff members	14	19	19	16	19	
Total DREAM Team size	**14**	**33**	**52**	**68**	**87**	Instructional and non-instructional full time
Percent of staff at ES (vs MS)		**144%**	**57%**	**32%**	**28%**	
Average salary of instructional staff	$ 51,000	$ 52,530	$ 54,106	$ 55,729	$ 57,401	Starting lead-teacher salaries10% higher than district, TFA and fellows start at 35k
Average salary of non-instructional staff	$ 70,500	$ 73,320	$ 76,253	$ 79,303	$ 82,475	Includes a wide range of salaries from office manager to school leader
Participation in Insurance buyout incentive	20%	20%	20%	20%	20%	Buyout provides 30% of savings to school to employee
# of staff taking buyout	2.7	6.6	10.3	13.6	17.4	
Workers compensation cost per employee % of sal	1.2%	1.2%	1.2%	1.2%	1.2%	Fixed
Unemployment insurance as % of salary	3.0%	3.0%	3.0%	3.0%	3.0%	Fixed
Disability cost per employee	0.5%	0.5%	0.5%	0.5%	0.5%	Fixed
Medicare cost as % of salary	1.45%	1.45%	1.45%	1.45%	1.45%	Fixed
FICA (social security) cost as % of salary	6.2%	6.2%	6.2%	6.2%	6.2%	Conservatively assumes current rate, tax law may reduce this amount
403b matching % per employee	3.0%	3.0%	3.0%	3.0%	3.0%	DPPS matches up to 5% for staff, but many staff do not participate fully.
% of employees participating in matched & vested	50.0%	55.0%	60.0%	65.0%	70.0%	Progressive vesting schedule after year 2, 40%,60%,80%, 100%
Teacher Bonus as % of Salary	8.0%	8.0%	8.0%	8.0%	8.0%	Performance bonus potential of 0% to 12% based on instructional rubric
Administrative & Other Staff Bonus as % of Salary	8.0%	8.0%	8.0%	8.0%	8.0%	Performance bonus potential of 0% to 12% based on non-instructional rubric
REVENUE						
Public Funding Entitlements						
Per Pupil Allotment in Local Funding	$ 381,667	$ 989,050	$ 1,715,275	$ 2,581,000	$ 3,561,025	Assumes blend of students from Providence County.
Per Pupil Allotment in State Funding	$ 854,647	$ 2,424,877	$ 4,057,665	$ 5,354,097	$ 7,153,749	
Federal Title I	$ 44,756	$ 117,382	$ 197,841	$ 271,702	$ 361,477	Based on RIDE/CRP actuals for 2009
Title I ARRA or RTTT	-	-	-	-	-	Consertaviely assumes no further ARRA or RTTT
Title IIA	$ 5,400	$ 13,750	$ 22,500	$ 30,000	$ 38,750	Based on RIDE/CRP actuals for 2009
Title IV	$ 2,100	$ 2,163	$ 2,228	$ 2,295	$ 2,364	Based on RIDE/CRP actuals for 2009
Medicaid Reimbursement	$ 37,936	$ 96,597	$ 158,068	$ 210,757	$ 272,228	Conservatively budgeted based on 2009 actuals
Special Education Blended Excess Cost State Aid	$ -	$ -	$ -	$ -	$ -	Conservatively budgeted assumes no high cost aid
Special Education IDEA Federal Funding	$ 14,040	$ 37,895	$ 65,731	$ 92,899	$ 127,195	From IDEA formula above
Total Public Funding Entitlement Revenue	**$ 1,340,546**	**$ 3,681,714**	**$ 6,219,308**	**$ 8,542,750**	**$ 11,516,787**	
Total Federal	$ 104,233	$ 267,786	$ 446,367	$ 607,653	$ 802,013	
Development						
Local Support	-	-	-	-	-	Conservatively assumes no local support
Foundation Support		-	-	-	-	Conservatively assumes minimal foundation support, Walton for BES founded school
Corporate Support	$ -		$ -	$ -	$ -	Conservatively assumes no corporate support
Individual Contributions	$ -	$ -	$ -	$ -	$ -	Conservatively assumes no individual contributions
Federal Public Charter Startup Program Funds (PC	$ 175,000	$ 175,000	$ 175,000			Assumes 175k per year CSP funds. DPPS will work to raise funds if not awarded
Walton Family foundation Start-up funds	$ 250,000					Based on a BES Fellow's new charter. DPPS will work to raise funds if not awarded
E=Rate Revenue	$ 110,000	$ 35,000	$ 35,000	$ 35,000	$ 110,000	Assumes 90% reimbursement for e-rate eligible purchases, balanced in capital costs below
Competitive Public Grants (state & federal)	$ -	$ -	$ -	$ -	$ -	Conservatively assumes no competitve public grants
Total Development Revenue	**$ 535,000**	**$ 210,000**	**$ 210,000**	**$ 35,000**	**$ 110,000**	

Other Income						
Interest Income	$ 1,341	$ 3,682	$ 6,219	$ 8,543	$ 11,517	Assumes 0.1% of public entitlement revenue
Other Program Related Income	$ 2,700	$ 6,875	$ 11,250	$ 15,000	$ 19,375	Family field-trip and supply contributions $25 per student
Total Other Revenue	**$ 4,041**	**$ 10,557**	**$ 17,469**	**$ 23,543**	**$ 30,892**	
Total Other	$ 539,041	$ 220,557	$ 227,469	$ 58,543	$ 140,892	
TOTAL REVENUE	**$ 1,879,587**	**$ 3,902,271**	**$ 6,446,777**	**$ 8,601,292**	**$ 11,657,679**	
EXPENSES						
Compensation						
Instructional Personnel	$ 459,000	$ 1,386,792	$ 2,337,375	$ 3,209,995	$ 4,270,631	Includes lead teachers, fellows, ACT, and elective teachers
Non-Instructional Salaried Personnel	$ 317,250	$ 476,580	$ 648,149	$ 832,681	$ 1,030,938	Includes leadership, office support, and operational staff
Part-time Personnel	$ 35,000	$ 40,000	$ 50,000	$ 60,000	$ 75,000	bookkeeper, evening receptionist, etc.
Start-Up Related Salaried Personnel	$ -	$ -	$ -	$ -	$ -	
Total Salaried Personnel Expense	**$ 811,250**	**$ 1,903,372**	**$ 3,035,524**	**$ 4,102,675**	**$ 5,376,568**	
Program Incentives for FT Staff						
Staff Additional student time outside 730am-5pm	$ 8,100	$ 19,740	$ 31,020	$ 40,860	$ 52,140	20 hours per staff member @ $30/hr
Merit & Student Achievement Bonuses (Instruction	$ 36,720	$ 110,943	$ 186,990	$ 256,800	$ 341,650	8% average bonus * total salary
Merit & Performance Bonuses (Non-Instructional)	$ 25,380	$ 38,126	$ 51,852	$ 66,614	$ 82,475	8% average bonus * total salary
DREAM Day buy-back	$ 5,400	$ 13,160	$ 20,680	$ 27,240	$ 34,760	$200 per day * total staff * 2 days
Summer Opportunity School Stipends	$ 10,125	$ 24,675	$ 38,775	$ 51,075	$ 65,175	$3000 stipend per staff, *25% of total staff
Academic Stipends (grade chairs, Department cha	$ 2,500	$ 7,500	$ 12,500	$ 17,500	$ 22,500	$2500 per grade level
Staff Recruitment Referrals & Signing Bonuses	$ 900	$ 2,640	$ 4,320	$ 5,760	$ 7,440	10% of teaching staff * $1,000
Total Program Incentives	**$ 89,125**	**$ 216,785**	**$ 346,137**	**$ 465,849**	**$ 606,140**	
Fringe Benefits						
Medical Insurance	$ 85,181	$ 199,854	$ 318,730	$ 430,781	$ 564,540	Based on current bids
Medical and Dental Insurance Buyout incentive	$ 6,084	$ 14,275	$ 22,766	$ 30,770	$ 40,324	Based on past actuals of employees opting out of DPPS plan
Workers compensation	$ 9,735	$ 22,840	$ 36,426	$ 49,232	$ 64,519	Fixed
Unemployment insurance	$ 24,338	$ 57,101	$ 91,066	$ 123,080	$ 161,297	Fixed
Disability cost per employee	$ 4,056	$ 9,517	$ 15,178	$ 20,513	$ 26,883	Fixed
Medicare cost as % of salary	$ 11,763	$ 27,599	$ 44,015	$ 59,489	$ 77,960	Fixed
Social security	$ 50,298	$ 118,009	$ 188,202	$ 254,366	$ 333,347	Conservatively assumes higher current rate
403b match	$ 24,338	$ 57,101	$ 91,066	$ 123,080	$ 161,297	3% of total payroll
Dental Insurance	$ 16,225	$ 38,067	$ 60,710	$ 82,054	$ 107,531	Based on current bids
Flexible Spending Plan Employer contribution	$ 1,350	$ 3,290	$ 5,170	$ 6,810	$ 8,690	$100 per employee
Retirement 403b Fees	$ 1,013	$ 2,468	$ 3,878	$ 5,108	$ 6,518	$75 per employee
Life Insurance	$ 1,350	$ 3,290	$ 5,170	$ 6,810	$ 8,690	$100 per employee
Total Fringe Benefits	**$ 235,730**	**$ 553,412**	**$ 882,377**	**$ 1,192,093**	**$ 1,561,596**	
	40%	40%	40%	40%	40%	
Professional Development & Recruiting						
Staff Recruiting	$ -	$ -	$ -	$ -	$ -	Managed by DPPS
Student Recruiting (materials & mailings)	$ 5,000	$ 8,036	$ 11,162	$ 13,952	$ 17,102	Supported by DPPS staff and website
Individual Professional Development Plans & Tuitio	$ 7,425	$ 18,095	$ 28,435	$ 37,455	$ 47,795	$550 per employee
Schoolwide Professional Development Support	$ 3,375	$ 8,225	$ 12,925	$ 17,025	$ 21,725	$250 per employee
Staff Dinners, outings, and recognition	$ 1,688	$ 4,113	$ 6,463	$ 8,513	$ 10,863	$25 per employee * 5 times per year
Professional Development Consumables	$ 1,350	$ 3,290	$ 5,170	$ 6,810	$ 8,690	$100 per employee
External Staff Training (TNTP, TFA, etc.)	$ 9,000	$ 15,000	$ 24,000	$ 30,000	$ 36,000	TFA fees, $3,000 per corps member
Fees, Dues, Licensing, Subscriptions	$ 675	$ 1,645	$ 2,585	$ 3,405	$ 4,345	$50 per employee
Total Professional Development & Staff Recruit	**$ 28,513**	**$ 58,404**	**$ 90,739**	**$ 117,160**	**$ 146,520**	
Direct Instructional Expenses						
Core Textbooks & Other Curricula	$ 25,000	$ 30,000	$ 45,000	$ 50,000	$ 55,000	Few textbooks are used, most curricula provided by DPPS
Art Program Materials	$ 2,700	$ 6,875	$ 11,250	$ 15,000	$ 19,375	$25 per student
Theater/Music Materials & Production costs	$ 2,500	$ 5,000	$ 7,500	$ 10,000	$ 12,500	$2500 per MS/US grade
Athletic Program Materials, Fees, & Uniforms	$ 2,700	$ 6,875	$ 11,250	$ 15,000	$ 19,375	$25 per student
Library Books	$ 15,000	$ 20,000	$ 35,000	$ 35,000	$ 35,000	$20-35,000 per year for new and replacement books
Classroom Materials & Supplies	$ 6,480	$ 16,500	$ 27,000	$ 36,000	$ 46,500	$60 per student
Student Supplies	$ 3,780	$ 9,625	$ 15,750	$ 21,000	$ 27,125	$35 per student
Assessment & Scoring Materials	$ 2,700	$ 6,875	$ 11,250	$ 15,000	$ 19,375	$25 per student
School Food Program supplement to Federal	$ 853	$ 2,171	$ 3,552	$ 4,736	$ 6,117	$10 per FRPL student
Field Trips (Saturday, classroom, and end of year)	$ 15,000	$ 45,000	$ 75,000	$ 100,000	$ 125,000	Local trips for grades K-4, travel to NYC for grade 5, New England for grade 6
School Uniform Support	$ 1,705	$ 4,341	$ 7,104	$ 9,472	$ 12,235	$20 per FRPL student
Student Transportation	$ 40,216	$ 110,451	$ 186,579	$ 256,282	$ 345,504	3% of total revenue. DPPS will raise funds for additional costs beyond 3.5%
Additional Bus Monitors	$ 6,703	$ 18,409	$ 31,097	$ 42,714	$ 57,584	0.5% of total revenue
Special Assemblies	$ 600	$ 1,800	$ 3,000	$ 4,200	$ 5,400	$150 per assembly
Other Student Supplies	$ 1,080	$ 2,750	$ 4,500	$ 6,000	$ 7,750	$10 per student
Student Information System	$ -	$ -	$ -	$ -	$ -	Covered by DPPS

Instructional & Temp Consultants (enrichment, spo	$ 3,240	$ 8,250	$ 13,500	$ 18,000	$ 23,250	$30 per student
Instructional Copy Paper and supplies for curricula	$ 8,100	$ 20,625	$ 33,750	$ 45,000	$ 58,125	$75 per student
Instructional Copier Lease	$ 16,500	$ 26,520	$ 36,833	$ 46,042	$ 56,438	Based on actual bids
Family Leadership Council Events & Support	$ 1,080	$ 2,750	$ 4,500	$ 6,000	$ 7,750	$10 per family
Total Direct Instructional Expenses	**$ 155,937**	**$ 344,817**	**$ 563,415**	**$ 735,446**	**$ 939,403**	
General & Administrative						
Finance Consultants	$ -	$ -	$ -	$ -	$ -	Covered by DPPS
Custodial Services	$ 20,000	$ 25,000	$ 30,000	$ 35,000	$ 40,000	Nighttime cleaning contract
Accounting & Audit Fees	$ 10,000	$ 11,000	$ 12,500	$ 15,000	$ 15,000	Based on actual bids
Bank Fees & Service Charges	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	Estimate based on actuals
Payroll Fees	$ 4,056	$ 9,517	$ 15,178	$ 20,513	$ 26,883	0.5% of total salaries
Admin Office Supplies including copy paper	$ 1,575	$ 2,275	$ 2,975	$ 3,675	$ 4,375	$350 per non-instructional staff member
Director's & Officers Liability Insurance	$ 1,880	$ 3,902	$ 6,447	$ 8,601	$ 11,658	Based on actual bids
General Liability Insurance	$ 4,699	$ 9,756	$ 16,117	$ 21,503	$ 29,144	Based on actual bids
Umbrella Liability Insurance	$ 3,759	$ 7,805	$ 12,894	$ 17,203	$ 23,315	Based on actual bids
Student Accident Insurance	$ 540	$ 1,375	$ 2,250	$ 3,000	$ 3,875	$5 per student
Catastrophic Student Accident Insurance	$ 432	$ 1,100	$ 1,800	$ 2,400	$ 3,100	$4 per student
Property Insurance	$ 6,579	$ 13,658	$ 22,564	$ 30,105	$ 40,802	Based on actual bids
Telephone & Telecommunications	$ 3,375	$ 8,225	$ 12,925	$ 17,025	$ 21,725	$250 per staff, net of e-rate reimbursement
General & Administrative Postage & Shipping	$ 1,500	$ 2,411	$ 3,348	$ 4,186	$ 5,131	Estimate based on actual bids
Administrative Printing, Copying, & equipment	$ 3,375	$ 4,875	$ 6,375	$ 7,875	$ 9,375	$750 * non instructional staff
Outside Computer & network Services (e.g. knight	$ 9,500	$ 15,269	$ 21,207	$ 26,509	$ 32,495	Estimate based on non e-rate reimbursements
Administrative Travel	$ 3,375	$ 4,875	$ 6,375	$ 7,875	$ 9,375	$750 * non instructional staff
Administrative Consumables	$ 2,700	$ 3,900	$ 5,100	$ 6,300	$ 7,500	$600* non instructional staff
Board Expenses & Strategic Planning	$ 1,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	estimate based on past actuals
Development, website, marketing	$ -	$ -	$ -	$ -	$ -	Covered by DPPS
Contingency	$ -	$ -	$ -	$ -	$ -	Covered by DPPS
Democracy Prep Public Schools annual fee (itemized based on area of service)						10% of non-competitive public funding, to be reduced by any deficit amount
DPPS fee covers salaries and benefits as detailed in notes column, growing each year based on student enrollment and the growth of the school.						
Knowledge Management	$ 21,811	$ 73,634	$ 124,386	$ 170,855	$ 230,336	0.25 FTE for support of Knowledge and Data systems in year 1, 1 FTE dedicated to school in year 2
Academics	$ 40,217	$ 110,451	$ 186,579	$ 256,283	$ 345,504	0.25 FTE for Curricular Support and 0.25 School Leader Mentoring in year 1, doubles in year 2
People	$ 22,130	$ 66,271	$ 111,948	$ 153,770	$ 207,302	0.5 FTE in year 1 for Talent Recruitment and HR Support, scales up as school grows based on need to recruit and support larger staf
Operations	$ 16,087	$ 44,181	$ 74,632	$ 102,513	$ 138,201	0.25 FTE for Operations Manager to support school in year 1, 0.5 in year 2
Finance	$ 22,108	$ 55,226	$ 93,290	$ 128,141	$ 172,752	0.5 FTE in year 1 dedicated to finance processes and operations, scales up as school grows based on enrollment
Civic Engagement	$ 11,703	$ 18,409	$ 31,097	$ 42,714	$ 57,584	0.25 FTE for Civic Affairs Coordinator in year 1, 0.5 in year 2
Total General & Administrative	**$ 213,400**	**$ 495,113**	**$ 801,985**	**$ 1,083,044**	**$ 1,437,431**	
Building & Facilities operating expenses (non-capital)						
Facilities Rent	$ 67,027	$ 184,086	$ 310,965	$ 427,137	$ 575,839	Initial excess costs may be supported by DPPS
Leasehold Reserves	$ -	$ -	$ -	$ -	$ -	
Occupancy Costs (electric, utilities, maintenance)	$ 35,000	$ 56,255	$ 78,131	$ 97,664	$ 119,717	Estimate based on past actuals
Total Building & Facilities	**$ 102,027**	**$ 240,340**	**$ 389,097**	**$ 524,802**	**$ 695,557**	
TOTAL EXPENSES	**$ 1,635,981**	**$ 3,812,243**	**$ 6,109,274**	**$ 8,221,069**	**$ 10,763,216**	
NET OPERATING INCOME (before Depr	**$ 243,606**	**$ 90,027**	**$ 337,503**	**$ 380,223**	**$ 894,463**	
Depreciation Expense	**$ 38,829**	**$ 68,029**	**$ 112,208**	**$ 162,061**	**$ 232,803**	Assumes 7 year striaght-line on capital items (blended average)
NET OPERATING INCOME (GAAP)	**$ 204,777**	**$ 21,998**	**$ 225,294**	**$ 218,162**	**$ 661,660**	
Annual Capital Costs						
Building Purchase and/or Debt Buy-Down	$ 50,000	$ 50,000	$ 150,000	$ 200,000	$ 250,000	DPPS will manage capital projects for local schools
Instructional Technology & Equipment (e.g. LCDs,)	$ 13,000	$ 13,000	$ 13,000	$ 13,000	$ 13,000	$1000 * homerooms
E-rate eligible technology infrastructure	$ 120,000	$ 40,000	$ 40,000	$ 40,000	$ 120,000	Phone, internet, cell phones, server, etc.
Student Computer Software & Hardware	$ 32,500	$ 16,700	$ 17,500	$ 15,000	$ 17,500	$100 * new students
Staff Computer Software & Hardware	$ 10,800	$ 15,520	$ 15,040	$ 13,120	$ 15,040	$800 * total new staff. Some costs borne by DPPS
Extracurricular Equipment & Fixtures	$ 5,000	$ 8,036	$ 11,162	$ 13,952	$ 17,102	Estimates based on past actuals
Student Furniture	$ 27,000	$ 41,750	$ 43,750	$ 37,500	$ 43,750	Initial purchases $250 per new student
Office Furniture	$ 13,500	$ 19,400	$ 18,800	$ 16,400	$ 18,800	$1000 * new staff
Total Capital Costs	**$ 271,800**	**$ 204,406**	**$ 309,252**	**$ 348,972**	**$ 495,192**	Capital expense Cash-Flow will be managed by Democracy Prep Public Schools

DEMOCRACY PREP PUBLIC SCHOOLS

207 West 133rd Street
New York, New York 10030

Fiscal Policies and Procedures

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INTERNAL CONTROL STRUCTURE

Background

The internal control structure consists of policies and procedures that have been established to achieve Democracy Prep's (DPPS) objectives. More specifically, the control structure represents those policies and procedures that affect Democracy Prep's ability to process, record, summarize, and report financial information. This structure is established and maintained to reduce the potential unauthorized use of Democracy Prep's assets or misstatement of account balances. The internal control structure is composed of the following basic elements: (1) the control environment; (2) the accounting system; (3) control procedures; and (4) accounting cycle.

(1) The Control Environment

The control environment reflects the importance DPPS places on internal controls as part of its day to day activities. Factors that influence the control environment can include management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant funder's expectations.

(2) The Accounting System

The accounting system comprises the methods and records used to identify, assemble, classify, record, and report accounting transactions. At a minimum, it is set up to:

1. Identify and record all of DPPS 's transactions;
2. Describe the transactions in enough detail to allow classification for financial reporting;
3. Indicate the time period in which transactions occurred in order to record them in the proper accounting period.

(3) Control Procedures

Control procedures are the procedures set up to strengthen DPPS's internal control structure and thus safeguard the agency assets. They are divided into the following:

• Segregation of Duties: Allocation of tasks is needed so that one individual does not have the ability to both make an accounting error (either intentionally or unintentionally) and also cover it up. This principle requires that the person with physical access to cash or other movable assets should not also be involved in the related record keeping.

• Restricted Access: Physical access to valuable and movable assets are restricted to authorized personnel.

• Document Control: To ensure that all documents (i.e. purchase orders/check requests) are captured by the accounting system, all documents must be pre-numbered and the sequence for documents must be accounted for.

• Processing Control: This is designed to catch errors before they are posted to the general ledger. Common processing controls are the following: batch controls; source document matching; clerical accuracy of documents; and general ledger account code checking.

• Reconciliation Controls: These are designed to catch errors after transactions have been posted and the general ledger has been run, reconciling selected general ledger control accounts to subsidiary ledgers.

(4) The Accounting Cycle

The overall purpose of an accounting system is to accurately process, record, summarize, and report transactions of DPPS.

The component accounting cycles fall into one of four primary functions:

1. Revenue, accounts receivable, and cash receipts

Key steps in this area are:

• Processing cash receipts
• Making deposits
• Recording cash receipts in the general ledger and subsidiary records
• Performing month-end reconciliation procedures

2. Purchases, accounts payable, and cash disbursements

Key steps in this area are:

• Authorizing the procurement of goods and/or services
• Processing purchase transactions
• Processing invoices
• Issuing checks
• Recording checks in the general ledger and in cash disbursements journals
• Performing month-end reconciliation procedures
•Year-end reporting-1099 forms

3. Payroll

The payroll process consists of processing payroll and remitting amounts due to employees, the government, and other agencies such as health insurers, retirement plan trustees, etc.

Key steps in this area are:

• Obtaining and gathering information for processing
• Preparing payroll checks and depositing payroll taxes
• Performing month-end reconciliation procedures
• Preparing quarterly payroll tax returns
• Preparing W-2s, the W-3, and other annual payroll tax returns

4. General Ledger and Financial Statements

The general ledger process consists of posting the period's transactions to the general ledger and preparing the financial statements.

Key steps in this area are:

• Preparing monthly journal entries
• Reconciling bank accounts and other general ledger accounts
• Reviewing general ledger activity and posting adjusting journal entries
• Producing the general ledger and financial statements

REVENUE AND CASH RECEIPTS

Background
This section outlines the policies and procedures for the following areas in processing revenue and cash receipts:
• Opening the mail
• Gathering data for deposit to the bank
• Processing and recording daily deposits

Key Agency Policies

• All mail is directed to the Office Manager who has no role or involvement in the fiscal area of the company.
• All checks must be restrictively endorsed and deposited as soon as possible (within 24-hours of receipt) after receipt.
• Deposits are verified against authenticated deposit slips before they are filed.
• Quarterly financial reviews are performed and appropriate adjustments recorded to present operating results on the accrual basis of accounting.
• All amounts due the agency are reviewed for likelihood of collection, and appropriate reserves for uncollectible accounts are established and monitored on a quarterly basis.
• Checks that are donations are copied and all material accompanying the check including the envelope are given to the Director of External Affairs who enters the donation into Raiser's Edge and sends out a thank you note.

Agency Procedures to Implement

Controlling the Mail-Opening Process

• The Office Manager receives the mail and is responsible for sorting the mail. Mail is sorted by addressee, any donation or payment to the Director of Operations. Bills to the bookkeeper, unsolicited mail is sorted by teacher interest, mail to the Head of School goes to the Head of School and bank statements go to the Director of Operations.
• A summary of the checks received by mail is prepared by the Director of External Affairs
• A copy is provided to the Business Manager along with the actual checks and supporting documentation accompanying the checks for deposit.
• A second copy of checks and all supporting documentation is forwarded to the Director of External Affairs. The Director is responsible for entering all donations into Raier's Edge for recording of the donation, tracking the spending of each donation and reporting to the donor
• The Business Manager restrictively endorses each check, using a stamp that indicates "For Deposit Only," with DPPS's name and bank account number.
• All cash and checks received are deposited daily

Controlling the Revenue from Special Events

DPPS conducts an occasional special event or collects fees on a limited basis that involves the receipt of cash and checks. Examples of these events include Book Sales, Pictures, Uniform Sale, Candy Sales and Field Trips. When such events occur, the financial staff, Head of School, and signers on the Democracy Prep will do the actual collection of funds. When there are special events that involve students submitting money to the school, there will be special instructions to limit the responsibility of teachers from collecting funds or the administrative staff will assume responsibility for collecting the funds. Each person responsible for collecting cash and checks (the "collector"), receives the cash and checks from the "student/contributor" and provides a receipt to the person presenting the cash or check. These receipts are multi copy and pre-numbered. The collector places the cash and checks in a Special Event Collection Envelope, along with a copy of the receipt, and records the sale or contribution on the form printed on the front of the Special Event Collection Envelope. At the close of the collector's shift, he/she counts the cash and checks, notes the cash totals on the front of the envelope, signs and seals the Envelope and delivers it to the Business Manager. The Business Manager receives the envelopes, verifies the cash and check amounts, segregates cash and checks, restrictively endorses the checks, and prepares a deposit ticket, supported by the Envelope documentation.

Deposits

Based on the Daily Check Log, the Director of Operations prepares the deposit ticket and makes a copy of it for the files, along with the copy of each check received, which is attached to all supporting documentation. The Business Manager assigns the appropriate account number based on funding restrictions.

The Business Manager or designee takes the deposit to the bank daily or as soon thereafter as possible (within 24 hours of receipt). Deposits that cannot be taken to the bank are kept in a safe or locked drawer, access to which is restricted to the Business Manager,

Verifying the Deposit Amount

The Director of Operations receives a validated deposit slip that is then returned to the Business Manager, who compares it to the duplicate deposit slip amount to ensure that the entire deposit was in fact deposited. The validated deposit slip is then returned to the Business Manager and filed in the month's cash receipts binder.

Processing and Recording Receipts

Processing

The Business Manger is responsible for processing and recording receipts. Receipts are batched for purposes of entry into the accounting system; using the deposit ticket itself is the basis for the batch. This batch system is to include:

• Cover Sheet

This sheet documents the status of a batch's processing. It contains a unique batch identification number and has space to document the steps taken and a place to record the batch total.

• Batch Total
This is computed by adding the total of the deposit ticket. The accounting system calculates the total debit to cash. When both totals agree, there is assurance that all the amounts have been entered accurately and only once.
• Cancellation
A stamp or perforation is made on each receipt remittance to indicate that it has been entered into the system.
• Recording
When the batch has been entered, a cash receipts journal is printed and compared with the batch total. Any differences are investigated and resolved prior to closing the month.

Maintaining Cash Receipts Documentation
Remittance batches, with their batch cover sheet, are filed in chronological order by month. These are transferred to storage after the annual audit is completed. DPPS follows record retention policies satisfying local government and tax regulations. See section 15 of this manual, which outlines DPPS's current record retention policies.

Processing of Wire Transfers
Government contracts which execute payments via wire transfer remit a wire transfer advice indicating the date and amount of the funds to be deposited in DPPS's account. This wire transfer advice is processed in the same fashion as a deposit to the bank, with mail opened by the Office Manager and delivery of wire transfer notices to the Business Manager.

LUNCH PROGRAM
The Lunch Program at Democracy Prep is provided for its students in accordance with the Federal Free and Reduced Lunch Program. Under this program, students are eligible for free or reduced breakfasts and lunches. The process for the lunch program includes three parts:
1. Determination of eligibility for free or reduced lunches,
2. Daily count of students receiving breakfasts and lunches at DPPS, and
3. Billing parents and the Department of Education and collecting payments.

Determination of eligibility for free or reduced lunches
The DPPS Recruitment Manager annually distributes Financial Eligibility Forms to parents at the beginning of the fall school term. Parents complete and return the forms to the Recruitment Manager who determines the eligibility of students and parent's for Free, Reduced or Full priced lunches. The Campus Director and the Office Manager are responsible for sending determination letters to parents notifying them of their status. The Director of Operations designates a staff person who is responsible for input of lunch codes in the ATS system which will be sent to the NYC Department of Education, which certifies eligibility. A back up copy of what is entered in to the ATS system is maintained and signed off by Business Manager. The Business Manager also certifies the determination of eligibility by his/her signature.

Daily count of students receiving breakfasts and lunches

The Business Manager receives the meal counts from the teaching staff responsible for taking recording meals served and records the names and number of students receiving breakfast/lunch daily. Attendance for meals service is taken at point where the student receives the meal.

The Teachers take daily attendance of their students. Included in the daily attendance is the student's declaration of whether they have brought their "own lunch" or intend to eat the" school lunch." Teachers send their classroom count of "Own lunch/School Lunch" totals directly to the Director of Operations/designee following each morning's attendance. The Business Manager totals the information from all classes and fills out an MIE II form to be turned in on Tuesday of the following week.

Billing (If the school decides to bill parents for meals)

The Business Manager/Designee keeps daily records on each student, and reports the totals, on the required MIE1 form for each student, on a weekly basis to DOE, and on a monthly basis to the Business Manager/Designee. The Business Manager receives the MIE1 Forms and monthly prepares and mails billing statements to parents for "reduced and full" students. Parents may make payments for school lunches by cash, cashier's check or money order.

The Business Manager also submits documentation on eligible students receiving free and reduced lunches to Department of Education, with requests for reimbursement.

The Business Manager reviews aged accounts monthly, and follows up with collection issues.

SUBSTANTIATION AND DISCLOSURE REQUIREMENTS

Background
This section outlines the policies and procedures with respect to DPPS's acknowledgement of contributions received.

KEY AGENCY POLICIES

• Acknowledgment letters are sent on the agency's letterhead acknowledging all contributions of all contributions to DPPS.
• For all quid pro quo contributions individually, the contributor is informed in writing as to a good faith estimate of the nondeductible portion of the contribution
• All donated items. Furniture, equipment etc is acknowledged in writing with the responsibility for value attributed to the donor not DPPS

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Contributions

All contributions to DPPS will be acknowledged with a letter and receipt of the contribution to the donor. The acknowledgment must include:
• The amount of cash and a description of any other property contributed,
• A statement about whether DPPS provided any goods or services in return for the contribution,
• A description and an estimated value of the item provided if DPPS provided something in return for the contribution
• A thank you letter from the Head of School is required for all contributions. Calls or special activities are required for contributions over $1,000.

All contributions must be acknowledged in the manner described above.

Quid Pro Quo Contributions

Some contributions are considered quid pro quo contributions since the donor receives something in return. All quid pro quo contributions greater than $75* must be accompanied by a memo which includes both the payment for the items received and an overall estimate of the fair market value of the goods or services received by the donor in return for the contribution. The donor will receive a charitable contribution deduction for the amount in excess of the fair market value of the goods or services received. This disclosure should explain that the amount of the deductible contribution for federal income tax purposes is the excess of the amount of money and/or property contributed over the value of the goods or services provided by the charity. The disclosure will be made in a manner that is reasonably likely to be noticed by the donor. This is a good faith estimate see IRS definitions.

PURCHASES

Background
This section outlines the policies and procedures for the following areas in Democracy Prep 's (DPPS) procurement practices:
• Obtaining bids
• Issuance and monitoring of purchase orders
• Processing receipt of goods and merchandise
• Exemption from sales tax on purchases of goods for DPPS's internal use and services

KEY AGENCY POLICIES

• A purchase order or check request is to be prepared for all purchases.
• Three written bids must be obtained for procurement of furnishings, equipment, and technology items over $1,000 per item or purchases in aggregate of $3000.00 total. If the lowest bid is not the item purchased, there must be documentation as to why the lower bid was not accepted
• The receipt of goods by mail shipment or other carrier must be signed for and received by someone who is independent of both the ordering and payment process. (Office Manager)
• Democracy Prep (DPPS) will present a request for exemption from sales tax on all qualifying purchases.
• Additional procurement requirements for specific contracts are followed and procedures are modified as needed.
• All documentation related to any purchase transaction must be aggregated into one payment document that will include check request/purchase order, invoice, bids, comments, packing slip (if applicable), receipt etc.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Procurement Practices
All purchases and expenditures should be obtained via a DPPS's purchase request which is achieved via purchase order or check request procedures which are described below. Professional services, due to their nature, are monitored via contract management procedures, not the generation of a purchase order. Procurement selection will give consideration to all relevant factors (i.e., quality, service, cost, etc). Selection will not be based solely on cost. The Head of School, Co-Directors or Director of Operations will approve all purchases.
Bids Required for Furnishings, Equipment and Technology Items
Either written or oral bids will be obtained for procurement of furnishings, equipment, and supplies having a cost of greater than $1,000 or an aggregate value of over $3,000. The staff member requesting the supply or equipment will secure oral bids and will document via internal memorandum listing vendor, date, cost, and any other relevant facts. Written competitive bids will be solicited for furnishings, equipment, and supplies having a cost exceeding $1,000 per item or $3,000 in aggregate. Written advertisements of available product will be deemed acceptable evidence of bid price.

Providing Rationale for Higher Bids
Whenever the vendor selected is other than the lowest bidder, reasons for the selection will be documented via internal memorandum and attached to the purchase documentation. If a higher bid is selected the Head of School must approve the transaction.

Documentation
The person approving the bid will retain a copy of the competitive bidding documentation and a copy of the invoice. The original invoice and bidding document is forwarded to the Business Manager/Bookkeeper in the fiscal department for payment and filing. All documentation relating to the transaction should be attached to the invoice for payment as part of the transaction.

PURCHASE REQUEST, THE ISSUANCE AND MONITORING OF PURCHASE ORDERS

Generation of Purchase Request
There are two mechanisms to purchase supplies or services. A check request or purchase order. A Purchase Order envisions placing an order with DPPS promising to pay. A check request envisions our paying for services or materials in advance. In either case the process is the same.

A purchase request is to be prepared for all purchases. All purchase requests are to be initiated by the individual requesting the purchase, and should be approved by a supervisor, and the Head of School, Co-Director, or Director of Operations. All purchase requests should be given to the Business Manager/Designee following approval for implementation.

- Office, curriculum, text books, reading materials, teaching supplies, and maintenance supplies are to be purchased monthly in batch orders by the following procedures.
- Under the direction of the Business Manager/Director of Operations designee checks inventory of common/general office and teaching supplies on a regular basis and creates purchase requests on a monthly basis to keep regular school supplies in stock. The Business Office/Director of Operations oversees the monthly inventory of school supplies.
- Teachers may place requests for special/additional office and teaching supplies by sending a written purchase order or check request to the Director of Operations, noting the quantity and types of supplies to be ordered and date of request. On a monthly basis, the Operations Assistant will batch these orders and prepare one Purchase Request for monthly office and teaching supplies. The Operations Assistant will forward the request to the Business Manager for approval and processing. Purchases of supplies outside of the monthly procurement cycle may be made using DPPS's purchase order/ check request or staff cost reimbursement procedures (see appropriate section in this manual).
- Purchase requests for school maintenance supplies are prepared by the custodian or maintenance company, who makes a copy for his/her records, and gives the

purchase request to the Director of Operations for approval. The Director of Operations forwards the approved purchase requests for maintenance supplies to the Business Manager/Bookkeeper for processing.

• Purchase requests for supplies related to Family Leadership Council (FLC) activities are prepared by the FLC representative and forwarded to the Campus Director and Families for approval. The Campus Director (approval limit $1,000 for family functions) either approves the request, or if above his/her approval limit, receives approval from the Head of School, and forwards the Purchase Request to the Business Manager for processing. If the lowest bid is not accepted a rational for choice of vendor should be included.

NOTE TO ALL:

As part of the approval process, the Head of School, Co-Director or Director of Operations must consult the budget to make sure that funds are available in the appropriate category to support the purchase or commitment.

PURCHASE ORDERS

1. Once the purchase order has been approved, the Director of Operations places the order with the vendor by on-line ordering, faxing, mailing, or e-mailing (if acceptable) the purchase order/ check request.
2. Retains a copy of the purchase order and a copy of the purchase request in the Fiscal Department.
3. The Business Manager will log the purchase order in a purchase order log and will use the purchase order to accrue the expense to the appropriate cost center in the accounting system. The purchase order and request will be placed in the accounts payable file to be used as supporting documentation for the payment voucher.
4. Places a copy of the purchase order and purchase request in the open purchase order file.
5. When the goods purchased are received, the documentation of receipt of the goods will be attached to the purchase order and submitted for payment to the Bookkeeper/Business Manager. At that point the purchase order converts to a check request and a payment will be generated for the transaction.

CHECK REQUEST

1.The staff person requesting a check submits a check request to his/her supervisor/Head of School for approval. The Check Request will include an itemization of the items to be purchased and if necessary bids for the items (the same procedure as for a purchase order). The check request must include an invoice from the company from which the items are to be purchased. In rare occasions the Business Manager/Bookkeeper will accept an invoice after the transaction.
2. The Head of School must approve the request before it is submitted to the Business Manager
3. Once approved by the Head of School the Business Manager will pay the check request.
4. When the goods or services are received, the operations assistant will attach the receipt or packing slip to the check request.

ELECTRONIC PAYMENT

Electronic payment are the exception and to be used only in an emergency. Electronic payment must follow the same procedures that would be necessary to generate and make a payment by check. Thus, for an electronic payment, there must be written approval and two signatures prior to submission of the payment.

The electronic payment must be documented in a manner similar to a payment by a check with an electronic payment number, receipt and other appropriate information.
The Business Manager periodically researches vendors and requests quotes to ensure best value and avoid conflicts of interest. The Business Manager annually reviews and recommends for approval, a list of approved office suppliers. This process is undertaken every 6 months.

DPPS is recognized as a tax-exempt organization under the Federal, New York State and local laws. As such, DPPS is exempt from sales taxes on goods purchased for its own internal use and services. To take advantage of this exemption the Business Manager attaches a completed Form ST-119.1 to all purchase orders. Note that this exemption does not cover hotel, airfare, or communication-related taxes such as those on telephone bills.

On a weekly basis, a review of the open purchase order file is performed for any commitments that have not been matched with receiving reports or equivalent records of goods or services received.

A completed purchase order/ check request will contain the following:
1. Name and address of vendor
2. Ship-to information (must be DPPS at all times)
3. Date the order was placed
4. Date the goods are to be delivered
5. Shipping method
6. Terms of purchase (Invoice)
7. Each item listed separately with description
8. Specific quantity and unit of measure
9. Unit price (Bids if required)
10. Programmatic and fund account allocation for budgeting purposes
11. Signature of Head of School, Co-Director, and Director
12. Signed Packing Slip acknowledging receipt of the goods
13. Copy of the check or check stub indicating method of payment

RECEIPT OF GOODS AND MERCHANDISE

The receipt of goods by mail, shipment, or other carrier must be signed for and received by the Office Manager, who is independent of both the ordering and payment process.
The Office Manager /Executive Operations Assistant/Business Manager who signs for and receives goods, also does the following:

1. Verifies that each item on the packing slip has been received.
2. Compares goods received with purchase order.
3. Notes any back orders or discrepancies with quantity and price.
4. Makes copies of packing slips, and any invoices received. Files copies with appropriate purchase order.
5. Forwards original packing slips to the fiscal department for matching against open purchase order and eventual vendor payment.
6. Checks to see that all packing slips have been accounted for.
7. Delivers the received goods to the intended recipients, along with copies of the packing slips.

CONSULTANTS

Background

This section outlines the policies and procedures for the establishment and evaluation of consulting arrangements:

• Confirming that the relationship qualifies as a consulting relationship
• Drafting and approval of consulting agreements
• Implications of reclassification to employee status

KEY AGENCY POLICIES

• Every consultant relationship must be supported by a consultant agreement and a completed W-9 before the first check request or invoice will be honored.
• The nature and specific details of each consulting relationship must be approved by the Head of School to ensure that the individual does not qualify for employee classification. This review will be documented in writing. The Director of Operations must determine if the consultant is an employee or independent contractor. The consultant/independent contractor must meet the requirements of an independent contractor as defined by the IRS/ State of New York or Rhode Island Department of Labor.
• Three competitive bids are required to retain a consultant if there are a variety of consultants available. Exceptions to the three bid rule is if a consultant is a known expert in the field or possesses specialized skills

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Determination of Need for Consulting Services

DPPS engages consultants to perform professional services, generally including services for testing, professional development, computer services, business operations, fundraising and enrichment program teachers and for accreditation renewal. The Head of School receives recommendations from staff and determines if there is a need for consulting services to complete particular projects at DPPS. The Head of School selects a consultant or independent contract using a competitive bidding process if there is a pool of qualified candidates to do the job.

Competitive Bidding

While a sealed bid may not be required, it is necessary to have three documented bids. A sealed bid results from a pre-circulated request for proposal (RFP) where independent vendors are requested to provide the estimated cost for their services on a predetermined date, in a sealed envelope. This process is intended to ensure confidentiality of information, and this maintains competitiveness on the process.

In certain circumstances, there may be only one potential consultant. Exceptions to the bidding requirement include: referrals, extensions or amendments, or when a consultant/independent contractor is a known expert in the field. In this case, the reason why only one consultant is contacted and a “sole source” agreement is executed must be well documented by the Head of School.

The Consulting Agreement
The Head of School negotiates a draft Consulting Agreement with the Consultant or Independent Contractor and forwards it to the Director of Operations who reviews the Consulting Agreement, checks for its compliance with IRS regulations regarding independent contractor agreements and either approves the agreement or recommends changes to bring the agreement into compliance with IRS Publication 15-A. (See the section below called "Determining if Relationships Qualify as Consultant Arrangement."

Consultant Agreements

All services performed by a consultant should be documented in a written agreement, signed by the Consultant and the Head of School, including the following:
• Name, address, and Federal Identification Number/Social Security Number of the consultant
• Dates covered by the agreement
• Product or services to be performed
• Time frame for completion of the deliverables
• Person in charge of the engagement
• Dollar amount of the agreement, including expenses for which the consultant will be reimbursed
• Rates of personnel by classification
• Termination clause
• Other special arrangements
• Indemnification of DPPS from any liability of the consultants actions
• Certify to DPPS that activities and actions will remain private communications
• Provide estimate of total cost of services and product to be delivered

In addition the consulting agreement should:

• Stipulate that invoices should be on the independent contractor's stationary and list services rendered. Avoid statements that look like time sheets. When possible, the independent contractor should bill on a flat rate per project, rather than on an hourly rate.
• Include a provision stating that the independent contractor is responsible for completing the job, may hire sub-contractors (subject to the same requirements as the primary contractor) or have employees work on the project, and is liable for contract damages for negligence in the performance of the contract.
• Include contractual provisions requiring that the independent contractor cooperate with the organization in any employment tax audit, including presentation of the worker's Schedule C or other tax forms showing that the income was reported as an independent business.
• The independent contractor should certify that he/she will never file an unemployment claim listing the organization as an employer. The worker should signify in writing that he/she understands that the worker must mark down "self-employed."

All agreements should be submitted to the Business Manager for review and approval prior to commencing services and the release of funds.

Note that while it may be necessary to develop and include a line item budget in the consulting agreement, to the extent possible, payment should be made as deliverables are received as per the details of the contractual agreement.

Invoices
Invoices submitted by the consultant should be signed by the consultant and should detail the deliverables completed, and dates of service covered by the invoice presented.

DETERMINING IF RELATIONSHIPS QUALIFY AS CONSULTANT ARRANGEMENT

Prior to entering into a consultant agreement, DPPS must determine that the relationship meets the criteria outlined by the Internal Revenue Service for consulting relationships. Reclassification as an employee by the Internal Revenue Service can trigger additional payroll taxes and potential penalties to DPPS. The consultant must indemnify DPPS that if he is deemed not to be an independent contractor, he/it will be responsible for any additional taxes and penalties. The following represents a general guideline to be considered when making this determination.
The primary method to determine a worker's status is based on common law -- a set of twenty factors defined by the IRS ,
1. In some cases, "common law" determination may not be required if:

- the worker is defined by statute , as a statutory employee, or statutory independent contractor, or
- the worker qualifies for a Federal Exception "Reasonable Basis" (Section 530) Common Law Test. The traditional tests to determine whether a worker is an employee or independent contractor involve the concept of control. Are the services of the worker subject to the employer's will and control over what must be done and how it must be done? Facts that provide evidence of the degree of control and independence fall into three categories: behavioral control, financial control, and the type of relationship of the parties.

CATEGORY ONE: DEGREE OF BEHAVIORIAL CONTROL
1. Instructions. If the payer has the legal right (whether used or not) to mandate when, where, or with what tools, personnel, and methods the work is done, the payer has an employer's right to control how the work results are achieved.
2. Training. Through training, the payer controls how the work should be performed, which is more common to an employer-employee relationship.
3. Specifying the Worker. Payers can exercise control by selecting only workers who use approved methods, which is more common to an employer-employee relationship.
4. Available to the Public. A separate economic entity will present itself as such to the public, which is more common to an independent contractor relationship.
5. Employing Assistants. If the worker hires, supervises, and pays assistants, these activities imply an economic entity that is separate from the payer, which is more common to an independent contractor relationship.
6. Sequence of Work. Specifying the sequence of the work is an integral part of how work is to be performed, which is more common to an employer-employee relationship.

7. Reporting. Required reporting by the worker implies that the payer has the right to exercise control over how the work is performed, which is more common to an employer-employee relationship.
8. Hours of Work. Specifying precisely when the work can be performed is an integral part of how the work should be performed, which is more common to an employer-employee relationship.
9. Full-time Effort. Full-time workers usually are economically dependent upon the payer. Workers who are economically dependent upon the payer are generally employees.
10. Job Location. Specifying where the work can be performed is an integral part of how the work should be performed, which is more common to an employer-employee relationship.

CATEGORY TWO: DEGREE OF FINANCIAL CONTROL

11. Reimbursements. To control reimbursed expenses, payers will exercise control over methods used, which is more common to an employer-employee relationship. Independent contractors are more likely to have non-reimbursed expenses than employees. Fixed ongoing costs that are incurred regardless of whether work is currently being performed are especially important in determining who controls the business aspects of the worker's job.
12. Substantial Investment. A substantial investment by the worker implies a separate economic entity, which is more common to an independent contractor relationship. A significant investment is not a prerequisite for an independent contractor, however.
13. Outside Work. A separate economic entity can give equal priority to work for other parties, which is more common to an independent contractor relationship.
14. Fixed Pay. Employees sell labor (measured by time), while independent contractors sell a product or service (measured by results) and are usually paid by the job.
15. Risk of Loss. The opportunity for financial loss or gain implies a separate economic entity controlled by an active management, which is more common to an independent contractor relationship.
16. Tools and Supplies. An independent contractor will possess the necessary tools and equipment. Payers can exercise control over workers' methods used through the selection of the tools and supplies and the supervision of their use
17. Termination. Payer–independent contractor relations are contractual; employer-employee relations are under common law. Written contracts describe the relationship the parties intended to create.
18. Quit. Payer–independent contractor relations are contractual; employer/employee relations are under common law.
19. Employee Benefits. Granting benefits to the worker (such as insurance, a pension plan, vacation, or sick pay) is more common to an employer-employee relationship.
20. Continuing Relationship. Long-standing and continuous workers are more likely to be economically dependent upon the payer. Workers who are economically dependent upon the payer are generally employees.
21. Integration. An agency will control and direct how it's ordinary and necessary activities are performed (particularly if the worker provides services that are a key aspect

of your Agency's regular business activities), which is more common to an employer-employee relationship.

22. Intent of Parties. Demonstration of the parties' mutual intent for the worker to be an independent contractor weighs toward independent contractor treatment.

TRAVEL AND EMPLOYEE BUSINESS EXPENSES

Background
This section outlines the policies and procedures for handling travel and employee business expenses:
• Submission of Request for Authorization of Travel
• Basis of reimbursement for mileage and other related expenses
• Processing of employee expense reports

KEY AGENCY POLICIES

• A Request for Authorization of Travel requiring an overnight stay must be submitted two weeks before the travel date.
• Reimbursement for mileage driven in personal vehicles will be for gas only
• Original receipts evidencing expenses will be required for all amounts.
• Advances for travel may include advance payment of airfare/train or bus fare and hotel accommodations only.
• Employee expense reports are to be completed and submitted once a month with originals of all receipts
• All expense reports are to be reviewed and approved by the Director of Operations and the Head of School.
• DPPS will reimburse employees for out of town travel using mandated per diem rates for lodging and meals and incidentals.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Reasonable travel and business expenses incurred by employees and Directors deemed necessary to DPPS's operations will be reimbursed upon submission of an Employee Reimbursement. Request with appropriate supporting documentation (all original receipts) that satisfies Local regulations. A copy of the Tax Exempt Certificate may be obtained through the Business Manager. All employees should attempt to have the tax deducted from any purchase.

Request for Authorization of Travel

A Request for Authorization of Travel (an Email) requiring an overnight stay must be submitted two weeks before the travel date in order to allow appropriate time for review and authorization. If a seminar or meeting requires a registration fee, then a Check Request form must be submitted, even if the seminar is being held locally.
The Request for Authorization of Travel must be approved by the Head of School, Assistant Principal or Director of Operations with budgetary authorization prior to committing to travel arrangements.

All other expenses will be reimbursed at actual cost unless otherwise limited by contractual/grant agreement where applicable.

Receipts
Original receipts evidencing expenses will be obtained whenever practical, but are required for all amounts to be reimbursed.
Documentation
Documentation of expenses incurred should comply with local requirements and clearly show the following:
• Date
• Names of those attending business meeting
• Meeting location
• Subject discussed
• Amount

Travel
Any travel and entertainment expenses paid for by using DPPS's credit card must still be included as an expense on the Employee Reimbursement Form with all receipts, since use of the card is considered an advance to the employee.

Travel Expense Reports
Employee Reimbursement Forms are to be completed and submitted once a month, no later than 10 days after the close of the month when expense activity has occurred. All expense reports are to be reviewed and approved by the Business Manager. The expense report for the Business Manager must be approved by the Head of School. The expense reports for the Head of School are reviewed and approved by the Director of Operations and the Business Manager.

Per Diem Allowances
DPPS will reimburse employees for out of town travel following the mandated per diem rates for lodging and meals and incidentals. These rates are specific to the city of destination.

PROCESSING ACCOUNTS PAYABLE

Background
This section outlines the policies and procedures for the processing of accounts payable:

• Processing purchase orders and invoices
• Processing check requests where no invoice is available
• Agency's authorized signatories
• DPPS Does not maintain a petty cash fund

KEY AGENCY POLICIES

• All invoices should be stamped with a "Received Date" immediately upon receipt.
• All complete voucher packages should be reviewed and approved by the Business Manager.
• All DPPS checks must have two original signatures. The authorized signers are the Head of School, Director of Operations, Co-Director and Executive Director.
• All invoices should be assigned credit terms of 45 days, unless other arrangements are made in advance.
• Vendor statements should be forwarded to the Business Manager for review and reconciliation to the vendor files.
• All blank check stock should be kept under lock and key with access limited to the Business Manager only.
• A separate record of all voided checks should be maintained
• Payments are only made on approved invoices not statements.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Processing Purchase Orders and Invoices
The Business Manager examines invoices delivered to the fiscal department. These are stamped with a "Received Date" immediately. This individual is responsible for doing the following:
1. Verifying the proper accounting codes are assigned per the approved Chart of Accounts
2. Checking the extensions on purchase orders and invoices
3. Resolving any discrepancies with extensions or accounting codes
4. Accruing the expense to the appropriate expense category and fund/cost center
5. Checking for travel authorization where appropriate
6. Investigating and resolving any outstanding back order issues
7. Filing the purchase request, the purchase order, and the invoices in the accounts payable file

The Business Manager is responsible for assembling the payment package. A check request authorization voucher should include the following:
1. Date voucher prepared
2. Name and address of vendor

2. Vendor code (number assigned by us in the accounting system)
3. Amount
4. Account number (code)
5. Expense allocation when necessary

The Business Manager must attach to the payment voucher the following:
1. Purchase request and purchase order (if applicable)
2. Invoice and packing slip (if applicable)
3. Receiving report (if applicable)

Once the voucher package is complete, the Business Manager will forward the package to the Head of School for review and approval. The Business Manager reviews the voucher for completeness and verifies that all supporting documentation is attached to the voucher. Additionally, the Business Manager verifies that account coding was properly recorded, and authorizes the package for payments. If documentation is incomplete or missing, the voucher is returned to the Business Manager/Bookkeeper for completion.

Requesting Checks When There Are No Invoices
Not all expenditures are supported by an invoice. Travel advances, for example, are not initiated with an invoice. These expenditures are handled via a Check Request Form. The employee or consultant initiating the disbursement request will prepare a Check Request Form, which is submitted, to the Business Manager/Director of Operations for approval. The Check Request Form is processed and approved for payment in the same fashion as an invoice with proper documentation and approvals.

Authorized Signatures
On an annual basis, the Treasurer submits a list of bank/trust accounts and authorized signers for approval by the Finance/Audit Committee. At present the authorized check signers are the Executive Director, The Head of School, Co-Directors and the Director of Operations. All DPPS checks require 2 signatures as of 1 October 2007.

Selecting Invoices to Pay
As determined by the agency's timetable, the Business Manager runs an Aged Payables Report and selects the items to be paid. All vendor invoices are assigned a credit term of 45 days, unless other arrangements are made in advance. This report is accompanied with an indication of the available cash balance as of that time, taking into consideration other cash requirements for the two-week period immediately following. The Business Manager then returns the aged payables report indicating the vendor invoices to be paid, by circling the item on the report. In addition, the Business Manager initials the report to provide overall approval. If a partial payment is requested, such is noted on the report itself. Blank check stock is kept under lock and key with access limited to the Business Manager only. Unopened boxes of checks remain sealed and also under lock and key. Laser checks are placed in the printer, and the system automatically prints the information on the preprinted, pre-numbered checks. Upon completion of the check printing process, a Check Register is prepared, and the total of the check register is compared to the total of the Cash Requirements Report generated prior to the printing of

the checks. The physical checks are reviewed for proper printing and confirmation of check numbers against the check register, and if all is acceptable, the Check Register is updated by the computer system. This update process reduces the accounts payable balance and the cash account balance to the general ledger.

DPPS utilizes laser checks that have two stubs attached. The check, along with stub # and any supporting remittance documentation, is mailed to the vendor by the Business Manager verifying that the check and stub # properly identifies the invoice number being paid. Stub 2 is stapled to the vendor invoice and filed in the Paid Bills file in alphabetical order by vendor. In addition, the actual invoice are stamped "PAID" and perforated with a reference as to date, check number, and amount paid.

Vendor Statements
Vendor statements are forwarded to the Business Manager for review and reconciliation to the vendor files. Any invoices noted on the vendor statement that have not been processed by the accounting system are identified for follow-up with the vendor, if appropriate. In no event will payment be processed without the original vendor invoice. No payments to vendors may be made on the basis of a statement – only invoices are valid document for payments.

Tracking/Processing Manual Checks:
All checks must be generated through the accounting system. There will be no manual checks.

MANAGEMENT OF CASH

Background

This section outlines the policies and procedures employed in DPPS 's management of cash:

• Development and update of DPPS 's cash flow model
• Handling of bank reconciliations

KEY AGENCY POLICIES

• The cash flow model must be created on an annual basis as part of the annual budget process.
• The cash flow model must be updated on a monthly basis given all the information available at that time.
• Bank accounts must be reconciled on a monthly basis. A copy of the monthly bank reconciliation is provided to the Business Manager for approval.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Cash Flow Model

On an annual basis, as part of the budget process, the Business Manager prepares an annual cash flow worksheet where the expenditures for DPPS are first plotted on a monthly basis, flowing into an eighteen-month model, as needed. Once the expenditures are plotted on this timeline, in conjunction with the Business Manager and Head of School, the projected revenue flows are also plotted on a timeline. This cash flow model indicates, at an early point, the months during which DPPS will face difficult cash flow issues. On a monthly basis, once the accounting close has been completed, the Business Manager updates the cash flow model given all information available to him/her as of that time and forwards the model to the Business Manager and Head of School for comments/additions.

Bank Reconciliation

All bank statements are mailed directly to the Director of Operations. The statements are opened by him/her and reviewed for unusual activity.. Following this review, the bank statement and canceled checks are forwarded to the Business Manager, as soon as possible, for review and reconciliation to the accounting records. Any unusual items or exceptions are investigated and resolved by the Business Manager and communicated to the Head of School via the reconciliation process.

A copy of the monthly bank reconciliation is provided to the Head of School for approval on a monthly basis.
The Treasurer of the Board of Director will have the option to have online access to the DPPS bank records.
On a periodic, unannounced basis, the Head of School will request to see the bank statement unopened. The Head of School will review the statement and cancelled checks in order to identify any irregularities.

INVESTMENT OF FUNDS

Background

This section outlines the policies and procedures employed in DPPS's investment of available funds:

• Authorization of investment vehicles
• Tracking and recording investment purchases and sales
• Reconciliation of investment accounts

KEY AGENCY POLICIES

• The investment policies are set by the Board of Directors and are carried out by the Treasurer of DPPS.
• Decisions to dispose of investments are approved only after an evaluation of the impact of sale has been performed and properly documented.
• Investment statements are reconciled to the supporting books and records on a monthly basis and the reconciliation is reviewed by the Business Manager.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Setting the Agency Policy

The Board of Directors sets the investment policy for DPPS. The investment policy provides general guidelines regarding the type of investments deemed appropriate and the objectives of each investment (e.g., overnight deposits for excess cash, 90 day Treasury notes for excess working capital, etc.). The Treasurer has been designated to direct the implementation of the Board's policy which is carried out by the Business manager who:

• Purchase and sell investments
• Have access to investment certificates
• Keep records of investments and investment earnings
• Review and approve investment accounting, bank and broker statement reconciliations, adjustments to the carrying value of investments, and other decisions regarding investments

Authorization of Investment Vehicles

Annually, the company's Board of Directors authorizes use of specific depository and investment banks and brokerage firms. This authorization is documented in the minutes of the applicable board meeting and communicated to the Business Manager and Head of School. The Business Manager communicates the authorization and a list of those personnel designated as authorized agents for the agency to the appropriate banks and firms. As a part of the annual authorization process, the Board Treasurer in consultation with the Business Manager evaluates the agency's prior relationship with banks and brokerage firms to determine suitability for renewal. Such evaluation considers service responsiveness, types of investments offered, and quality of investment advice, service and transaction charges, and any other relevant criteria. The review process should be documented in writing

Authorization of Investments
All transactions regarding investments must be properly authorized by the Board's Treasurer and properly communicated to the Board of Directors. Such transactions include:
• Purchases
• Sales
• Movement to and from safekeeping (the physical safeguarding of assets through use of a vault, safe deposit box, or independent custodian)

Investment Purchases
Funds available for Investment are maintained in a separate investment account. Investment purchases are made by check after compliance with the following procedures:
• A determination that the purchase transaction is properly authorized in accordance with agency policy and approval by the Board Treasurer.
• Preparation of a check requisition to accompany the investment purchase/sale authorization form

Investment Sales
Investment sales are transacted after compliance with the following procedures:
• A determination that the sale transaction is properly authorized
• The sales authorization is sent to the agent handling the sale transaction for investments held on the premises. Authorization to the agent is communicated in writing. If investments are kept off site, authorization to release the document from safekeeping is provided to the custodian. The custodian provides the agency with a receipt documenting the release from safekeeping. The receipt should be filed in the investment files.

Investment Sales Gain or Loss
The Business Manager will calculate the expected gain or loss upon sale or other disposition of an investment, before a decision regarding the sale is finalized. The calculation is updated/finalized subsequent to the sale and documented in the investment file.
Investment Sales Proceeds
Proceeds from the sale of investments are received either by check or bank transfer, to the attention of the Business Manager. A copy of the receipt or deposit ticket is included in the investment file.

Investment Results Reports
Monthly reports detailing the earnings and activity in all investment accounts are prepared by the Business Manager and distributed to appropriate management and board personnel. The summary of all transactions for the month is recorded in the general ledger through the use of a journal entry. Journal entries are reviewed by the Business Manager and copy forwarded to the Treasurer.

Reconciliation of Investment Accounts

Investment account balances are reconciled with the general ledger balance, by the Business Manager on a quarterly basis. Such reconciliation is reviewed and approved by the Business Manager and copy forwarded to the Treasurer.

Investment Account Balances Agreed to Third Party Statements
Amounts recorded on the general ledger and supporting schedules are reconciled to third-party statements at least quarterly and preferably monthly, if possible. For those investments held on the agency's premises or at a safe deposit vault, quarterly physical inventories are performed and reconciled to the supporting schedules. The Business Manager reviews and initials these reconciliations.

CAPITAL ASSETS

Background

This section outlines the policies and procedures employed in DPPS's handling of capital assets:

• Categories of property, plant and equipment
• Capital budgeting
• Option to purchase or lease equipment
• Keeping accurate records of capital assets
• Assets purchased with government funds
• Calculation and recording of depreciation expense
• Disposal of capital assets
• Annual physical inventory

KEY AGENCY POLICIES

• DPPS prepares an annual capital budget.
• Acquisitions that materially add to the value of the property and prolong the useful life are deemed to be capital assets.
• All capital acquisitions must be initiated by an approved appropriation request.
• All assets are to be identified, tagged, and entered into the detailed fixed asset ledger.
• On an annual basis, DPPS (The Director of Operations) must perform a physical inventory of all capital assets, and the books and records are reconciled to the results of the physical inventory.
• Leases meeting the criteria for capitalization are capitalized and depreciated on an annual basis.
• Depreciable assets are carried at the original net acquisition cost. Non-depreciable capital assets (e.g., land) are carried at the original net cost.
• Depreciation guidelines are based on the expected useful life of the asset based on IRS guidelines.
• Disposal of capital assets occurs only after proper authorization has been given by the Business Manager and funding agency, if applicable.
• Fully depreciated assets remain on the property records with the related accumulated depreciation as long as the property is still in use.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

General: Property, plant, and equipment are generally categorized by the following broad asset types:

• Land
• Buildings and facilities
• Machinery and equipment
• Furniture, fixtures, and office equipment
• Leasehold improvements
• Computer equipment, including software
• Construction in progress
• Automobiles and transportation equipment

• Equipment leased under terms that meet criteria for capital leases

Capital Budgeting

In addition to the annual operating budget, the Business Manager with the assistance of the Financial Consultants is responsible for preparing an annual capital budget. The capital budget represents an ongoing five year capital requirements analysis whereby the agency reviews its existing capital assets, compares these to the outlined needs for the upcoming five years, and provides a time line for meeting these needs. Once a capital asset is included in the agency's approved capital budget, the actual acquisition can only take place only after the completion of an appropriation request. The Capital Budget is submitted along with the DPPS operating budget annually.

Approval of Appropriation Requests

Appropriation requests are to be submitted in writing and approved by appropriate levels of management as determined by the dollar magnitude of the acquisition, before funds are committed for capital expenditures.

1. Appropriation requests are required for all capital asset expenditures for which the cost exceeds $5,000* .
2. The request will specify the reason for the request and the estimated costs.
3. In some instances, capital items will need to be purchased that were not included in the budget. The appropriations request form is completed for these types of purchases also.

Long-Term Lease or Purchase

Obtaining the use of property, plant, and equipment through long-term leases is an alternative to outright purchase. Leases vary in term, assumption of expenses, and many other details. The purchase-versus-lease decision is incorporated into the annual capital budget and is based upon the basis of net cost considering cash-flow as well as type of asset being purchased. If a lease meets certain requirements, it is capitalized, with an offsetting capital lease obligation. A lease meets the requirements of a capital lease if it is non-cancelable and has at least one of the following characteristics:

1. It passes title to the lessee.
2. It contains a bargain purchase option.
3. Its lease term is at least 75% of the asset's estimated life.
4. The present value of the minimum lease payments equals 90% of the asset's fair value.

On an interim basis throughout the year, lease payments are deemed to be equipment rental expense. If the terms of the lease satisfy the requirement for treatment as a capital lease, the appropriate adjustments are recorded at year-end and incorporated in the year-end closing process.

KEEPING ACCURATE RECORDS OF CAPITAL ASSETS

Identification and Record of Assets

At the time of acquisition, all assets are identified, tagged, and entered into the detailed fixed asset ledger. The tags are placed in a visible area and provide a clear method of

tracing the asset on the floor to the fixed asset ledger. The following is recorded: Capital assets in excess of $1,000 in value should be tagged and tracked annually.

• Name and description
• Serial number, model number, or other identification
• Vendor name, acquisition date and cost
• Location and condition of equipment
• Ultimate disposition data, including date of disposal

On an annual basis, DPPS takes a physical inventory of all capital assets to ensure the completeness and accuracy of the agency's records. This should be done by the Director of Operations prior to 30 June annually. Management employees who are not responsible for the custody or record keeping of the assets oversee the inventory process. All assets are examined to determine that they are currently being used.

Maintenance of Detailed Fixed Asset Ledgers

Detailed fixed asset ledgers are maintained for the following classifications:

• Land
• Buildings and facilities
• Machinery and equipment
• Furniture, fixtures, and office equipment
• Leasehold improvements
• Computer equipment, including purchased software
• Construction in progress
• Automobiles and transportation equipment
• Equipment leased under terms that meet criteria for capital leases

Comparison to Detailed Records

The inventory of the assets on hand is compared to the detailed records by the Director of Operations.

Resolution of Differences

All differences are resolved by a responsible management employee in conjunction with the Business Manager. Adjustments to the agency's records can be made only by the Business Manager after appropriate approval has been received.

Classification of Repair Expense vs. Capitalization of Expenditures

Repair expense is distinguished from expenditures for improvements, additions, renovations, alterations, and replacements. DPPS follows the following guidelines in classifying these expenditures:

1. Expenditures are repair expenses if they do not materially add to the value of the property and do not materially prolong the life of the property. Examples of repair expenses:

• Replacing loose or damaged shingles
• Replacing broken glass
• Painting and decorating the facility
• Resurfacing a parking lot
• Making temporary repairs to last less than one year
• Making minor repairs to fully depreciated assets

2. Repair costs that increase the value of property, prolong its life, or adapt it to a new or different use are capital expenditures. If the life of the asset has been significantly extended, the remaining original costs and the repair cost are depreciated over the new life. Examples of repair expenditures that are capital expenditures:

• Replacing floors
• Replacing a roof, thereby substantially prolonging its life
• Reconditioning equipment or machinery, thereby extending its life
• Installing a new heating system

3. Other expenditures that may be capitalized:

• Structural changes or alterations to agency-owned buildings, which become a part of a building and increase its life or value
•Significant improvements to property leased by the agency, improvements that add value to the leasehold (e.g., permanent office partitions)

Assets Purchased with Government Funds – Interim Reporting

Assets purchased with government funds are tracked and monitored in the manner outlined above. However, on an interim basis, these acquisitions will be expensed as part of the program costs reportable under the grant. At the end of the year, the full cost is capitalized and depreciated over the assigned asset life, in accordance with generally accepted accounting principles. Items tracked and monitored will be determined by local rules and guidelines

Title Remains with Funder

Title to certain assets purchased with governmental funds may at times remain with the funder until the expiration of the grant, at which time the asset reverts back to DPPS unless the funder assigns the asset to another organization. Since these assets are critical to the presentation of a complete Statement of Financial Position, DPPS has opted to capitalize them and provide proper disclosure in the footnotes to the annual financial statements.

DEPRECIATION

Basis for Cost

Depreciable assets are carried in the accounting records at the original net acquisition cost. Non-depreciable capital assets (e.g., land) are carried in the records at the original net cost. Purchased items of property, plant, and equipment that meet the capitalization requirements are to be capitalized at the invoice price plus all charges incurred to prepare the asset for operations. Cost of acquisition includes not only the contract or invoice price, but also such costs as preliminary engineering studies and surveys, legal fees to establish title, installation costs, freight, and labor and material used in construction or installation.

Capitalization during a Construction Project

Expenditures such as those for materials, labor, engineering, supervision, salaries and expenses, legal expenses, insurance, overhead, and interest are capitalized as “construction in progress” until the project is completed and placed in service. No

depreciation is taken on construction in progress. Upon completion of construction and placement in service, the asset is removed from construction in progress and entered into the detailed fixed asset ledger under the appropriate classification. Depreciation on the asset begins on the date the asset is placed in service.

Determination of Useful Life

The useful life is determined when a capital asset is acquired. The useful life may be expressed in terms of time, units of production, or hours of service.

1. The cost of an asset is allocated over a useful life via depreciation or depletion.
2. When a useful life is not determinable, such as for land, no depreciation is taken.
3. If there is a change in the estimate of the remaining useful life after the asset is placed into service, the remaining cost to be depreciated is spread over the revised remaining life.
4. The estimated useful life is assigned by the Business Manager as part of the overall approval process.

Determination of Depreciation Method

The Business Manager is responsible for determining the method of depreciation to be used for each category of capital assets. The justification for the method selected is well documented and maintained. Accelerated methods are used in situations where an asset's physical usefulness or value declines quickly in the earlier years (e.g. computers). Once a sound depreciation method has been selected, it is applied consistently until conditions change to such a degree that its application no longer produces reasonable results.

Circumstances may arise which make it appropriate to accelerate or decelerate depreciation charges, such as:

• A change in the estimate of the useful life.
• A change in the estimated salvage value. (This is a change in accounting estimate that is accounted for prospectively, not retroactively, by depreciating the remaining balance over the remaining useful life).
• A change in depreciation method.

The estimated useful lives of the various asset categories over which the assets of DPPS are depreciated, are as follows:

Descriptions	**Years**	**Rate Per Year**
Building and Improvements, Leasehold and Improvements	33 ½	3%
Equipment, Furniture and Fittings, including General Office Equipment	5	20%
Computer Equipment* and Software	4-5	33%

Capitalized Leased Equipment	The Shorter of Lease Term or the Life of Equipment	

DISPOSAL
Documentation of Disposal

Disposal of capital assets occurs only after proper authorization has been given by the BUSINESS MANAGER, Head of School, and funding agency, if applicable. Disposal of capital assets over $25,000 needs board approval. If an item being disposed of has value – it should be auctioned on Ebay or other auction site. Control over the disposition of property is maintained not only to preserve the accuracy of the records but also to ensure that assets are safeguarded, improper disposal is prevented, and the best possible terms are received for disposal.

The following procedures apply to the retirement and disposal of DPPS's company assets:
1. A disposal form is completed for all disposals (the form is attached in the addendum)
2. This disposal form is reviewed and approved by a responsible employee who is knowledgeable and not directly responsible for the asset, with ultimate approval by the BUSINESS MANAGER.
3. No item of property, plant, and equipment is removed from the premises without a properly approved disposal form.

Recording Disposal
Once the retirement has been properly approved and documented, the following procedures apply to the recording of the transaction:
1. At the time the property is retired, the cost is removed from the appropriate asset account; the related accumulated depreciation, including depreciation to date of disposal, is removed from the allowance for depreciation account; and the profit or loss, adjusted for the cost of removal, is recorded as an income (gain) or expense (loss) item.
2. When the disposal is via a trade-in of a similar asset, the acquired asset is recorded at the book value of the trade-in asset plus any additional cash paid. In no instance should such cost exceed the fair market value for the new asset.

Fully Depreciated Assets
Fully depreciated assets remain on the property records with the related accumulated depreciation as long as the property is still in use.

Annual Physical Inventory:
Under the direction of the Business Manager, a physical inventory is performed annually, preferably on the last day of DPPS 's fiscal year. This physical inventory entails ensuring that all fixed assets are properly tagged as being the property of DPPS, and the assets are reconciled to the accounting records. Any discrepancies are resolved as part of the year-end closing procedures.

INSURANCE COVERAGE

Background
This section outlines the policies and procedures for the establishment and updating of DPPS's insurance coverage.

KEY AGENCY POLICIES

• Insurance coverage will be maintained in adequate amounts whenever DPPS operations warrant such insurance.
• Coverage is maintained at levels recommended by the Treasurer and approved by the Board of Directors but at no less than the amount stipulated in funding agreements.
• Coverage for DPPS is reviewed by the Board of Directors on a biannual basis.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES
Areas of Coverage
Annually, the Head of School, Director of Operations and the Business Manager will review with the Treasurer the need for the following types of insurance coverage:

DPPS Insurance Coverage Policies

Note: *The Board of Directors has determined, given the nature of DPPS 's operations, that the following coverage is warranted:*

Directors' and Officers' liability	$ 10,000,000
General liability	$ 1,000,000
Excess liability	$ 4,000,000
Property insurance	$
Accidental death & dismemberment	$
Professional liability	$
Auto, hired or non-owned	$
Employee bonding	As required.
Worker's compensation	Covered at state mandated levels.
Disability insurance	Covered at state mandated levels.
Health insurance	Agency policy for all salaried employees after 3-month probationary period.

In performing this review, the Business Manager/Director of Operations reviews governmental grants and contracts in effect to ensure compliance with any limits stipulated.

Recommendations for Revisions
Recommendations developed in the annual review are discussed with the Treasurer, and a decision is made jointly as to the need and amount of insurance. These are then passed on to the Board or Finance Committee (if applicable) for approval. The Business Manager/.Director of Operations implements the joint decision.

DPPS Insurance Coverage Policies has been obtained in the amounts indicated and will be reviewed on a biannual basis.

ASSUMPTION AND AUTHORIZATION OF DEBT

Background

This section outlines the policies and procedures for the assumption, authorization, and recording of debt.

KEY AGENCY POLICIES

All debt that exceeds 90 days and $20,000 (this contemplates regular business activity) must be approved by the Board of Directors, and the authorization must be documented in the minutes of the meeting of the Board, as well as a Board resolution to be presented to the third party with whom the debt is being established.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Board of Directors Resolution

The Board of Directors prepares a resolution to document the Board's approval of the issuance of the debt.

Debt Approval and Agreement

A copy of the resolution approving the issuance of the debt is maintained with the executed copy of the debt agreement.

Records and Collateralization of Debt

A record is maintained of the assets collateralizing the debt, if any.

• The assets are specifically identified.

• The record is updated periodically (e.g., depreciation noted) to reflect the current book value of the assets.

DPPS ensures that an asset does not have funder -imposed restrictions prior to pledging such asset as collateral for a debt.

PAYROLL

Background

This section outlines the policies and procedures for the processing of payroll within DPPS:

• Establishment and maintenance of personnel files
• Designation of employee status as exempt or nonexempt
• Monitoring of employee time sheets
• Steps to processing payroll
• Local New Hire Reporting Requirements
• United States work authorization status

KEY AGENCY POLICIES

• All personnel files are kept both secure, locked and confidential.
• Every position at DPPS is supported by a job description and, in the case of a full time position, an employment agreement or offer of employment.
• Completed and signed W-4 forms are retained for four years after the annual employment tax returns are filed.
• All deductions from the employees' payroll are supported by appropriate documentation to authorize each deduction.
• DPPS reviews each employee relationship to ensure proper classification under the federal labor laws.
• Upon hiring, DPPS examines and maintains all required information verifying the individual's immigration status in the United States.
• All employees of DPPS are required to complete Absence or Lateness Request/Confirmation forms. There are no time sheets as it is contrary to the culture we are trying to establish. The Director of Operations maintains a lateness and absence log.
• Payroll expense per the accounting records is reconciled to payroll as reported on the quarterly payroll tax returns.
• Information regarding newly hired employees is remitted to local authorities as required
• All employees who have access to and interaction with children at DPPS are required to be finger printed by the NYC Department of Education.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

OBTAINING PAYROLL INFORMATION

Establishing a Personnel File for Each Employee

Director of Operations accumulates information and files it in the employee personnel file along with documentation of all employee evaluations and pay or job status changes. The personnel file serves as a chronological performance record throughout the employee's tenure with DPPS and, as such, is kept both secure and confidential.

Employee Information

To prepare a payroll, the following information must be accumulated for each employee:

	Source of Data
Name and address	W-4
Social Security Number (SSN)	W-4
Job Title	Job Description
Wage Rate	Employee Agreement/Offer of Employment/Annual Compensation Adjustments
Withholding Status	W-4
Other authorized deductions	Other applicable documentation
Immigrations Status	I-9
Teaching Certification	Teaching License
Criminal Background	Fingerprint Report
Child Abuse Training	Certification

Once employee information is entered into the payroll system, it is modified only after receipt of authorized notification of changes. To ensure that only authorized changes are made, changes to employee payroll information are made only after receiving a Payroll Change Form, approved by the appropriate level of management. After entering the changed information into the payroll system, the Director of Operations verifies that the change was entered and posted correctly. The Payroll Change Form is then filed in the employee's personnel file.

Job Title
Every position at DPPS is supported by a job description and, in the case of a full-time position, an employment agreement or offer of employment.

Wage Rate
DPPS's personnel records reflect two components of an employee's wage rate:
• Wage base (how the employee is paid for example, by the hour, commission, or weekly salary)
• Wage amount (amount paid for each hour, day, week, or month worked)

Withholding Status
The completed W-4 forms serves as a basis for employee withholding. An employee may amend his/her withholding allowances as needed. Employees are required to file an amended W-4 form within 10 days of an event that decreases the number of withholding allowances.

When a W-4 form is received, Director of Operations must comply with the withholding instructions within 30 days. Compliance is achieved by submitting the W-4 form information to the Business Manager, who will incorporate into the next payroll processing. The withholding instructions will usually continue to apply until the employee amends the W-4 form.

Although not obligated to evaluate an employee's number of exemptions, DPPS has three duties relating to the contents of Form: W-4:

 Report excessive allowances. DPPS will send copies of all W-4 forms claiming more than 10 withholding allowances along with DPPS's Form 941 to the IRS.
 Report full exemptions. DPPS is required to send the IRS all claims for full exemptions from withholdings by employees with normal weekly wages of more than $200.

Because of their importance to both the IRS and to employees, DPPS retains signed original W-4 Forms (no copies) for four years after the annual employment tax returns are filed.

Other Authorized Deductions
To accurately compute an employee's net pay, DPPS accumulates the nature and amount of any other payroll deductions, such as for retirement plans, insurance, or loan repayments. Documentation is maintained authorizing each deduction in the employee's personnel file. The Fair Labor Standards Act (FLSA) requires payroll records to clearly show the date, amount, and description of deductions from wages.

Analyzing Job Information
Employee minimum wage and overtime requirements are set by the FLSA and the State where DPPS operates. Job positions are classified as either exempt or nonexempt from the requirements. These requirements are summarized below and are adhered to by DPPS.

COMPLETING TIME SHEETS
Salaried and Hourly Employees
DPPS does not require timesheet but does assume that employees are present unless a Absence/Lateness – Request/Confirmation form is completed. As a backup to that system, the Director of Operations maintains a log of attendance for staff on a daily basis.
Recording Category of Time Used
An employee indicates how time was spent other than work on the Absence/Lateness form. The primary segregation is whether the time was worked time, paid leave, or unpaid leave. The employee must complete a leave form for vacation, sick and other leave. In categorizing time used, DPPS adheres to the following FLSA guidelines:
• Paid or unpaid leave does not count toward overtime.
• Only the excess of 40 hours worked during the workweek is considered overtime.
• Each workweek stands alone.
• Paychecks for payment without proper authorization will not be processed.

Compensation for Travel Time
Start of the Workday
When an employee travels from home to the office before performing any work, the travel time is not compensable. Worked time begins at the office and includes travel from there to the first work site. However, should the employee begin the day receiving instructions at home or traveling to a work site, worked time begins with the receiving of assignments or the start of travel, respectively. In this case, DPPS pays the employee for

the time spent in driving from home to the first work site or from the office to the first work site, whichever is less.

The End of the Workday

When the employee returns to the office at the end of the day and then travels home, the trip back to the office is compensable, but the trip home is not.

Other Travel – Overnight

Travel time as part of an overnight trip is compensable to the extent the worker travels during his/her normal work hours. In addition, travel on what would regularly be a day off for the worker is compensable for all travel during that period of the day that coincides with the worker's normal work hours.

Calculating Gross Pay:

Exempt Employees

The gross pay of exempt employees is calculated by dividing the annual salary by the number of pay periods during the year. DPPS has 24 pay periods in one year.

Exempt employees receive the same gross pay each pay period regardless of the number of hours worked.

Nonexempt Employees

For nonexempt employees, gross pay is calculated by dividing the annual salary by the number of pay periods during the year. DPPS has 24 pay periods in one year.

Payment of Overtime

Under FLSA guidelines, DPPS must pay overtime to workers in nonexempt positions who work more than 40 hours during the workweek. No overtime pay is required for employees in exempt positions regardless of the hours worked. Overtime pay represents one and one-half times the amount of regular hourly wages paid, applied to the workweek hours worked over 40.

Entering Time Data

Payroll is processed on a semi-monthly basis. On Monday of each payroll-processing week, the Director of Operations performs the following:

- Ensures that all employee time sheets have been submitted.
- Reviews time sheets for proper signature and supervisory approval.
- Totals the hours and calculates gross pay in spreadsheet form.
- On Tuesday afternoon , calls in (or electronically transmits) the employees' hours worked, including other pertinent information such as sick and vacation days taken, to the payroll processing company.

The payroll processing company calculates gross pay and all withholdings and prints the paychecks. Payroll records are automatically posted and relevant tax return data are stored. The payroll processing company provides a payroll package, which is delivered to DPPS's office two days from the pay date. The payroll information is received by the DPPS and checked for accuracy and completeness. In cases of emergencies where a manual payroll check needs to be issued, the manual check will be issued only after consultation with the Director of Operations and following the payroll processing

company's recommended breakdown of gross pay and applicable deductions. All manual payroll checks will be submitted to the payroll processing company on the very next payroll submission, for purposes of updating the employee payroll records.

Terminations and Resignation
The Business Manager ensures that terminated employees who how have resigned are removed from the payroll immediately after their last payment is made.

Distribution of Pay Checks
All payroll checks (non-direct and direct deposit) are distributed to the employees by the Business Manager

Role of the Payroll Processing Company
The payroll processing company services includes the calculation and electronic deposit of all federal and state taxes, preparation of all quarterly payroll tax returns, and preparation of the annual Form W-3, and supporting W-2 statements.

Recording Payroll into General Ledger
Based on the payroll processing company records, the Business Manager/or Financial Consultant records the payroll into the general ledger, on a monthly basis.

Reconciling Employee Payroll Deductions
On a monthly basis, the Business Manager reconciles deductions made from employees to the payments made to insurers, benefit plan providers, and other payees.

Quarterly Reconciliation of Payroll to Accounting Records
On a quarterly basis, DPPS's Business Manager performs a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return. Any variances are researched and cleared within the month following quarter end.

Annual Reconciliation of Payroll to Accounting Records
On an annual calendar basis, DPPS's Business Manager performs a reconciliation of the following:

- Gross salaries per all Forms 941
- Gross salaries per W-2 forms
- Gross salaries per General Ledger
- Variances are researched and cleared by January 31 of the following year
- State Requirement to Report New Hires

The following information must be provided for each newly hired employee:
• Employee Name (First, Middle Initial, Last)
• Employee Address (Street, City, State, and Zip Code)
• Employee Social Security Number – copy of SS card
• Date W-4 was signed
• Employer Name

• Employer Address (Street, City, State, and Zip Code)
• Employer Identification Number (assigned by Internal Revenue Service)

DPPS submits the required information via a complete and legible photocopy of each newly hired employee's Internal Revenue Service W-4 forms, Employee's Withholding Allowance Certificate.
The Business Manager reviews the form to ensure that the form is signed and dated and that information is complete and legible.
The photocopies can be either mailed to the address noted above or sent via facsimile

Work Authorization Status
In accordance with the Immigration Reform and Control Act (IRCA), between the time DPPS offers employment and the third day after a new employee starts employment, DPPS is required to inspect certain documents (chosen by the employee) proving the employee's identity and authorization to work in the United States and complete INS Form I-9. Failure to properly complete and maintain INS Forms I-9 carries a penalty of $100 to $1,000 per employee.

See Forms section Form I-9, with instructions highlighting the documents that are acceptable in fulfilling the evidence requirements of Form I-9.

All Forms I-9 will be retained for the longer of three years or one year after employment termination. Form I-9 is filed as follows by the Director of Operations:
• Alphabetically, in one file, all Forms I-9 of current employees except those whose documents are subject to expirations (such as work visas).
• Separately, all Forms I-9 that are subject to expiration, in expiration date order.
• Separately, all Forms I-9 of terminated employees, by termination date.
• The top of the form is marked with the termination date for easy reference and filing.

MONITORING GOVERNMENTAL FUNDING

Background

This section outlines the policies and procedures for the processing of governmental funding within DPPS :

• Establishment and maintenance of Agency 's cost allocation plan
• Cost principles and contract management
• Reconciliation of contract reporting to Agency 's accounting records
• Annual audit requirements
• Advances on government contracts
• Indirect costs

KEY AGENCY POLICIES

• DPPS must maintain an annual cost allocation plan, which is reviewed and approved by the Board of Directors.
• All costs reported to funders are reconciled to the books and records prior to submission.
• DPPS complies with annual regulatory audit and tax filing requirements.

Definition of Indirect Cost

Indirect costs are those costs incurred for common or joint purposes that cannot be readily assigned to a particular function in DPPS. While it is not possible to specify the types of costs that will always be indirect, the following are often included:

• Depreciation allowance on buildings and equipment
• Cost of operating and maintaining a facility
• General and administrative expenses, such as salaries and benefits of the executive office, personnel administration, and accounting

Indirect costs are allocated in the following manner:

Simplified Allocation Method - Allowed by a federal agency for agencies whose programs benefit from the indirect costs to approximately the same degree and total direct costs do not exceed $10,000,000. The simplified rate plan means DPPS has one indirect cost rate for the entire organization. The rate is established as follows:

• Separate DPPS 's total costs for the period into direct and indirect costs.
• Separate the indirect costs into allowable and unallowable costs.
• Divide the total allowable indirect costs by an equitable cost base. To be equitable, the base must exclude capital expenditures, major subcontracts, or other unallowable costs.

For example, if DPPS has total allowable indirect costs of $750,000 and allowable direct costs of $3,000,000, the indirect cost rate is 25%.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Annual Cost Allocation Plan

As part of the annual budgetary process, the Head of School and Business Manager review the programs to be delivered in the coming year and determine the costs to deliver each program. These costs are segregated between fixed overhead costs and direct costs of delivering the specific programs. In this effort, the Head of School and the Business Manager identify the following:

• Personnel assigned to the program
• Other resources directly assigned to the program other than personnel
• Resources which are shared across all programs, and identify the most appropriate means of allocating these shared costs to each of the programs

The level of personnel assigned to the specific program becomes the basis for allocating the related personnel benefits, as well as all other costs not directly chargeable to a program.

This cost allocation plan provides a total cost for each program and yields allocation percentages to be utilized in costing shared expenses throughout the year. At the end of each quarter, the cost allocation plan is reviewed by the Business Manager, in the light of actual results to date, funder budget modifications, and any other relevant data. Any adjustments to the allocation plan are then incorporated and budget modifications are prepared as deemed necessary.

MONITORING OF EMPLOYEE TIME SHEETS

Time Sheets as a Basis for Allowable Grant Charges

Time Sheets are optional at DPPS as determined by the Head of School. Time records are maintained on an honor system with the staff completing Absence/Lateness forms if they are not at work. As a backup to the honor system, the Director of Operations maintains an attendance log of staff attendance.

Segregation of Costs

DPPS's accounting system allows for a separate set of books and records for each restricted grant DPPS receives. Hence, each grant has a stand alone detailed accounting of revenues and expenditures attributable to it during the life of the grant. This accounting is based on the life of the grant and is irrespective of DPPS 's fiscal year. All charges to the grant are based on direct costs incurred or costs allocated on a consistent, verifiable basis following the agency's annual cost allocation plan.

Mandated Cost Principles/Contract Management

Governmental funding for DPPS is composed of the following:

• Federal funding (direct, state pass-through, city pass-through)
• State funding
• City funding

Each government grant/contract provides specific contract compliance guidelines to which it is held accountable. Federal funding guidelines are based on the stipulations provided by certain circulars issued by the United States Office of Management and Budget (OMB Circular A-110 and A-122). These circulars outline the basic principles

that indicate the allowability of costs and hence form an integral part of DPPS's reference documents when carrying out programs funded by federal agencies. In certain circumstances, the funders will provide their specific reference guides, which incorporate these federal circulars. In other cases the BUSINESS MANAGER must refer to these circulars directly in determining the allowability of certain costs. Certain government funders, even when not including a federal pass-through, will require that DPPS follow the federal costing principles. To ensure compliance with the funder's requirements, the Business Manager is responsible for reviewing each grant/contract in conjunction with the Director of Development prior to final acceptance by DPPS, and it is his/her responsibility to ensure ultimate compliance therewith.

Monthly Reconciliation to Accounting Records

All government grant contracts in effect for DPPS operate on a cost reimbursement basis. In this method, DPPS must have incurred the expenses before it can request reimbursement from the funding source. In preparing the monthly voucher submitted to the funding source, the BUSINESS MANAGER is responsible for the reconciliation of the books and records for the particular grant and ensures that only incurred costs are included in the monthly voucher submitted to the funding agency.

Annual Audit Requirements

All agencies receiving over $300,000 in federal funds must undergo an independent audit under the guidance provided by OMB Circular A-133. This audit is to be completed within nine months of the agency's fiscal year-end and must be remitted to the United States Clearinghouse within thirty days of receipt.

Advances on Contracts

Certain government contracts will assist DPPS's cash flow by providing up to 25% of the full contract as an advance, to be recouped via reduction to subsequent payments throughout or toward the end of the contract. DPPS recognizes that these advances are a liability to the agency and in forecasting cash flows takes into account the timing of recoupment of these amounts by the funding agency.

RECORD RETENTION

Background

This section outlines DPPS's record retention policies and procedures.

KEY AGENCY POLICIES

• Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grant requirements, OMB Circular A133 audit requirements, if applicable, and other legal needs as may be determined.

• Record retention requirements are reviewed annually with legal counsel and independent auditors to determine any necessary changes.

AGENCY PROCEDURES TO IMPLEMENT THESE POLICIES

Types of Records	**How Long to Retain**	**Types of Records**	**How Long to Retain**
Accounting		**Correspondence**	
Bank statements and deposit slips	3 years	General	2 years
Payroll (time cards)	3 years	Legal and tax	Indefinitely
Expense reports	6 years	License	Indefinitely
Subsidiary ledgers (accounts payable ledgers and accounts receivable ledgers)	6 years	Informal	Only as needed
		Insurance Policies (all types expire)	
Checks (payroll and general)	8 years		4 years
Payroll (individual time reports and earning records)	8 years	Accident reports	6 years
		Fire inspection reports	6 years
Vouchers for payment to vendors, employees, and others	8 years	Group disability records	8 years
Audit reports	Indefinitely	Safety reports	8 years
General ledgers and journals	Indefinitely	Claims (after settlement)	10 years
Support for endowment contributions	Indefinitely	**Personnel**	
Unrestricted contribution notification Letters	Indefinitely	Daily time reports	6 years
		Contracts (expired)	8 years

Restricted contribution notification Letter	3 years after restriction lapse	Withholding tax statements Personnel files (terminated)	2 years indefinitely

Corporate			
Mortgages, notes, and leases expired	8 years		
Annuity gift agreements	Indefinitely	**Purchasing and sales**	
Bylaws, charters, and minutes books	Indefinitely	Purchase orders	3 years
Checks (taxes, property, and fulfillment of important contracts)	Indefinitely	Requisitions	3 years
		Sales contracts	3 years
Contracts and agreements	Indefinitely	Sales invoices	3 years
Copyrights and trademark registrations	Indefinitely	Bills of lading	4 years
Deeds and easements	Indefinitely	Shipping and receiving reports	4 years
Labor contracts	Indefinitely	**Electronic records of any kind**	
Life income agreements	Indefinitely	Records on computer files servers, individual computers, and diskettes	Reviewed annually
Patents	Indefinitely	E-mail	30 days (current file) to 18 months (backup file) retention is preferred
Retirement and pension records	Indefinitely		
Tax returns and work papers	Indefinitely		
Underlying tax return support	7 years		

DEFINITIONS OF ACCOUNT STRUCTURE

Background

This section outlines key account definitions relevant to DPPS 's reporting structure.

Assets

Cash and Cash Equivalents

• Cash on hand and in the bank
• Certificates of deposit
• Money market accounts

Unconditional Promises to Give

DPPS records unconditional promises to give as soon as they are verifiable, even if the use and the restriction will not be met until some future period. These promises to give are recorded at their fair value. If the promise involves the receipt of cash in a future period greater than one year, the fair value is estimated by calculating the present value of future cash flows.

A promise to give may be oral or written, although verifiable documentation must exist before the promise can be recorded. A promise is unconditional or temporarily restricted if its receipt depends on:

• The passage of time (i.e., $5,000 for DPPS 's 1999 activities)
• Demand by the promise for performance (e.g., $10,000 for the purchase of computer equipment)

Conditional Promises to Give

A conditional promise to give may depend on some future event occurring before the promise is bound to make the contribution, as with matching grants where other donations must be received to obtain the matching grant. This type of promise also allows for a right of return of the assets donated depending on some future event. Conditional promises to give are not recorded until the conditions on which they depend are substantially met.

Other Receivables

Include amounts due DPPS from providing program services, sale of publications and materials, etc. These are recorded when the services have been provided.

Prepaid Assets

Payments made for goods and services whose benefit exceeds the annual operating cycle of the agency. Common examples are payments for insurance policies whose expiration date exceeds the end of the current fiscal year.

Inventories

Inventories are composed of purchased or donated supplies, materials, publications, and other items in DPPS's programs or sold to the public.

Property and Equipment

Property and equipment includes the assets used in DPPS's activities and programs that have an estimated useful life longer than one year. They include:

• Land
• Buildings
• Leasehold improvements
• Automobile and other transportation vehicles
• Office furniture and administrative equipment
• Computer hardware and software
• Items leased from others under capital leases

Purchased property and equipment is recorded at cost, and donated property and equipment is recorded at fair market value at the date of donation. Acquisition costs include all costs necessary to bring the asset to its location in working condition, as follows:
• Sales tax, if any
• Freight
• Installation costs
• Direct and indirect costs, including interest, incurred in construction.

Liabilities
Accounts Payable
Accounts payable includes costs and expenses that are billed through a vendor invoice, and are recorded at the invoice amount.

Accrued Liabilities
Accrued liabilities are estimates of the obligation for expenses that have been incurred for which no billing has been received. Some common accrued liabilities are:

Accrued payroll
These include: gross compensation for one period, not paid until the next pay period; bonuses earned and not yet paid; employer taxes on all compensation.

Accrued vacation and sick leave
Liability for future absences is recorded if the obligation is attributed to services already rendered.

Deferred Revenue
Collections received in advance of the delivery of goods or services or performance of services. The primary source of deferred revenues is the advances on government grants.

Debt: Debt obligations may be short term or long term. These include notes and capital lease obligations.

Net Assets

Classes of Net Assets
DPPS classifies net assets by nature and are segregated among:

Unrestricted – Unrestricted contributions are those contributions that are free of donor restrictions on their usage.

Temporarily Restricted – Temporarily restricted contributions have donor-imposed restrictions that may be removed by the passage of time or an act of DPPS .

Permanently Restricted – Permanently restricted contributions are those contributions with restrictions that can never be removed.

Designations
A designation is a voluntary Board-approved segregation of unrestricted net assets for a specific purpose or project. These are provided for the Board of Directors and can be reversed by the Board at any time. Although a component of Unrestricted Net Assets, Board designated net assets are shown as a separate classification on the financial statements.

Revenue
Types of Support:

Contributions
A contribution represents a voluntary, non-reciprocal transfer of assets that is unconditional. In exchange for the contribution made, the grantor receives nothing.

Contributions are segregated into:
Unrestricted Support - No restrictions imposed by donor.
Temporarily Restricted - Donor imposed restrictions such as passage of time, or specific use. When the restrictions are met, the contribution is reclassified from temporarily restricted to unrestricted.
Permanently Restricted - Endowment: Principal must remain intact but income can be used. Income can be restricted or unrestricted, depending on donor.

Grants
Revenue from government grants and contracts is recognized when the related services are rendered. In these cases, the grant agreement specifies how the grant support is to be recognized as income and specifies that unused grant funds must be returned. Amounts received from the grantor that have not been earned are deferred until they are earned and remain as a liability on the balance sheet.

Types of Revenue
Revenue DPPS earns from sales, services, investments, and rental activities.
Fees for Performance of Services - Program Service Fees

Service fees are exchange transactions, with revenues being recognized when the services are rendered.

Sales Revenue (Includes sales of publications, periodicals, and other similar items.) Revenue from these sources is recognized when the product is sold.

Donated Goods

Donated goods can include food, clothing, furniture and equipment, or bargain purchases of materials at prices significantly less than fair value. In addition, volunteers can provide significant amounts of free services, including administrative services, participation in fundraising events, and program services. DPPS can also receive free use of facilities such as office space.

Donated materials are recorded as contributions and as inventory or expensed in the period received, and recorded at their fair market value at date of receipt. Donated materials are not recorded when DPPS serves only as an agent for the donors and the donated materials pass through DPPS to its beneficiaries; for example, food or clothing donated for distribution to the needy. If materials are donated for a specific use, they should be considered temporarily restricted contributions.

Donated Property and Equipment

Property donations received without donor-imposed stipulations as to their use are recorded as unrestricted contributions.

Donated Services

Donated services are recorded only in cases where they relate to specialized skills that would have to be purchased if not donated and be provided by someone having those skills.

Expenses

Types of Expenses

Expenses are classified into two types: Natural (Object) Classification and Functional Classification.

• Natural (Object) Classification

This classification is based on nature of expense such as salaries and benefits, professional fees, rent, etc.

• Functional Classification

This classification is based on the purpose for which they are incurred. This often requires the allocation of natural expenses to the proper functions. The functional classification of expenses assists the reader in assessing DPPS's service efforts. The expenses should be segregated into the following:

Program Service Expense - the direct and indirect costs related to providing a nonprofit Agency's programs or social services.

Supporting Service Expenses - expenses for activities not directly related to the purpose for which DPPS exists. These are broadly categorized as:

• Management and General Expenses - relate to the overall direction of DPPS and include expenses for the activities of the governing board, business management, and general record keeping, and budgeting.

• Fundraising Expenses - costs of all activities that constitute appeal for financial support and include costs of personnel, professional consultants, rent, printing, postage, telephone, etc.

• Membership Development Expenses - should include any expenses relating to the solicitation of new members and membership dues, membership relations, and similar expenses.

DETAILED CHART OF ACCOUNTS

Background

The Head of School approves a current chart of accounts listing the funds and accounts authorized for use in DPPS's accounting of its operations.

The chart of accounts is designed to include the following components that meet the guidelines established in the Rhode Island Uniform Chart of Accounts system.

• Fund (represents standard software terminology: "Net Assets" according to current not-for -profit reporting guidelines)
• Unrestricted Fund
• Temporarily Restricted Funds – track revenues and expenses for all grants whose life extends beyond the fiscal year, thus requiring a Statement of Position at the end of the fiscal year.
• Permanently Restricted Funds
• Accounts
• Mechanism for tracking expenses on functional basis:
• Programs:
    •Support Services:
    • Management General
    •Fund raising

Mechanism for tracking restricted grants:
The system monitors budgets for each restricted funder and allows comparative reporting on a year -to -date and comparison-to -prior year basis.

CLOSING THE BOOKS AND RECORDS AND DISSEMINATION OF FINANCIAL INFORMATION

Background
This section outlines the policies and procedures implemented in closing DPPS's books on a monthly basis and the dissemination of all month-end reports.

Monthly Accounting Close
DPPS must complete its preliminary monthly accounting close on the 20th of the month, for the previous month. On this date, all bank reconciliations are completed, and appropriate month-end adjustments are recorded. This preliminary process generates the following reports:

• For DPPS as a whole
    Statement of Financial Position ("Balance Sheet")
        Statement of Activities for the month to date and year to date
        Statement of Revenues and Expenses
        Budget Comparison Report for the month to date and year to date
• For each Restricted Fund/Grant
    Budget Comparison Report for the month to date and year to date

These reports provide the basis for the Head of School to request that the Business Manager/Financial Consultant perform certain account analysis in areas where variances seem inappropriate or where additional information is needed. Upon completion of these account analyses and recording of additional adjustments as deemed necessary, the final month-end closing package is prepared and circulated as follows:
• Head of School receives all reports listed above, after revisions.
• Director of Academic Support and Dean of Student and Families receive the budget comparison reports, accompanied by detailed general ledgers detailing all transactions for the month, for each grant under their control.
• Treasurer receives the same reports as {the Head of School , with a cover memo highlighting the significant activity for the month.

Financial Package for Meeting of Board of Directors
On a quarterly basis, after discussion with the Treasurer, the BUSINESS MANAGER will circulate the following information to the Board of Directors one week(s) prior to the scheduled Board meeting:
• Statement of Financial Position
• Statement of Activities for the month to date and year to date.
• Budget Comparison Report for the month to date and year to date, incorporating a variance analysis explaining variances in excess of 10% from the actual to the originally approved budget
• Updated cash flow model for the coming eighteen months, highlighting any periods of difficult cash flows

In addition to this package, the Head of School provides a fundraising status update indicating the status of DPPS's fundraising efforts, open proposals, etc.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)

FINANCIAL STATEMENTS

JUNE 30, 2010 AND 2009

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
FINANCIAL STATEMENTS
JUNE 30, 2010 AND 2009

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INDEPENDENT AUDITORS' REPORT

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY CHARTER SCHOOL

We have audited the accompanying statements of financial position of Democracy Preparatory Charter School (the "School") (a not-for-profit corporation) as of June 30, 2010 and 2009, and the related statements of activities, and cash flows for years then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audits. The prior period summarized comparative information has been derived from the School's 2009 financial statements and, in our report dated October 22, 2009, we expressed an unqualified opinion on those financial statements.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2010 and 2009, and the changes in its net assets and its cash flows for the years then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 7, 2010 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audits.

Fruchter Rosen & Company P.C.
FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 7, 2010

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF FINANCIAL POSITION
JUNE 30,

	2010	2009
ASSETS		
Current assets:		
Cash and cash equivalents	$ 874,007	$ 1,338,433
Grants and contracts receivable	376,168	385,032
Due from related parties	79,310	268
Prepaid expenses	89,358	20,204
Total current assets	1,418,843	1,743,937
Property and equipment, net of accumulated depreciation and amortization of $171,262 and $75,403, respectively	514,081	319,558
Security deposit	300,000	-
Restricted cash	70,263	75,221
TOTAL ASSETS	$ 2,303,187	$ 2,138,716
LIABILITIES AND UNRESTRICTED NET ASSETS		
Current liabilities:		
Accounts payable and accrued expenses	$ 149,036	$ 157,696
Accrued payroll and payroll taxes	447,142	394,056
Refundable advances	30,168	-
Total current liabilities	626,346	551,752
Deferred rent	330,723	256,539
Total liabilities	957,069	808,291
Unrestricted net assets	1,346,118	1,330,425
TOTAL LIABILITIES AND UNRESTRICTED NET ASSETS	$ 2,303,187	$ 2,138,716

The accompanying notes are an integral part of the financial statements.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF ACTIVITIES
FOR THE YEARS ENDED JUNE 30,

	2010	2009
Revenue and support:		
State and local per pupil operating revenue	$ 5,679,708	$ 4,686,131
Federal grants	414,255	574,570
State and city grants	138,281	72,165
Contributions and grants	360,745	317,371
Donated services	40,405	113,617
Interest income	5,808	5,506
Other income	25,000	-
Total revenue and support	6,664,202	5,769,360
Expenses:		
Program services:		
Regular education	4,715,890	4,184,440
Special education	861,943	310,380
Total program services	5,577,833	4,494,820
Supporting services:		
Management and general	955,813	918,020
Fundraising	114,863	144,549
Total expenses	6,648,509	5,557,389
Changes in unrestricted net assets	15,693	211,971
Unrestricted net assets - beginning of year	1,330,425	1,118,454
Unrestricted net assets - end of year	$ 1,346,118	$ 1,330,425

The accompanying notes are an integral part of the financial statements.

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30,

	2010	2009
CASH FLOWS FROM OPERATING ACTIVITIES		
Changes in unrestricted net assets	$ 15,693	$ 211,971
Adjustments to reconcile changes in unrestricted net assets to net cash (used in) provided by operating activities:		
Depreciation and amortization	95,859	64,470
Changes in certain assets and liabilities:		
Decrease in grants and contracts receivables	8,864	7,627
(Increase) in prepaid expense	(69,154)	(12,128)
(Increase) in security deposits	(300,000)	-
(Increase) in due from related parties	(79,042)	(268)
Increase in refundable advances	30,168	-
(Decrease) Increase in accounts payable and accrued expenses	(8,660)	60,222
Increase in accrued payroll and payroll taxes	53,086	203,242
Decrease (Increase) in restricted cash	4,958	(50,221)
Increase in deferred rent	74,184	256,539
NET CASH (USED IN) PROVIDED BY OPERATING ACTIVITIES	(174,044)	741,454
CASH FLOWS FROM INVESTING ACTIVITY		
Purchase of property and equipment	(290,382)	(321,755)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	(464,426)	419,699
CASH AND CASH EQUIVALENTS - BEGINNING OF YEAR	1,338,433	918,734
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 874,007	$ 1,338,433

The accompanying notes are an integral part of the financial statements.

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Nature of Organization

Democracy Preparatory Charter School (the "School") is a New York State, not-for-profit educational corporation that was incorporated on December 9, 2005 to operate a charter school pursuant to Article 56 of the Education Law of the State of New York. The School was granted a provisional charter on December 9, 2005 valid for a term of five years and renewable upon expiration by the Board of Regents of the University of the State of New York. The School is dedicated to providing a high quality college preparatory education to primarily disadvantaged students. Classes commenced in Harlem, New York, in August 2007, and the School presently provides education to approximately 395 students in grades six through nine.

The School shared space with a New York City public school for the 2006-2007 and the 2007-2008 school years. On October 1, 2007, the School entered into a sublease for new facilities and occupied the space during the 2008-2009 school year (see Note 9).

Food Services

The New York City Department of Education provides free lunches directly to a majority of the School's students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

Tax Status

The School is exempt from Federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) and a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) and qualifies for deductible contributions as provided in section 170(b)(l)(A)(ii).

Basis of Presentation

The financial statement presentation follows the requirements of the Financial Accounting Standards Board ("FASB") in its Accounting Standards Codification ("ASC") No. 958-205 which provides guidance for the classification of net assets. The amounts for each of the three classes of net assets are based on the existence or absence of donor-imposed restrictions described as follows:

Unrestricted

Net assets of the School whose use has not been restricted by an outside donor or by law. They are available for any use in carrying out the operations of the School.

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Presentation (Continued)

Temporarily Restricted
Net assets of the School whose use has been limited by donor-imposed stipulations that either expire with the passage of time or can be fulfilled and removed by actions of the School. When such stipulations end or are fulfilled, such temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets, as net assets released from restrictions

Permanently Restricted
Net assets of the School whose use has been permanently limited by donor-imposed restrictions. Such assets include contributions required to be invested in perpetuity, the income from which is available to support charitable purposes designated by the donors.

The School has no temporarily or permanently restricted net assets at June 30, 2010 and 2009.

Revenue and Support
Contributions are recognized when the donor makes a promise to give to the School that is, in substance, unconditional. Grants and other contributions of cash are reported as temporarily restricted support if they are received with donor stipulations. Restricted contributions and grants that are made to support the school's current year activities are recorded as unrestricted revenue. Contributions of assets other than cash are recorded at their estimated fair value.

Revenue from the state and local governments resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal and other state and local funds are recorded when expenditures are incurred and billable to the government agency.

Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash and Cash Equivalents

For the purpose of the statement of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

Concentration of Credit Risk

Financial instruments which potentially subject the School to concentrations of credit risk are cash and cash equivalents. The School places its cash and cash equivalents on deposit in what it believes to be highly credited financial institutions. Cash balances may exceed the FDIC insured levels of $250,000 per institution at various times during the year. The School believes that there is little risk in any losses and has not experienced any losses in such accounts.

Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur.

Property and Equipment

Purchased property and equipment are recorded at cost. Maintenance and repairs are expensed as incurred. Depreciation and amortization is provided on the straight line method over the estimated useful lives as follows:

Equipment	5 years
Furniture and fixtures	7 years
Software	3 years
Leasehold improvements	20 years

Refundable Advances

The School records certain government operating revenue as refundable advances until related services are performed, at which time they are recognized as revenue.

Comparative Financial Information

The accompanying statements of activities and functional expenses are presented with summarized comparative information. Such prior year information is not presented by net asset class in the statement of activities or by functional category in the schedule of functional expenses. Accordingly, such information should be read in conjunction with the School's 2009 financial statements from which the summarized information was derived.

Reclassifications

Certain 2009 accounts have been reclassified to conform to the 2010 financial statement presentation. The reclassifications have no effect on 2009 total assets, liabilities, net assets and changes in net assets.

NOTE 1 - PRINCIPAL BUSINESS ACTIVITY AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Recent Accounting Pronouncements

In June 2009, the FASB issued FASB ASC 105, Generally Accepted Accounting Principles, which establishes the FASB Accounting Standards Codification as the sole source of authoritative generally accepted accounting principles. Pursuant to the provisions of FASB ASC 105, the School has updated references to GAAP in its financial statements issued for the year ending June 30, 2010. The adoption of FASB ASC 105 did not impact the School's financial position or results of operations.

The School adopted the provisions of ASC 740, Income Taxes, as of July 1, 2009. This standard clarifies the accounting for uncertainty in income taxes recognized in an organization's financial statements and prescribes a recognition threshold and measurement standard for the financial statement recognition and measurement of income tax position taken or expected to be taken in a tax return. The School has reviewed its tax positions for open tax years and has concluded that the adoption of this standard did not have an impact on the financial statements of the School.

NOTE 2 - GRANTS AND CONTRACTS RECEIVABLE

Grants and contracts receivable consist of federal, state and city entitlements and private grants. The School expects to collect these receivables within one year.

NOTE 3 - PROPERTY AND EQUIPMENT

Property and equipment consist of the following at June 30, :

	2010	2009
Equipment	$ 337,824	$ 235,943
Furniture and fixtures	165,632	140,270
Software	26,447	18,748
Leasehold improvements	77,942	-
Construction in progress	77,499	-
	685,344	394,961
Less; Accumulated depreciation and amortization	171,262	75,403
	$ 514,082	$ 319,558

Depreciation and amortization expense was $95,859 and $64,470 for the years ended June 30, 2010 and 2009, respectively.

Construction in progress consists of architect and other costs associated with facility improvements.

NOTE 4 - RELATED PARTY TRANSACTIONS

The School is an affiliate of Democracy Builders ("Builders"), a New York State not-for-profit corporation. Builders shares administrative expenses with and supports the School through financial and development efforts. For the year ended June 30, 2009, Builders supported the School through research and development efforts of new School facilities and provided a security deposit of $300,000 under a sublease agreement on behalf of the School (see Note 9). For the year ended June 30, 2010, the School repaid the $300,000 security deposit to Builders and paid expenses on behalf of Builders in the amount of $314,210.

For operational efficiency and purchasing power, the School also shares expenses with two other charter schools related by common management. Democracy Preparatory Blackstone Valley ("Blackstone"), a Rhode Island not-for-profit organization and Democracy Preparatory Harlem ("DP Harlem"), a New York State not-for-profit organization. For the year ended June 30, 2010, the School billed Blackstone and DP Harlem for start-up expenses amounting to $20,103 and $44,997, respectively.

Balance due from related parties consisted of the following at June 30, :

	2010	2009
Builders	$ 14,210	$ 268
Blackstone	20,103	-
DP Harlem	44,997	-
	$ 79,310	$ 268

NOTE 5 - REVENUE CONCENTRATION

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues, the School's finances could be materially adversely affected.

NOTE 6 - FUNCTIONAL ALLOCATION OF EXPENSE

Directly identifiable expenses are charged to programs and supporting services. Expenses related to more than one function are charged to programs and supporting services on the basis of periodic time and expense studies. Management and general expense includes those expenses that are not directly identifiable with any other specific function, but provide for the overall support and direction of the School.

NOTE 7 - CONTINGENCY

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursements. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE 8 - DONATED SERVICES

Donated services are recognized as contributions in accordance with FASB ASC 605, "Accounts for Contributions Received and Contributions Made," if the services (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by the School.

One entity has provided legal services to the School at no charge. The value of these services meets the criteria for recognition in the financial statements and is recorded at fair value. For the years ended June 30, 2010 and 2009, the value of such donated services amounted to $40,405 and $73,617, respectively.

In addition, a foundation donated other professional services valued at $40,000 for the year ended June 30, 2009. The entire value is included in management and general expenses in the accompanying statement of activities and schedule of functional expenses.

NOTE 9 - OPERATING LEASE COMMITMENTS

On October 1, 2007, the School entered into a triple-net sublease agreement with Civic Builders Property Holding Corp. ("Sublandlord") for new facilities at St. Philips Church. The School also entered into license agreements for the use of the undercroft, the elevator and additional classroom space. On August 25, 2008, the school occupied the space. The sublease provides that the school pays a monthly base rent plus triple-net charges for the School's share of expenses related to the lease property. The term of the sublease is twenty two years from the commencement date. The annual straight-line rent expense under the operating lease for the year ended June 30, 2010 amounted to $722,852.

Commencing on November 1, 2009, and on each subsequent November 1, the School shall pay the Sublandlord the lesser of 50% of any School surplus (shown on the annual audited financial statement of the School for the immediately prior fiscal year), or any amount equal to 3/7th of the principal amount of the equity investment made by the Sublandlord as of the date of the date of final completion of Tenant's work.

NOTE 9 - OPERATING LEASE COMMITMENTS (Continued)

Future minimum lease payments are as follows:

Year ended June 30,	2011	$	595,917
	2012		773,601
	2013		831,771
	2014		861,646
	2015		871,554
	Thereafter		9,000,455
		$	12,934,944

The School leases various copy machines under operating leases expiring in various years through 2015.

Minimum future rental payments under non-cancelable operating leases having remaining terms in excess of 1 year as of June 30, 2010 for each of the next 5 years and in the aggregate are:

Year ended June 30,	2011	$	37,402
	2012		35,402
	2013		35,402
	2014		20,313
	2015		4,494
		$	133,013

NOTE 10 - RETIREMENT PLAN

The School maintains a pension plan qualified under Internal Revenue Code 403(b), for the benefit of its eligible employees. Under the plan, the School will match employee contributions up to 5% of annual compensation. Employee match for the years ended June 30, 2010 and 2009 amounted to $104,267 and $77,070, respectively.

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INDEPENDENT AUDITORS' REPORT ON ADDITIONAL INFORMATION

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY CHARTER SCHOOL

Our report on our audits of the basic financial statements of Democracy Preparatory Charter School (a not-for-profit corporation) for June 30, 2010 and 2009, appears on Page 1. We conducted our audits in accordance with auditing standards generally accepted in the United States of America for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audits of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements as a whole.

Fruchter Rosen & Company P.C.
FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 7, 2010

DEMOCRACY PREPARATORY CHARTER SCHOOL
(A Not-For-Profit Corporation)
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEARS ENDED JUNE 30,

	2010						
	Program Services			Management and			
	Regular Education	Special Education	Total	General	Fundraising	Total	2009
Salaries	$ 2,820,504	$ 518,857	$ 3,339,361	$ 482,732	$ 57,595	$ 3,879,688	$ 3,086,270
Employee benefits and payroll taxes	547,427	100,704	648,131	93,694	11,178	753,003	541,808
Donated legal fees	-	-	-	40,405	-	40,405	73,617
Professional fees	-	-	-	84,029	27,321	111,350	213,377
Professional development	75,457	14,373	89,830	6,898	-	96,728	113,382
Advertising and recruiting	31,440	-	31,440	-	-	31,440	25,448
Office supplies and instructional materials	306,883	58,454	365,337	31,185	-	396,522	387,976
Conferences and meetings	-	-	-	1,720	-	1,720	4,286
Audit fees	-	-	-	15,210	-	15,210	20,750
Food service	12,087	-	12,087	-	-	12,087	6,182
Insurance	28,164	5,179	33,343	4,820	573	38,736	41,847
Facility expense	631,110	116,049	747,159	107,977	12,846	867,982	679,251
Repairs and maintenance	117,954	21,690	139,644	20,181	2,401	162,226	175,662
Printing and postage	-	-	-	16,471	-	16,471	13,212
Telephone and communications	75,165	13,821	88,986	12,859	1,530	103,375	90,527
Travel	-	-	-	25,261	-	25,261	18,236
Depreciation and amortization	69,699	12,816	82,515	11,925	1,419	95,859	64,470
Miscellaneous expenses	-	-	-	446	-	446	1,088
Total	$ 4,715,890	$ 861,943	$ 5,577,833	$ 955,813	$ 114,863	$ 6,648,509	$ 5,557,389

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY CHARTER SCHOOL

We have audited the financial statements of Democracy Preparatory Charter School (the "School") as of and for the year ended June 30, 2010, and have issued our report thereon dated October 7, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

TO THE BOARD OF TRUSTEES OF
DEMOCRACY PREPARATORY CHARTER SCHOOL

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that were reported to the management of the School in a separate letter dated October 7, 2010.

This report is intended solely for the information and use of management, Board of Trustees, federal, state and local awarding agencies, The Department of Education of the City of new York, The State Education Department of the State University of New York, and others within the School and is not intended to be and should not be used by anyone other than these specified parties.

Fruchter Rosen & Company P.C.
FRUCHTER ROSEN & COMPANY, P.C.
Certified Public Accountants

New York, New York
October 7, 2010

Sample Elementary Schedule

Times	Block	Alaska	Brown	URI	Salve
8:00-8:15	**1**	School Meeting	School Meeting	School Meeting	School Meeting
8:15-8:40	**2**	Math Meeting	Math Meeting	Morning Meeting	Morning Meeting
8:40-9:20	**3**	Text Talk	Text Talk	SRA	SRA
9:20-10:00	**4**	SRA	SRA	Text Talk	Text Talk
10:00-10:05	**5**	Snack	Snack	Snack	Snack
10:05-11:00	**6**	Small Group Reading	Writing	Small Group Reading	Small Group Reading
11:00-11:55	**7**	Music (Math W)	Small Group Reading	Writing	Writing
11:55-12:35	**8**	CAT - Lunch	CAT - Lunch	Lunch - CAT	Lunch - CAT
12:35-1:25	**9**	Writing	Music (Math W)	Math	SS / Science (Math W)
1:25-2:15	**10**	PE / Art / SS	SS / Science	SS / Science	Art / PE
2:15-3:05	**11**	SS / Art / SS	Art / PE	PE (Tutoring) / Music	Music / Art / Tutoring
3:05-4:00	**12**	Math	Math	Art / PE	Math

Sample Middle School Schedule

Monday, Tuesday, Thursday Schedule: College Class of 2022				
Arrival/ Breakfast: 7:45- 8:04	**Williams University**	**George Mason University**	**Towson University**	**Syracuse Universit**
Advisory: 8:05 - 8:20				
Period 1 8:20 - 9:10	Lit Study	Ganas Math A	Writing	Guided Reading
Period 2 9:10 - 10:00	Phys. Ed	Dragon Math B	Ganas Math A	Lit Study
DEAR 10:50 - 11:05				
Period 3 10:00 -10:50	Science	Guided Reading	History	Phys. Ed
Period 4 11:05 - 11:55	History	Lit Study	Guided Reading	Writing
LUNCH/RECESS : 11:55 – 12:40				
Period 5 12:40- 1:30	Writing	History	Dragon Math B.	Ganas Math A
Period 6 1:30 - 2:20	Ganas Math A	Writing	Science	Dragon Math B
PM Break 2:20 - 2:30				
Period 7 2:30 - 3:20	Dragon Math B	Science	Phys. Ed	History
Period 8 3:20- 4:10	Guided Reading	Phys. Ed.	Lit Study	Science
Afternoon Advisory and Dismissal: 4:10 - 4:15				
4:15 – 5:05 PM -- After School : HW Club/Detention/Enrichment/Tutoring				

Attachment B

Sample School Calendar

On the following pages, Providence Collegiate' proposed annual calendar is included. 211 Days when school is in session are highlighted yellow, all students will receive at least 190 days of instruction, with most earning more than 200 days through Saturday academies, which occur on each week that there is school on Friday, and summer school. Days when teachers are in professional development but school is not in session are highlighted in yellow. The first and last day of classes are clearly marked, as are all trimester start dates. Breaks and other days off are left white.

◄ Jun 2011 **~ July 2011 ~** Aug 2011 ►

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Independence Day	5 Summer School	6 Summer School	7 Summer School	8 Summer School	9
10	11 Summer School	12 Summer School	13 Summer School	14 Summer School	15 Summer School	16
17	18 Summer School	19 Summer School	20 Summer School	21 Summer School	22 Summer School	23
24	25	26	27	28	29	30
31	Notes:					

◄ Jul 2011 **~ August 2011 ~** Sep 2011 ►

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 Professional Development	9	10	11	12	13 Parent orientation
14	15	16	17	18	19	20 parent orientation
21	22	23	24	25	26	27
28	29 Prep Academy	30 Prep Academy	31 Prep Academy	Notes:		

207 days when school is in session are highlighted yellow, all students will receive at least 195 days of instruction with most spending more than 200 days through Saturday academics, and summer school. Days when teachers are in professional development but school is not in session are highlighted in orange. The first and last day of classes are clearly marked, as are all trimester start dates. Breaks and other days off are left white.

◀ Aug 2011 **~ September 2011 ~** Oct 2011 ▶

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Prep Academy	2 Prep Academy	3
4	5 LABOR DAY	6 First day of school Trimester I begins	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21 Back to school night.	22	23	24
25	26	27	28	29	30	Notes:

◄ Sep 2011 ~ October 2011 ~ Nov 2011 ►

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10 Columbus Day	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Notes:				

◀ Oct 2011 ~ November 2011 ~ Dec 2011 ▶

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Election Day School open	2	3	4	5
6	7	8	9	10	11 Veterans Day School closed	12
13	14	15	16	17	18	19
20	21	22	23	24 Thanksgiving	25	26
27	28 MS Trimester Exams	29 MS Trimester Exams	30 MS Trimester Exams	Notes:		

◄ Nov 2011 ~ December 2011 ~ Jan 2012 ►

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 MS Trimester Exams	2 MS Trimester Exams	3
4	5 Trimester II Begins	6	7	8	9 No school for students PD and Data for teachers	10
11	12	13	14	15	16	17
18	19	20	21	22	23 RI Schools open. DPHC DPHC closed.	24 Christmas Eve
25 Christmas Day	26 Holiday Break	27 Holiday Break	28 Holiday Break	29 Holiday Break	30 Holiday Break	31

◀ Dec 2011 **~ January 2012 ~** Feb 2012 ▶

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16 MLK Day DPHC closed. RI schools open.	17 MS Midterm Exams	18 MS Midterm Exams	19 MS Midterm Exams	20 MS Midterm Exams	21
22	23 Half day for students. Full day for teachers. Professional Development	24	25	26	27	28
29	30	31	Notes:			

◄ Jan 2012 **~ February 2012 ~** Mar 2012 ►

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17 MS: Access Testing Day	18
19	20 RI Winter Break DPHC and RI closed	21 RI Winter Break DPHC and RI closed	22 RI Winter Break DPHC and RI closed	23 RI Winter Break DPHC and RI closed	24 RI Winter Break DPHC and RI closed	25
26	27	28	29	Notes:		

◀ Feb 2012 **~ March 2012 ~** Apr 2012 ▶

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5 MS Trimester II Exams	6 MS Trimester II Exams	7 MS Trimester II Exams	8 MS Trimester II Exams	9 MS Trimester II Exams	10
11	12 Trimester III begins	13	14	15	16 No school for students. PD and Data day for	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

◄ Mar 2012 **~ April 2012 ~** May 2012 ►

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 Spring Break	24 Spring Break	25 Spring Break	26 Spring Break	27 Spring Break	28
29	30 PD for Teachers. No students	Notes:				

◀ Apr 2012 **~ May 2012 ~** Jun 2012 ▶

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 Students return	2	3 MS Midterm Exams	4 MS Midterm Exams	5
6	7 MS Midterm Exams	8 MS Midterm Exams	9	10	11	12
13	14	15	16	17	18	19
20	21 MS: MAP Testing	22 MS: MAP Testing	23 MS: MAP Testing	24 MS: MAP Testing	25 MS: MAP Testing	26
27	28 Memorial Day School closed	29	30	31	Notes:	

◄ May 2012 **~ June 2012 ~** Jul 2012 ►

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19 MS Comprehensive Exams	20 MS Comprehensive Exams	21 MS Comprehensive Exams	22 MS Comprehensive Exams	23
24	25	26	27	28 Last day of school.	29	30

DEMOCRACY PREP PUBLIC SCHOOLS

Providence Collegiate Elementary Handbook 2010-2011

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TO OUR FAMILIES

Welcome to Providence Collegiate!

As a part of our team and family, you have joined a community of people who have dedicated their professional lives to helping all children reach their full potential.

The Mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

The Motto of Democracy Prep Public Schools is: ***Work Hard. Go to College. Change the World!***

As with any family, we need a set of rules and guidelines to help us understand and get along with each other. The purpose of this handbook is to make sure that we have consistent expectations across our schools. The network handbook may not answer all of your questions, but it should provide examples of Democracy Prep's mission, procedures, expectations and guiding principles.

Welcome to the DPPS Team and Family!!

Democracy Prep Public Schools
207 West 133rd Street
New York, NY 10030

For information about the Democracy Prep Public Schools, please email
DPPSinfo@democracyprep.org

www.democracyprep.org

OUR MISSION, VISION, AND CORE VALUES

Our Mission
The mission of Democracy Prep Public Schools is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

We will achieve our mission through:

- Rigorous college-prep academics
- Frequent use of data and assessment
- More time to learn
- A respectful and structured school culture
- Exemplary teachers

Our Vision
Democracy Prep will provide a rigorous academic program focused on the knowledge, skills, and character necessary to master core academic subjects in preparation for success in college. Scholars will receive highly structured civic and leadership education, preparing them to be active citizens in our democratic society.

Our Core Values: D.R.E.A.M.
Discipline. *We do our best or do it again!* Our scholars, teachers, and staff understand that discipline is the key to success. We have strict rules and high expectations. We expect our scholars to follow these rules so they can learn in a safe and orderly environment, and we expect our teachers and staff to enforce these rules so as to empower our scholars to succeed. We also support our scholars as they build the internal discipline necessary to do the hard work that it takes to get them to college. Discipline means staying focused, following rules, studying and reading every night, and establishing and adhering to personal routines that will lead to success.

Respect. *I'm nice to you, be nice to me.* Our community is built on respect. Teachers respect scholars by expecting them to achieve great things and by treating them with dignity and fairness. Scholars respect all teachers and staff because without respect, precious learning time would be wasted. Scholars respect each other because we are a team and family who works together to achieve our goals. We do not tolerate verbal or physical disrespect.

Enthusiasm. *Excited scholars, our school has them!* When you work hard, it is essential to find joy in your work. We believe in teaching children how to be joyful in their learning by approaching it with curiosity, gratitude, and tons of spirit! We also believe in creating opportunities for children to earn the ability to play together as a team, as enthusiasm is created both by working hard and playing hard. Enthusiasm means actively participating in every moment of class, asking questions even when you are confused, adding color to a homework assignment even when the teacher doesn't tell you to, walking with urgency to and from classes, taking a risk to try something difficult, keeping your head up even when faced with a challenge and finding ways to show that you love what you do.

Accountability. *Always accept responsibility.* Accountability is the conscious and public act of taking responsibility for something you have done, good or bad. In order to work in a community with high expectations, respectful conversations, and positive attitudes, scholars, teachers, and staff will hold each other accountable for our words, actions and decisions. Accountability means admitting and apologizing for mistakes, changing hurtful behavior into supportive behavior, letting an adult know if someone is doing the wrong thing, accepting the consequences of our decisions, accepting praise and being proud of amazing accomplishments and hard work. Accountability shows that we understand the importance of our work.

Maturity *When you act grown up, you'll be what you want to be.* Maturity is doing the right thing because it is the right thing to do, even if no one is watching. To be mature means that you find ways to be kind to your team and family – even toward the people that you do not like. To be mature means that you understand why we work so hard and put forth 100% effort because your future is important to you.

THE DEMOCRACY PREP TEAM AND FAMILY RESPONSIBILITY CODE

Teachers: We fully commit to Democracy Prep in the following ways:

- We will arrive at Providence Collegiate each day by 7:30 am.
- We will work harder and longer than others because we will do whatever it takes for our scholars to learn.
- We will make ourselves available to scholars and parents by phone, email and in person, and will respond respectfully to any concerns they have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.
- We will prepare engaging and rigorous lessons with meaningful homework assignments and frequent assessments.
- We will use data from tests and assignments to make sure every child succeeds.
- We will provide individual and small group tutoring to ensure our scholars succeed.

Failure to adhere to these commitments can lead to our removal from the Providence Collegiate Team and Family.

Scholars: We fully commit to Democracy Prep in the following ways:

- I will arrive to school each day on time and ready to learn no later than 7:54 a.m.
- I will remain at school until dismissal.
- I will attend required tutoring sessions and homework club after school as assigned and on Saturdays when necessary.
- I will attend Summer Academy if it is necessary for promotion or success.
- I will share reports of my academic and behavioral progress with my family whenever I am asked.
- I will study the Providence Collegiate handbook and abide by the rules contained within.
- I will ask for clarification if I am confused about why something is important. I will remember that my teachers and my school want what is best for me, even when I do not always understand how.
- I will use DISCIPLINE to complete my homework, prepare for tests and quizzes, arrive to school on time, and wear the proper uniform.
- I will act with RESPECT towards my peers, my teachers, all adults in the community, and all school property.
- I will show ENTHUSIASM in all that I do – learning in class, participating in an after school activity, attending a field trip or lecture, or presenting in front of the school.
- I will show ACCOUNTABILITY by admitting when I have made a mistake, and by not blaming other people for my actions.
- I will strive for MATURITY in my actions and thoughts, which means figuring out the right thing to do and doing it even when no one is watching.

I am responsible for my own behavior and I will follow the teachers' directions. I understand that failure to adhere to these commitments can cause me to lose Democracy Prep privileges. Democracy Prep is a school of choice. I understand that my parents are free to remove me at any time.

Families: We fully commit to Democracy Prep in the following ways:

- Our family will make sure our child arrives to school on time (7:54 a.m.) or before the start of the scheduled school day Monday through Friday.
- We will make arrangements so that our child can remain at Democracy Prep until s/he is dismissed.
- We will make arrangements so that our child can attend any and all required after school activities and provide documentation when necessary family affairs conflict with detention or school events.
- We will make sure our child attends Summer Academy if necessary.
- We will always help our child to learn in the best way we know how.
- We will review all communication from the school and the teachers, check and assist with homework and review planners nightly, allow children to call their teachers for help when necessary, and make sure that he or she reads every night.
- We will call our child's teachers when we have a concern about our child's academic or behavioral performance or progress.
- We will support the school's civic initiatives by being a registered voter, attending advocacy events and attending at least one civic field trip.
- We will make ourselves available to the school, attend as many school events as we are able, and be in close contact with our child's teachers.
- We will volunteer and contribute to and support the school in every way possible.
- We will provide the school with our most up-to-date contact information.
- We will allow our child to participate in field trips if he or she has earned them.
- We will make sure our child understands and follows the attendance, tardiness, and uniform policies.
- We will support Providence Collegiate in enforcing the school rules so as to protect the safety, interest, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments can cause my child to lose various privileges.

BASIC OPERATIONAL EXPECTATIONS AT OUR SCHOOLS

Arrival and Dismissal

An on-time arrival is crucial to laying the foundation for academic success. Being on-time also communicates an important value. We expect all of our scholars to value punctuality and adopt the belief that being on-time shows accountability, discipline and respect. Frequent tardiness will not be tolerated at our schools. Scholars are always expected to arrive on time for school and for school events. At each grade level there are consequences for tardiness.

WEEKDAY	ARRIVAL: Providence Collegiate Elementary	DISMISSAL: Providence Collegiate Elementary	Consequence for Tardiness
Monday, Tuesday, Thursday & Friday	In the building by 7:55 a.m.	4:00 pm	Loss of DREAM Dollars, LUNCH DETENTION, and/or Mandatory Opportunity

Wednesday	In the building by 7:55 a.m.	1:30 pm	Day on a Saturday

Please note that scholars arriving after 7:55a.m. will not be admitted to the building until 8:15 a.m. They will not eat breakfast at school, and a parent will be required to sign them into school at 8:15 a.m.

Transportation

Democracy Prep will help to ensure safe transportation as per state or city regulations. All requests or concerns regarding transportation must be submitted in writing.

DROP-OFF at Providence Collegiate Elementary School:
Doors open for scholars at 7:40 a.m. Parents may drop off their children at the school between 7:40 and 7:55a.m. After 7:55a.m., scholars will be considered late.

PICK-UP at Providence Collegiate Elementary School:
Dismissal is at 4:00 p.m. At that time, scholars who are being picked up will be brought to the front of the school. Parents should form one line of cars and display the placard with the scholars' names on the passenger-side window. If you are picking up a scholar who is not yours, please make sure you are authorized to pick up that scholar.

BUS PICK-UP
Parents must arrange for prompt pickup for their child who rides the bus at the stop. Parents who fail to pick up their child from the bus stop are putting their child in danger. Failure by a family to pick up their child at the bust stop will be considered neglect. The first offense will result in a written warning, the second offense will require a family conference to problem-solve, and the third offence will result in referral to the appropriate authorities.

CHANGES TO SCHOLAR TRANSPORTATION
Please contact the school *at least one hour prior to dismissal* if you have made changes to your scholar's transportation. The Office Manager will communicate any transportation changes to homeroom teachers.

School Closings

Democracy Prep follows the same calendar for weather-related emergencies as the Cumberland School District. Families will receive an auto-call from the school notifying them of the closing. In the instance where the district has not closed, but the Democracy Prep school has, families will receive an automated call from the school.

Providence Collegiate will follow Local School District for all weather-related closings.

Food and Meals

Democracy Prep participates in the National School Lunch Program, which provides free or reduced-price lunches to eligible scholars. Applications and eligibility criteria are provided to all parents and applications are required to be completed by all families every year.

A healthy breakfast is available each day for Providence Collegiate scholars. Scholars are permitted to bring breakfast items to school, but must adhere to the school rules regarding appropriate time and place to eat any food items not provided by the school. All breakfast items must meet guidelines for a

healthy breakfast. Each school reserves the right to confiscate any items not meeting these guidelines and replace with a Providence Collegiate-approved item.

Scholars are provided a snack daily.

Lunch is available for scholars on each full-length school day. Lunch choices and cost may vary by school. Scholars whose families meet the eligibility requirements and complete the requisite paperwork will receive free or reduced cost lunch. As above, scholars must follow the guidelines provided the by the school regarding food items brought from home. The school reserves the right to confiscate any items not meeting these guidelines and replace with a Providence Collegiate-approved item. Lunches brought from home must be healthy. Soda and candy are never acceptable items for lunch. Pastry, sugary snacks, highly caloric snacks should not be sent. Families who send scholars to school with questionable lunches may be asked to meet with the School Nurse or Health Teacher.

Based on scholar and staff allergies, Providence Collegiate is a ***Nut Free School****. Nut-based meals and snacks will be discarded.*

Attendance and Punctuality

Attendance is vital for the well-being of the individual scholars and for the school community.

Parents and guardians are expected to ensure that their child regularly attends school and are strongly discouraged from scheduling appointments for their children during the school hours. **If your child must be absent for a sickness or emergency, please contact the school with as much advance notice as possible, and no later than 7:30 am on the day of the absences.** Arrangements should be made to pick up homework. In order for the absence to be verified, you must both write the school with as much advance notice as possible and also provide documentation detailing the absence (e.g. doctor's note or a detailed note including the date(s) and reason(s) of the absence) following the absence explaining the nature of the sickness or emergency.

Undocumented absences are never acceptable. Excessive undocumented absences (more than 10) in a year may lead to mandatory Summer Academy or retention. A record of all absences and absence notes will be maintained by the school and consulted if retention becomes a possibility.

Democracy Prep may contact appropriate authorities if a scholar is repeatedly absent from school.

Scholar Uniform

All Democracy Prep scholars must come to school every day, including required Saturdays and field trips, wearing the required uniform. Uniforms create a sense of unity, professionalism and discipline for the scholars and for the school.

The Democracy Prep Uniform always includes required shirt/pants/belt or jumper and socks/shoes. Shoes must be black. Belts must be solid black. Glasses must be worn for scholars who need glasses. Jewelry is limited to simple earrings and watches. Necklaces must be worn underneath the shirt. No bracelets of any kind.

The Democracy Prep uniform NEVER includes tattoos, fake tattoos, or any sort of visible writing on the skin, designs shaved into the hair, hats, kerchiefs, bandanas or other head coverings which do not have a religious purpose, outer garments – such as hoodies or sweatshirts – other than the DP sweater.

Democracy Prep Elementary School does not have a separate Physical Education uniform for grades K and 1.

Scholar Supplies

Democracy Prep makes every effort to equip scholars with the supplies they need for the start of the year. In order to equip scholars to complete nightly homework, **families should provide a quiet place to study with a hard, flat surface and have the following supplies at home:**

- paper
- pencils
- pencil sharpener
- eraser
- crayons, markers and colored pencils
- highlighter
- glue sticks
- scissors

In addition, Democracy Prep welcomes donations of the following classroom supplies:

- Clorox/Lysol wipes
- tissue boxes
- paper towel rolls
- gallon-sized and sandwich-sized baggies
- dry-erase markers and dry erasers
- hand sanitizer
- glue sticks
- childrens' books!

Parents wishing to donate more significant items may visit www.donorschoose.org and search for Democracy Prep or see the school office staff.

Scholars may be asked to replace any supplies which become worn down or depleted throughout the year. Scholars must also maintain their binders, folders and other organizational supplies with high standards of neatness and cleanliness. Democracy Prep expects its scholars to show respect for their belongings, whether they were purchased by the family or the school.

Scholars must be prepared each day with the required supplies, including homework, handouts and independent reading books. Failure to be prepared with materials will result in appropriate consequences.

NO
EXCUSES
OFFENSIVE
GOALS

SCHOLAR EXPECTATIONS AND RIGHTS

Personal Belongings

Democracy Prep Public Schools are rigorous instructional settings. Therefore, personal belongings that distract from the safe, respectful and fast-paced instructional environment are not permitted.

Examples of items not allowed in Democracy Prep schools include:

- gum and candy of any kind
- real, toy, or model weapons including pocket knives, exacto knives & water guns
- excessive amounts of cash
- beepers/pagers
- any illegal substance
- stuffed animals or dolls
- materials (e.g. songs, papers, lyrics, art, or notes) that contain inappropriate or offensive language, images or suggestions.
- cell phones, radios, walkmans, iPods, and portable gaming systems

If a child is seen with any of the items in the list above, the item may be confiscated and not returned until the parent meets with the school leadership.

Note: Cell phones, radios, walkmans, iPods, portable gaming systems, or other non-instructional electronic devices must be put away before entering the school property, unless explicit permission has been given by the school's director. Any electronic equipment used without permission may be confiscated.

Scholars may bring cell phones to school for safety reasons, but they may never use cell phones in the school building without explicit permission and supervision from a DREAM team member. Failure to comply with this expectation may result in confiscation or another consequence.

Scholar Contact During the Day

Scholars will not be delivered messages during the school day unless it is an emergency. Scholars will only be given permission to use the school phone in cases of emergency or at the Office Manager's discretion.

Search of Scholar Belongings

Democracy Prep must maintain a safe and orderly environment for all our scholars and staff. In order to do so the school reserves the right to search any and all persons or belongings on school property for illicit material. Such searches can be either random or with reasonable suspicion and include scholar backpacks, person, pockets, lockers, etc.

Book Borrowing at Democracy Prep Public Schools

Democracy Prep is extremely proud of how much our scholars love books. We are also proud of our book collections. In order for the collections to be maintained, they must be respected. Scholars must be accountable for any books they have borrowed and return it in a timely manner, in the near-same condition, as when it was borrowed. Damage to materials may result in loss of book borrowing privileges, financial responsibility for the book or community service.

Internet Content Filtering Policy

Undesirable Materials
Providence Collegiate will take all possible precautions to restrict access to undesirable materials including, but not limited to: installing content filtering software/hardware solutions on its network or using an Internet provider which uses content filtering software on its equipment to screen all Internet websites by URL and/or by keyword search. However, scholars must also accept responsibility for restricting access to these materials. Scholars who gain access to undesirable Internet materials must report these materials to their teacher immediately.

Security
Scholars must not allow others to use their network accounts. Designated school officials may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school file servers will be private.

E-mail
Only school-approved email will be allowed on school premises. For all other email activity, permission must be given by the teacher.

Chat and User Groups
Scholar use of chat and user groups, or social networking sites (e.g. MySpace or Facebook) is not allowed without written approval from the parent as well as a DREAM team member.

Downloading
Downloading from the Internet without approval from a member of the DREAM team is not allowed.

Scholar Records
Federal and state laws provide parents and eligible scholars (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to scholar records. Copies of the regulations detailing these rights are available from the Scholar Registrar. The following is a general overview:

Access and Amendment: A parent or eligible scholar has the right to access scholar records and to seek amendment if the parent or eligible scholar believes them to be inaccurate, misleading or otherwise in violation of the scholar's privacy rights.

Confidentiality: Release of scholar records generally requires consent of the parent or eligible scholar. However, the Regulations provide certain exceptions. Staff members and employees of the district have access to records as needed to perform their duties. Complete scholar records will also be sent to schools with the consent of the parent or guardian. *Please note that at Democracy Prep scholar work and results are prominently displayed in classrooms and in the community.*

HEALTH POLICIES AND ATTENDANCE IMPLICATIONS

Scholars must be in attendance in order to experience academic success. To that end, Providence Collegiate has strict policies regarding absences and early dismissals for appointments

Providence Collegiate requires that all doctors' appointments be scheduled outside of school hours, as every absence will have a detrimental effect on a scholar's academic grade.

If a child has a doctor's appointment for which he or she must leave the school early, the parent must notify the school with as much advance notice as possible and provide proper and adequate documentation to the school upon the child's return.

Scholars may not miss a full day of school for a doctor's appointment. **In the event that a doctor's appointment cannot be scheduled after school or on an early dismissal day, scholars must come to school prior to and following all appointments.** Excessive absences will be considered a violation of the Family-School Contract.

Medication While at School

If a child requires medication of any kind (including Tylenol, aspirin, and asthma inhalers) the family must communicate in writing with the School Administration and School Nurse. Scholars requiring prescription medication of any type to be dispensed during the day require doctor's orders that must be provided to the School Administration and School Nurse along with the medication.

Whenever a scholar has missed a school day or a single class due to a doctor's appointment or required family affair, the school requires advance notice before the absence and official documentation after the absence. Democracy Prep does not have excused or unexcused absences. Missing school for illness or for a family event has the same effect: missed instruction. Families must always provide documentation for any absence. Frequent absences may result in required Summer Academy or may result in retention.

Immunization

Rhode Island State law requires that all children entering school must provide proof of immunization against DTaP (diphtheria, tetanus, pertussis), IPV/OPV, MMR (Measles, Mumps, Rubella). Hepatitis A, Hepatitis B, and Varicella (chicken pox.) These requirements can be waived only if a properly signed health or religious exemption is filed with the school. Every scholar must have on file the required immunizations before they can be enrolled at a DPPS school. Failure to comply with immunization requirements may result in school exclusion.

SCHOLAR LIFE

Town Hall

Once each week, Democracy Prep scholars who have earned the required weekly DREAM Dollars come together as a Team and Family to celebrate their accomplishments for the week. The purpose of Town Hall is to:

- celebrate scholars' academic achievement
- recognize individual scholar accomplishment
- build community through performances, skits, songs and chants
- bring parents, families, and members of the Democracy Prep community together to see what our scholars are learning and mastering each week
- build school identity and cohesiveness

Parents are often welcome to attend Town Hall. Invitations and open dates will be provided to families.

Sample Scholar Schedule

Sample Schedule: Providence Collegiate Elementary School, Grade K	
7:40- 8:00am	Breakfast
8:00-8:15am	School Meeting
8:15-8:40 am	Class Meeting
8:40-9:20am	Phonics
9:20 – 9:55am	Vocabulary
9:55 – 10:15am	Snack and Calendar
10:15 – 11:15am	Small Group Literacy Instruction
11:15 – 12:15pm	Writing
12:15 – 1:00pm	Lunch and Campus Activity Time
1:00 – 1:45pm	Special I (Art, PE, Music, or Tutoring)
1:45 – 2:30pm	Math
2:30 – 3:15pm	Special II (Art, PE, Music, or Tutoring)
3:15 – 4:00pm	Science/Social Studies

ACADEMIC PROGRAM

The Democracy Prep Elementary School Core Curriculum includes:

- READING: A robust reading program that includes both small group differentiated instruction and whole-class instruction using an on-grade-level text. MATH: Over an hour of Math each day focused on fluency and automaticity with math facts, problem solving, logic and critical thinking.
- WRITING: Scholars practice writing throughout the curriculum as well as a dedicated time each day during Writer's Workshop and handwriting practice.
- SCIENCE: Scholars will engage in a variety of hands-on, inquiry-based lessons that explore such topics as Earth Sciences, Life Sciences, Physical Sciences, and Technology.
- CIVICS: Every scholar at Democracy Prep will engage in subject matter related to geography, government and history.
- SPECIALS: Every Providence Collegiate Elementary Scholar participates in Music, Art, and Physical Education on a regular basis.

Our Instructional Model

Our success as a network of schools lies partially in our clear and structured routines found in every Democracy Prep classroom. Our instructional model consists of measurable aims, direct instruction, guided practice and independent practice. Additionally, each class has regular and frequent assessments that measure an individual scholar's level of mastery with the content and skills.

Homework

Homework is an important element of our model and is essential for academic success. We expect scholars to read and study sight words every evening for at least 30 minutes. In addition to completing daily homework assignments, scholars must have an opportunity each night to practice the skills and content learned in class. Democracy Prep staff holds scholars to high levels of accountability with regards to homework, evaluates homework based on accuracy, and checks homework completion each day. Homework is evaluated and contributes to a scholar's final evaluation/report card.

At home, scholars must have a quiet place to complete homework and review class work. Democracy Prep staff members are available via email, cell phone and in person to answer homework questions.

Democracy Prep believes that the reward for hard work is an opportunity to be challenged even more. Scholars who show they excel in one area will be challenged to excel in other areas.

Scholars are accountable for completing all assigned work. A scholar's ability to make up work and receive credit may be conditional on the documentation surrounding an absence.

Academic Assessment

Our elementary school uses a standards-based report card, with five levels of very distinct academic standards for the scholar's grade level:

4 – Above Grade Level Mastery is demonstrated
3 – Grade Level Mastery is demonstrated
2 – Partial Mastery is demonstrated, and on track by year-end
1 – Minimal Mastery is demonstrated – area of concern
0 – No Mastery is demonstrated – area of high concern

External Assessments and Standardized Tests
DP prepares scholars to succeed on standardized tests required for promotion, high school graduation (NECAP), and college (SAT). As other measures of scholar progress, Providence Collegiate administers the Terra Nova examination at the end of each academic year (and in January and June for Kindergarten). Providence Collegiate is required by the Rhode Island Department of Education to administer the DRA2 to all scholars annually and to administer the ACCESS test to all English Language Learners. Standardized test scores are used to help Providence Collegiate teachers develop strategies to improve the academic achievement of each scholar.

Internal Assessments

Teachers monitor scholar progress using a variety teacher-created and standardized tools. Some of the assessments that we use include STEP (Strategic Teaching and Evaluation of Progress), SRA Reading Mastery Assessments, running records, and regular quizzes and exams.

Promotional Criteria
Scholars earn promotion to the next grade level through academic results, demonstration of DREAM Values, and attendance. In order to advance to the next grade level, scholars must:

- meet or exceed at least 80% of the standards for each academic subject and 80% homework completion rate
- commit fewer than 10 community violations over the course of the year
- have fewer than 10 absences over the course of the year

Consequences for Not Meeting Promotional Criteria
Scholars who do not meet the criteria for promotion are required to attend DP Summer Academy. At the conclusion of Summer Academy a final decision for promotion will be made during a mandatory family meeting with the Head of School.

Academic Support and Enrichment
Democracy Prep Public Schools is committed to seeing substantial growth and achievement in every scholar. Therefore, Democracy Prep schools provide many opportunities for academic support and enrichment. These opportunities may include:

Opportunity Days
To improve their academic performance, any scholar may be required to attend tutoring or study sessions on Opportunity Days (non-school days including Saturdays and holidays) at the discretion of the Director and the Classroom Teachers. Opportunity Day sessions may be mandatory. Opportunity Day Sessions are provided by the Classroom Teacher and allow for individualized, targeted instruction. All absences require prior notification and documentation. Failure to provide documentation will result in an appropriate consequence.

Saturday Field Trips
In order to maximize instructional time during the week, scholars may take field trips on Saturdays. Field trips improve academic performance and prepare scholars for college schedules. The purpose of these trips is academic enrichment and/or exposure to colleges and universities which they will attend in their future. Saturday Field Trips are mandatory.

Summer Academy
Summer Academy is offered to all scholars for both enrichment and support. To improve their academic performance, some scholars may be required to attend Summer Academy in order to be

considered for promotion. Summer Academy will provide support in basic skills and may also address content area gaps. All Summer Academy classes have the goal of closing the achievement gap and have the purpose of ensuring that scholars are performing at or above the expected level.

Special Needs & English Language Learners

Providence Collegiate provides special education services and ELL services for scholars in accordance with state and federal special education laws, the Individuals with Disabilities Education Act (IDEA), and the regulations implementing those laws. The Academic Collaborative Team (ACT) Program staff:

- Maintain all special education records in accordance with state and federal laws
- Schedule all annual IEP reviews
- Organize professional development for teaching staff
- Support teachers in making appropriate curriculum and instruction modifications

FAMILY ENGAGEMENT

Democracy Prep is committed to involving all families in contributing to the scholars' academic success. As such, we use a variety of methods of communication. Communication may include:

- **Regular Progress Reports**: A progress report that includes academic and behavioral updates as well as a brief overview of important school events.
- **Democracy Prep Community Newsletter**: A Community Newsletter that highlights events, accomplishments, and field trips, etc.
- **Family Portal Website**: Families may log-in at www.Providence Collegiateparents.org to receive updates via the internet.
- **Automated Phone System**: Parents may receive a pre-recorded message from Providence Collegiate for the following reasons:
    - to alert families if their child has earned a behavioral detention
    - to inform families of meetings for parents or scholars
    - to alert families to weather-related school closings to remind families of important documents requiring signatures
    - to issue school-wide reminders and updates

Phone Calls

Every member of the Democracy Prep DREAM team publishes his or her cell phone number at the beginning of the year. Scholars and parents are encouraged to call teachers. If a teacher does not return a message within 24 hours, the school's director should be informed. Abuse of the phone numbers of the DREAM team will result in serious disciplinary action, including suspension and possible expulsion.

Opportunities for Family Involvement

Family Leadership Council

Democracy Prep is a partnership made up of the school leadership, teachers, scholars, and families. Although the job of making decisions about school policy belongs to the Head of School and the Superintendent, family involvement is not only welcome, but also absolutely necessary for the success of the school. The Family Leadership Council (FLC) is the family involvement organization at each Democracy Prep school. The mission of the Family Leadership Council is to promote family involvement, to advocate politically for our community, and to support the school, our scholars, and their families. The FLC organizes volunteer opportunities and creates ways to support our scholars in their achievements. There are regular meetings of the Family Leadership Council; all families are welcome and encouraged to get involved. Additionally, we rely on our families, under the leadership of the FLC, to support our efforts for civic engagement through:

- Registering to Vote (if eligible)
- Assisting with Voter Registration Drives
- Joining scholars and the DREAM team for Primary and Election Day Activities

Expectations for Families

Teachers may request mandatory family conferences with families of scholars who are in need of academic and behavioral support. All other families are invited to schedule appointments or to stop by to connect with your child's teachers.

Democracy Prep families must:

- reinforce Providence Collegiate academic and behavior standards at home
- check homework nightly for completion
- help with homework
- call teachers with concerns
- participate actively in the FLC
- read and sign all notices sent home by the school
- read and respond to family communication when necessary.
- respond promptly to disciplinary calls
- attend school-wide events
- pick up report cards and attend trimester conferences
- volunteer at the school
- assist with scholar recruitment

Gift Giving

Democracy Prep discourages parents from giving gifts to individual teachers. In lieu of a gift, a handwritten note from a scholar is a more appropriate and powerful way to show appreciation. Parents wishing to give to the school should review our donation list, visit www.donorschoose.org or see the Family Leadership Council for creative ways to show appreciation.

Birthdays

The Democracy Prep community celebrates birthdays enthusiastically at school gatherings. Out of fairness to all of our scholars and our desire to ensure an academic environment free of distraction, we ask that parents refrain from bringing gifts, food for the class, and visiting scholars on their birthdays. Likewise, we suggest that parents wishing to invite scholars to birthday parties invite the entire homeroom (invitations may be sent to the homeroom teacher to be distributed via the homework folder).

Procedure for Parent/Guardian Concerns

If a parent has a concern or disagreement about a classroom event, curricular decision or other academic issue, she or he should first contact the teacher to attempt to resolve the disagreement through informal discussion. If the concern is not adequately resolved, the parent should request a further meeting. The teacher will contact the Head of School and schedule the follow-up conversation.

We are committed to addressing the concerns of our families and seeking a resolution that first and foremost benefits the academic development of the child toward success in the college of his/her choice.

If you would like to file an official grievance with the Board, you have the right to request in writing from the Head of School, the document that describes the process of filing a grievance.

DREAM. PRIVILEGES

Though everyone at Providence Collegiate works hard for the sake of going to college and changing the world, we also believe that hard work should pay off in opportunities to have fun and enjoy life! Scholars who show DREAM values every day and who have earned DREAM dollars will have the opportunity to redeem those dollars through amazing celebrations, trips, college visits and other fun experiences.

<u>In-school privileges may include:</u>

- Participation in Town Hall
- Dress down days
- Lunch privileges
- Monthly DREAM activities

<u>Extended opportunities may include:</u>

- DREAM Dollar Auction Event
- College Tours
- End-of-the-year trips including:
    - Eric Carle Museum
    - Local Colleges and Universities
    - Roger Williams Park Zoo
    - Save-the-Bay

These opportunities work as positive motivators for our scholars to continue working hard, both on their academics and their behavior. Scholars who regularly live the DREAM values will earn these great opportunities. More importantly, scholars who regularly show DREAM values are learning and practicing the behaviors that will lead to college and life success.

CODE OF CONDUCT

Why Are We So Structured?

Without a firm and consistent discipline policy, none of what we imagine for our scholars can happen. Democracy Prep is committed to providing a safe and orderly school culture in which scholars can improve their academic achievement. Scholars whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Scholars and families have a right to attend a safe and orderly school. Therefore, for every misbehavior, there will be a consequence. This is the basis of our scholar code of conduct. Consequences may vary based on the age and grade level of the scholar, the severity of the incident and the frequency with which the incident takes place.

DEMOCRACY PREP CODE OF CONDUCT:

1. Disrupting the School Environment

1.1 Arriving late to school or class: Scholar tardiness disrupts class, inconveniences others, and often results in academic difficulties. Scholars may not be late to school or class.

1.2 Choosing NOT to attend required school, school functions or school support: Scholars are required to attend all academic and enrichment classes, assigned consequences, assigned support opportunities. Scholars are not permitted to leave the building without permission.

1.3 Misbehaving in the Community in and around the School: Scholars may not misbehave while travelling to or from school. Misbehavior includes, but is not limited to: using inappropriate language, making excessive noise, touching other scholars, and being disrespectful to others. Scholars who misbehave on the way to or from school may have to be escorted by a parent or guardian, in addition to other consequences.

1.4 Access to the Building: Scholars are not permitted to block access to any room or part of the school building. Scholars may not leave the building through any exits except those officially marked.

1.5. Violating the Dress Code: Parents may be required to pick up children who are not properly dressed for school, bring the missing Dress Code item to the school, or authorize the scholar to return home to retrieve the necessary items as scholars may not be permitted to attend class when not in proper uniform.

1.6 Gum, Food, and Beverages: Scholars may not chew or carry gum at any time at Democracy Prep. Scholars may not eat or drink at unauthorized times or places at Democracy Prep.

1.7 Hallway Behavior: Scholars may not disrupt the instructional environment while in the hallway. As a result, hallways at Democracy Prep schools are silent.

1.8 Disrupting Class and Preventing Teaching: Democracy Prep can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Scholars may not disrupt class.

1.9 Arriving to Class Unprepared: When class begins, scholars must be prepared and have all necessary materials (books, pencils, portfolio, paper etc.).

1.10 Failing to Complete Homework: Completing homework is essential to the success of individual scholars and the classroom community. Scholars are expected to complete all of their homework assignments on time.

1.11 Cheating, Plagiarism, and Copying Others' Work: Cheating or copying the work of others (or allowing other scholars to copy work) is unacceptable. This includes any and all talking during exams whether or not in reference to the said exam. In addition to other disciplinary consequences, both the scholar who copied and the scholar who allowed the copying will receive zeros on the assignment. This offense may result in long-term suspension or expulsion.

1.12 Failing to Submit a Required Signature: Scholars are required to secure the signature of a parent/guardian on homework, class assignments and forms when requested by any school staff member.
1.13 Forgery: Scholars may not forge a signature.
1.14 Lying to a Staff Member: Honesty is an essential element of personal character and is necessary for the school to support the DREAM values. Scholars are not permitted to lie or attempt to conceal the truth.
1.15 Being Disrespectful to a Staff Member: A school cannot function properly if scholars are permitted to be disrespectful towards adults. For that reason, scholars may not be disrespectful towards a staff member or any other adult associated with the school.
1.16 Being Disrespectful to a Scholar: If scholars do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, scholars may not be disrespectful toward other scholars.
1.17 Possession of Inappropriate Property: Scholars cannot possess any electronic music or game devices in school. Scholars may not possess any printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school

2. Assault, Battery, Bodily Harm, Inappropriate Touching, and/or Threats
2.1 Causing Bodily Harm: Scholars may not cause physical injury to a scholar, school employee, or another person. Scholars are not permitted to harm or attempt to harm a scholar, school employee, or another person with a weapon or dangerous object.
2.2 Committing Assault or Assault and Battery: Scholars may not commit assault, including sexual assault, or assault and battery on a scholar, school employee, or another person. Assault is an attempt to physically harm another person and does not require physical contact. Battery is any unlawful touching of another person.
2.3 Fighting or Unwanted Physical Contact: Scholar may not fight with other scholars from Democracy Prep or from any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated regardless of the cause of the disturbance.
2.4 Play-fighting and Threatening: Play-fighting and/or the use of threats harms the safety of the community. Scholars may not play-fight and/or threaten others.
2.5 Setting off False Alarms or Making a Threat: Scholars may not intentionally set off a false alarm or make a destructive threat.
2.6 Engaging in Sexual Activity or Inappropriate Touching: A scholar may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.

3. Possession or Use of Firearms, Weapons, and/or Dangerous Objects
3.1 Possession or Use of a Firearm: Scholars may not possess or use a firearm.
3.2 Possession or Use of a Mock Firearm: Scholars may not possess or use mock firearms
3.3 Using or Possessing a Weapon or Dangerous Object: Scholars are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or his/her property.
3.4 Arson: Scholars may not set a fire and/or light or possess any form of fire-making substance including lighters, matches etc.

4. Possession, Use or Distribution of Controlled Substances, Alcohol, or Tobacco
4.1 Using or Possessing Drugs or Alcohol: Scholars may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the

Nurse or Office Manager by a parent or guardian with a doctor-signed Medication Authorization Form. Scholars may not be in possession of prescribed or over-the-counter drugs.

4.2 Selling, Possessing, or Transferring Drugs or Alcohol: Scholars may not sell, distribute, or possess with intent to sell or distribute prescribed or non-prescribed controlled substances.

4.3 Selling, Possessing, or Transferring Tobacco Products: Scholars may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing tobacco, or other tobacco products.

4.4 Selling or Possessing Mock Controlled Substances, Alcohol or Tobacco: Scholars may not sell, distribute or possess mock controlled substances, alcohol or tobacco.

5. Harassment and Violation of Civil Rights

5.1 Violating the Civil Rights of Others: Scholars may not violate the Civil Rights of others.

5.2 Harassment: Scholars may not make unwanted sexual advances towards or commit sexual harassment of any member of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, age, sexual orientation, or disability is not permitted.

5.3 Abusive or Profane Language or Treatment: Scholars may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

6. Theft or Vandalism

6.1 Theft, Loss or Destruction of Personal or School Property: Scholars may not steal, lose or damage someone else's or school property.

6.2 Mistreatment or Inappropriate Use of Technology or School Property: Scholars must treat computers, printers, and other technology with care. Democracy Prep does not tolerate attempts to access the school's files or other inappropriate uses of technology or the internet. Scholars do not have the right to use school computers to access chat rooms or emails or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Scholars are prohibited from using school telephones. In the event of an emergency, scholars may be allowed to use the school telephones, but only at the discretion of school staff members. Scholars must not mistreat other school property including but not limited to text and reading books. Writing or marking on any desks or school property is strictly prohibited.

7. Failure to Comply with School-Imposed Consequences: Scholars must comply with school-imposed consequences. In order for the school to maintain high expectations and a safe and respectful school environment, two vital parts of our school culture, scholars must comply with all consequences assigned.

8. Repeated Violations of the Code of Conduct: Repeated violations may result in consequences of greater severity or length at the discretion of the school's leader. Repeated inability to adhere to the school's rules may result in the scholar's removal from the Democracy Prep community.

THE DREAM DOLLAR SYSTEM

Democracy Prep establishes and maintains a scholar and teacher community that is efficient and orderly, warm and productive. The DREAM Dollar system is one way that our staff, families and scholars can measure their success with the school's DREAM values. The DREAM Dollar system is a merit-based system in which scholars are "paid" DREAM Dollars each day they arrive to school, on-time, with the necessary materials and demonstrate DREAM values. Scholars who go above and beyond the school's expectations can also earn additional positive DREAM Dollars. When scholars violate the expectations

established through the DREAM Dollar system (the Code of Conduct), they will lose a certain amount of DREAM Dollars as a consequence.

The DREAM dollar system is adapted appropriately based on the emotional and intellectual development of the child. The expectation is that our scholars are participating appropriately in our community and contributing to our efficient, orderly, warm and productive environment. DREAM dollars are introduced in Kindergarten; each year thereafter, the concept of DREAM dollars as a measure of behavioral success adapts to the grade-level abilities and needs of our scholars. For example, as scholars develop the ability to manage their own engagement in a classroom setting, scholars are held accountable for remaining engaged in a lesson through eye-contact, asking and answering questions. As scholars grow older, expectations for engagement may change. What remains constant is our expectation that scholars show the DREAM values; what changes is the specific indicator of that value. Below, see a list of the specific behaviors that may be expected from Democracy Prep scholars, depending on their grade level.

DREAM Value	Expectations
Discipline	Follow specific directions.
	Remain silent when silence is asked for and during instructional and independent work time.
	Adhering to a consistent study schedule at home
Respect	Be respectful with your body language and attitude
	Be verbally polite to those around you even when you are given a direction you do not like.
Enthusiasm	Use STAR posture. (Sit straight up and tucked in behind your desk, Track the speaker, Ask and answer questions, and Raise your hand throughout the school day)
	Move quickly from place to place and from task to task.
Accountability	Apologize and take responsibility for mistakes that you might make.
	Come prepared and organized to school each day.
Maturity	When no one is looking still behave as excellently as if all of your teachers and family were in the room watching and listening to you.
	Be a responsible role model and leader for yourself and your classmates.

PROCEDURES FOR DISCIPLINARY ACTION AND COMMUNITY VIOLATIONS

As stated above in the general code of conduct, misbehaviors at Democracy Prep result in consequences. If negative behaviors persist, or scholars have not adequately served the given consequence, more serious consequences may be put in place. These consequences vary based on the grade level of the scholar, severity of the action, and frequency of the incident, but may include:

- Scholar reflection on community violation (May be written, private or public)
- Removal of school privileges (Including school trips, in-school privileges, etc.)
- Lunch or after school detention
- School/community service
- In-school suspension
- Short-term out-of-school suspension
- Long-term out-of-school suspension
- Removal from the school community

If any disciplinary incident is not resolved or occurs again, further disciplinary action is taken. A parent or guardian may be required to meet with an administrator regarding infractions prior to a scholar's return to school.

Short-Term Suspension

If a scholar commits an offense that calls for a short-term suspension (10 days or less), s(he) is subject to the following:

- If necessary the scholar is immediately removed from class and/or school.
- The scholar is entitled to respond to the charges against him or her.
- The Head of School, or his/her designees addresses the conduct and assigns the appropriate consequence.
- The parent/guardian is notified by the school
- Written notice shall be provided in the form of a letter sent home with the child. Such notice shall include a description of the incident or incidents resulting in the suspension.
- For every suspension over two days, a parent or guardian may be required to meet with an administrator regarding the infractions prior to a scholar's return to school.
- On any day that a scholar receives an out-of-school suspension, s/he is required to travel to the school, in uniform, during the designated time to pick up missed work.

Long-Term Suspension or Expulsion

If a scholar commits an offense that calls for a long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the scholar is immediately removed from class and/or school.
- The parent/guardian is immediately notified by the school.
- The school sets a hearing date. The scholar and/or his or her parent/guardian are notified in writing.

Expulsion

If a child is being considered for expulsion from a Democracy Prep Public School, the school shall provide written notice to the scholar and his or her parent/guardian that the scholar is being considered for expulsion. Such notice shall also set a time and place for a conference and inform the

parent/guardian of his or her right to be accompanied by an individual of their choice. Except for those items that, under state and federal law, require immediate expulsion, the school may not expel a scholar unless a prior written and verbal warning for expulsion has been issued to both the scholar and his or her parents/guardian. The school will provide written notice and documentation that clearly demonstrates which aspects of the DREAM values have been violated and why these violations warrant possible expulsion. If a parent chooses to appeal the School's decision regarding expulsion, s/he may appeal such a decision to the Head of School. If the matter is not resolved, they may write to the Board of Directors to request a review of their child's status.

Supplementary Instruction

Scholars who are suspended will be provided with alternative instructional materials that must be completed satisfactorily to return to school. Arrangements will be made between the school and each individual family for the delivery of services, pick up/delivery of work, and the making-up of any missed assignments and classroom instructional support. All IDEA mandates will be followed for scholars with disabilities.

Due Process Procedures

Scholars with disabilities have the same rights and responsibilities as other scholars, and may be disciplined for the same behavioral offenses listed above. If a scholar with disabilities has an IEP that includes disciplinary guidelines, then that scholar will be disciplined according to those guidelines as required by IDEA. Scholars for whom an IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

VISITING Providence Collegiate ELEMENTARY

We are proud of the work our scholars and DREAM team of staff do each day and welcome visitors to see our achievement and progress in action.

Visitor Policy

Democracy Prep always welcomes and encourages visitors, both from within and outside of our school community, to our school. However, in order to assure the safety and well-being of all scholars and staff, all visitors – including parents and guardians – are required to report to the office at the main entrance of each school. Visitors may be required to have a visitor's pass once they have checked in with the Office Manager. Any visitor who does not report to the office, or is found in the building without authorization and a visitor's pass, will be asked to leave immediately and the authorities called if the request is not adhered to.

Democracy Prep maintains an open door policy with our parents and families, provided they are not a distraction to the learning environment. Family members who are over 18 are welcome to come and observe classes and school operation. Parents and family members are also welcome to request meetings with any member of the DREAM team. Meetings will be scheduled at the DREAM team member's earliest possible convenience. If requests for a meeting are not met, family members should report the concern to the school's director.

In case of an emergency, parents or guardians should contact the Office Manager either by phone or in person. Under no circumstances should parents or guardians contact scholars in their classrooms, including Homework Club and detention, or attempt to withdraw scholars from the building without notifying and receiving permission from the Office Manager.

Please note that while families may visit the school at any time, family visitations to their own child's classroom is generally not permitted during the first six weeks of school. This allows teachers to establish a strong classroom culture that is focused on academic learning and is distraction-free.

Disruptive Visitors & Restricted Access

Democracy Prep works hard to maintain a safe and orderly environment for teachers and scholars. To that end the school reserves the right to restrict visitors (including family members of scholars and staff) who do not display the DREAM values of the larger community. Examples of disruptive visitors include those who raise their voice, use profanity, threaten scholars or staff, or are physically or verbally aggressive in any way.

If a visitor's access must be restricted due to inappropriate behavior of any kind, they will receive a letter outlining the offenses that led the restricted access and will be notified as to proper procedures for contact and communication with both staff and their scholar while on Democracy Prep property. If after a visitor has received a restricted access letter, they continue to disrupt the Providence Collegiate learning environment greater steps may be taken including notification of the proper authorities and/or expulsion for the Providence Collegiate scholar.

Nondiscrimination

Democracy Prep does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Democracy Prep on the basis of race, color, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Democracy Prep on the basis of race, gender, color, religion, national origin, or sexual orientation. Finally, pregnant scholars are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant scholars throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

Harassment

Democracy Prep is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, scholars, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Democracy Prep requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

Providence Collegiate Student & Family Handbook 2011-2012

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TO OUR FAMILIES:

Welcome to Providence Collegiate!

Providence Collegiate is part of the Democracy Prep family of schools, led by a group of professionals who have dedicated their lives to helping all children reach their full potential through college and citizenship.

The Mission of Democracy Prep is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

The Motto of Democracy Prep is: ***Work Hard. Go to College. Change the World!***

As with any family, we need a set of rules and guidelines to help us understand and get along with each other. The purpose of this handbook is to make sure that we have consistent expectations across our schools. The network handbook may not answer all of your questions, but it should provide examples of Democracy Prep's mission, procedures, expectations and guiding principles.

OUR MISSION, VISION, AND CORE VALUES

Our Mission
The mission of Providence Collegiate is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

We will achieve our mission through:

- Rigorous college-prep academics
- Frequent use of data and assessment
- More time to learn
- A respectful and structured school culture
- Exemplary teachers

Our Vision
Providence Collegiate Democracy Prep will provide a rigorous academic program focused on the knowledge, skills, and character necessary to master core academic subjects in preparation for success in college. Scholars will receive highly structured civic and leadership education so that all of our graduates are prepared to be active citizens in our democratic society.

Our Core Values: D.R.E.A.M.

Discipline. Our scholars, teachers, and staff understand that discipline is the key to success. We have strict rules and high expectations. We expect our scholars to follow these rules so they can learn in a safe and orderly environment, and we expect our teachers and staff to enforce these rules so as to empower our scholars to succeed. We also support our scholars as they build the internal discipline necessary to do the hard work that it takes to get them to college. Discipline means staying focused, following rules, studying and reading every night, and establishing and adhering to personal routines that will lead to success.

Respect. Our community is built on respect. Teachers respect scholars by expecting them to achieve great things and by treating them with dignity and fairness. Scholars respect all teachers and staff because without respect, precious learning time would be wasted. Scholars respect each other because we are a team and family

who works together to achieve our goals. We do not tolerate verbal or physical disrespect.

Enthusiasm. When you work hard, it is essential to find joy in your work. We believe in teaching children how to be joyful in their learning by approaching it with curiosity, gratitude, and tons of spirit! We also believe in creating opportunities for children to earn the ability to play together as a team, as enthusiasm is created both by working hard and playing hard. Enthusiasm means actively participating in every moment of class, asking questions even when you are confused, adding color to a homework assignment even when the teacher doesn't tell you to, walking with urgency to and from classes, taking a risk to try something difficult, keeping your head up even when faced with a challenge and finding ways to show that you love what you do.

Accountability. Accountability is the conscious and public act of taking responsibility for something you have done, good or bad. In order to work in a community with high expectations, respectful conversations, and positive attitudes, we must all – scholars, teachers, and staff – hold each other accountable for our words, actions and decisions. Accountability means admitting and apologizing for mistakes, changing hurtful behavior into supportive behavior, letting an adult know if someone is doing the wrong thing, accepting the consequences of our decisions, accepting praise and being proud of amazing accomplishments and hard work. Accountability shows that we understand how important our work is.

Maturity. To be mature means that you do the right thing because it is the right thing to do, even if no one is watching. To be mature means that you find ways to be kind to your team and family – even toward the people that you do not like. To be mature means that you understand why we work so hard and you still want to work even harder because college, and ultimately your future, is important to you.

THE PROVIDENCE COLLEGIATE TEAM AND FAMILY RESPONSIBILITY CODE

Teachers: We fully commit to Providence Collegiate in the following ways:

- We will arrive at PC each day by 7:30 am.
- We will work harder and longer than others because we will do whatever it takes for our scholars to learn.
- We will make ourselves available to scholars and parents by phone, email and in person, and will respond respectfully to any concerns they have.
- We will always protect the safety, interests, and rights of all individuals in the classroom.
- We will prepare engaging and rigorous lessons with meaningful homework assignments and frequent assessments.
- We will use data from tests and assignments to make sure every child succeeds.
- We will provide individual and small group tutoring to ensure our scholars succeed.

Failure to adhere to these commitments can lead to our removal from the Providence Collegiate Team and Family.

Scholars: We fully commit to Providence Collegiate in the following ways:

- I will arrive to school each day on time and ready to learn no later than 8:04 a.m.
- As a Providence Collegiate scholar, I will remain at school until dismissal.
- I will attend required tutoring sessions and homework club after school as assigned and on Saturdays when necessary.
- I will attend detention when I have earned it.
- I will attend Summer Academy if it is necessary for promotion or success.
- I will share reports of my academic and behavioral progress with my family whenever I am asked.
- I will study the Providence Collegiate handbook and abide by the rules contained within.

- I will ask for clarification, if I am confused about why something is important. I will remember that my teachers and my school want what is best for me, even when I do not always understand how.
- I will use DISCIPLINE to complete my homework, prepare for tests and quizzes, arrive to school on time, and wear the proper uniform.
- I will act with RESPECT towards my peers, my teachers, all adults in the community, and all school property.
- I will show ENTHUSIASM in all that I do – learning in class, participating in an after school activity, attending a field trip or lecture, or presenting in front of the school.
- I will show ACCOUNTABILITY by admitting when I have made a mistake, and by not blaming other people for my actions.
- I will strive for MATURITY in my actions and thoughts, which means figuring out the right thing to do and doing it even when no one is watching.

I am responsible for my own behavior and I will follow the teachers' directions. I understand that failure to adhere to these commitments can cause me to lose Providence Collegiate privileges. Providence Collegiate is a school of choice. I understand that my parents are free to remove me at any time.

Families: We fully commit to Providence Collegiate in the following ways:

- Our family will make sure our child arrives to school on time or before the start of the scheduled school day Monday through Friday.
- We will make arrangements so that our child can remain at Providence Collegiate until s/he is dismissed.
- We will make arrangements so that our child can attend any and all required after school activities and provide documentation when necessary family affairs conflict with detention or school events.
- We will make sure our child attends Summer Academy if necessary.
- We will always help our child to learn in the best way we know how.
- We will review all communication from the school and the teachers, check and assist with homework and review planners nightly, allow children to call their teachers for help when necessary, and make sure that he or she reads every night.
- We will call our child's teachers when we have a concern about our child's academic or behavioral performance or progress.
- We will support the school's civic initiatives by being a registered voter, attending advocacy events and attending at least one civic field trip.
- We will make ourselves available to the school, attend as many school events as we are able, and be in close contact with our child's teachers.
- We will volunteer to contribute and support the school in every way possible.
- We will provide the school with our most up-to-date contact information.
- We will allow our child to participate in field trips if he or she has earned them.
- We will make sure our child understands and follows the attendance, tardiness, and uniform policies.
- We will support Providence Collegiate in enforcing the school rules so as to protect the safety, interest, and rights of all individuals in the classroom. We, not the school, are responsible for the behavior and actions of our child.

Failure to adhere to these commitments can cause my child to lose various privileges.

Providence Collegiate

BASIC OPERATIONAL EXPECTATIONS AT OUR SCHOOLS

WEEKDAY	ARRIVAL: PC Middle School	DISMISSAL: PC Middle School	After-school (HW Club, Tutoring, Detention, Enrichment)	Consequence for Tardiness
Monday, Tuesday, Thursday & Friday	In the building by 8:04 a.m.	4:15 pm	4:15 – 5:05 pm	:00:01 – 15:00 minutes late = Loss of 5 DREAM Dollars & Lunch Detention More than 15 minutes late for school = Loss of 10 DREAM Dollars & After School Detention on the Same Day; detention earned on Wednesday will be served on Thursday.
Wednesday	In the building by 8:04 a.m.	1:40 pm	NONE	

Arrival and Dismissal

An on-time arrival is crucial to laying the foundation for academic success. Being on-time also communicates an important value. We expect all of our scholars to value punctuality and adopt the belief that being on-time shows accountability, discipline and respect. Frequent tardiness will not be tolerated at our schools. Scholars are always expected to arrive on time for school and for school events. At each grade level there are consequences for tardiness.

Transportation

Providence Collegiate will help to ensure safe transportation as per state or city regulations. All requests or concerns regarding transportation must be submitted in writing.

DROP-OFF at Providence Collegiate Middle School:

Doors open for scholars at 7:45 a.m. Parents may drop off their children at the school between 7:45 and 8:04 a.m. After 8:04 a.m., scholars will be considered late. Scholars arriving after 8:19 a.m. will serve an after school detention. Due to early dismissal on Wednesdays, any scholar who earns a Wednesday detention will serve it on Thursday. For scholars arriving after 8:19 a.m., parents must sign in with the Office Manager.

PICK-UP at Providence Collegiate Middle School:

Dismissal is at 4:15 p.m. At that time, scholars who are being picked up will be brought to the front of the school. Parents should form one line of cars and display the placard with the scholar's name on the passenger-side window. If you are picking up a scholar who is not yours, please make sure you are authorized to pick up that scholar. If you do not have a placard, please park and see the Office Manager. The Office Manager will ensure that you are authorized to pick up the scholar and provide you with a placard. Please note: You may be asked to wait until general dismissal has ended if you do not have a placard.

LATE BUS AT 5:05 PM
Every day (except Wednesday) scholars who stay after school may take the late bus, departing at 5:05 pm. Any scholar who has attended Homework Club, Tutoring, Enrichment or Detention may take the late bus. Families will be notified at least 24 hours in advance if a scholar is required or requested to stay after school for tutoring.

CHANGES TO SCHOLAR TRANSPORTATION
Changes to bus transportation requires that families contact both the bus company as well as the school. The Office Manager will communicate any transportation changes to homeroom teachers prior to the start of Afternoon Advisory.

School Closings
Providence Collegiate follows the same calendar for weather-related emergencies as the district in which the school is located. Families will receive an auto-call from the school notifying them of the closing. In the instance where the district has not closed, but the Providence Collegiate school has, families will receive an automated call from the school.

Providence Collegiate will follow the Local School District for all weather-related closings.

Food and Meals
Providence Collegiate participates in the National School Lunch Program, which provides free or reduced-price lunches to eligible scholars. Applications and eligibility criteria are provided to all parents and applications are required to be completed by all families every year.

A healthy breakfast is available each day for Providence Collegiate scholars. Scholars are permitted to bring breakfast items to school, but must adhere to the school rules regarding appropriate time and place to eat any food items not provided by the school. All breakfast items must meet guidelines for a healthy breakfast. Each school reserves the right to confiscate any items not meeting these guidelines and replace with a Providence Collegiate-approved item.

- Scholars are provided with a daily snack on full-length school days. Scholars may not bring their own snacks.
- Based on scholar and staff allergies, Democracy Providence Collegiate is a ***Nut-Free School***. Nut-based items may be discarded.
- Families who repeatedly send scholars to school with unhealthy items may be asked to meet with the Health teacher or school nurse.

Guidelines for a Healthy Breakfast	
Items allowed for breakfast	**Items NOT allowed for breakfast**
Granola bars or cereal bars, fruit, muffins, bagel, breakfast sandwich, juice, water, milk, hot chocolate, tea	Potato Chips, High-sugar items such as: donuts, Pop Tarts, candy, soda
All breakfast items, whether bought at school or brought from home must be finished by 7:59 a.m.	
Any unfinished items must be thrown away and may not be saved for "later."	
Scholars may NOT enter the building *while* eating.	

Lunch is available for scholars on each school day. Lunch choices and cost may vary by school. Scholars whose families meet the eligibility requirements and complete the requisite paperwork will receive free or reduced cost

lunch. As above, scholars must follow the guidelines provided by the school regarding food items brought from home. The school reserves the right to confiscate any items not meeting these guidelines.

Lunches brought from home must meet the requirements indicated by the campus director or head of school. The school's Campus Handbook outlines the timeline and expectations for a healthy lunch.

2010-2011 Rates	**Full-Price**	**Reduced-Price**	***Families are must complete the requisite paperwork; even if only to indicate "opt-out"**
Breakfast	**$1.00**	**.30**	
Lunch	**$2.25**	**.40**	

Guidelines for a Healthy Lunch Brought From Home	
Lunches brought from home may consist of:	**Lunches brought from home may NOT contain:**
• Beverages of at least 10% juice • A healthy main course (sandwich, soup, salad, pizza, leftovers) • Unlimited fresh fruit or veggies • One treat item (chips, cookies, baked goods, etc.) • *Lunchables* or other prepackaged lunches.	• Soda or other high sugar/high caffeine drinks • More than one "treat" item
Microwave and refrigeration facilities are not available to scholars	
Multiple unhealthy items will be collected and returned only to an adult, if appropriate.	
We highly recommend zippered insulated lunch bags.	

Attendance and Punctuality

Attendance is vital for the well-being of the individual scholars and for the school community. For that reason, Providence Collegiate enforces the following attendance policy:

ARRIVAL TIME	IMMEDIATE CONSEQUENCE	NECESSARY NEXT STEPS
ON-TIME ARRIVAL	None – Scholar will receive 20 DREAM Dollars for arriving on-time, in uniform with homework completed.	None
Between 1 and 15 minutes late (8:04 – 8:19 Arrival)	• Lunch Detention – 45 minute • -5 DREAM Dollars for the day	If this kind of lateness occurs *more than* 2X per week, scholar will serve a full-length detention on Friday.
More than 15 minutes late (Arrival after 8:19)	• Afterschool full-length detention on the day of the lateness from 4:15 – 5:05 pm • -10 DREAM dollars for the day	*More than* 2 latenesses per week: scholar will serve a week-long lunch detention the following week. Continued lateness will result in a required family meeting to resolve the problem.

- Parents and guardians are expected to ensure that their child regularly attends school and are strongly discouraged from scheduling appointments for their children during the school hours.
- If your child must be absent for a sickness or emergency, please contact the school with as much advance notice as possible, and no later than 7:30 am on the day of the absences. Please leave a message on the school's voicemail with your child's name and the reason for the absence.

- Please call the office manager to arrange to pick up homework or send homework with a neighboring scholar. Please know that assignments often require information from class, class work or notes in order to complete. For this reason, an absence will often require after school tutoring.
- In order for the absence to be verified, you must both write the school with as much advance notice as possible and also provide documentation detailing the absence (e.g. doctor's note or a detailed note including the date(s) and reason(s) of the absence) following the absence explaining the nature of the sickness or emergency.

- Undocumented absences are never acceptable and may result in zeroes for missed class work (including tests or quizzes). Excessive absences in a year may result in no credit and a zero percent average in each class for the trimester and/or year and may lead to retention.
- A record of all absences and absence notes will be maintained by the school and consulted if retention becomes a possibility.
- Providence Collegiate will contact appropriate authorities if a scholar is repeatedly absent from school.

Scholar Uniform

All Providence Collegiate scholars must come to school every day, including required Saturdays and field trips, wearing the required uniform. Uniforms create a sense of unity, professionalism and discipline for the scholars and for the school.

The Providence Collegiate dress code has been adopted to improve the educational environment for all scholars. Specifically, we wear uniforms for the following reasons:

- To foster a sense of community and identity;
- To prepare scholars for the expectations related to professional attire that future institutions, organizations and employers will have;
- To insure that our scholars focus on learning instead of clothing;
- To increase school safety and security by making the presence of visitors/outsiders immediately apparent
- To reduce the cost of clothing for families

Like all school policies, the uniform policy is strictly enforced. Although it may seem as if small exceptions should be no problem, we cannot allow deviations from this code. If an exception is made for one scholar, it

would then have to apply to all scholars, and then the policy has, in effect, changed. Please help your scholar to meet the terms of the dress code every day.

Scholars who are out of dress code after the second week of school will not be allowed to attend their classes until the issue has been resolved. Please help us to resolve any uniform issues before September 20th. Parents of scholars who are not in dress code will be asked to bring the proper attire to school.

The Providence Collegiate Uniform always includes required shirt, pants or skirt, belt, socks and shoes. Providence Collegiate may provide families with additional standards for scholars' shirts, pants, belt, socks, shoe, glasses and jewelry. Providence Collegiate scholars are always required to present themselves as neat, clean, and professional individuals.

The Providence Collegiate uniform NEVER includes tattoos, fake tattoos, or any sort of visible writing on the skin, designs shaved into the hair, hats, kerchiefs, bandanas or other head coverings which do not have a religious purpose, or outer garments – such as hoodies or sweatshirts – other than the Providence Collegiate sweater.

Regular Uniform	Prepped Up (Required/Permitted)	Not Prepped Up (Uniform Violation)
Shirt	• Short-sleeved or long-sleeved navy blue PC logo shirt	• Any other shirt is not acceptable
Undershirt (optional)	• Solid White Tank or T-shirt • Long-sleeve solid white shirt, thermal or turtle-neck	• Visible patterns on the collar or sleeves of the undershirt • Colored collar "Ring-Ts"
Pants	• Donnelly's Gray pants	• Non-Donnelly's pants • Cargo Pants • Jeans
Socks	• Solid black, navy, dark brown	• Visible logos or patterns
Shoes	• Solid black shoes, sneakers or boots (see attached pictures) • No visible logos (including solid black logos) • Black shoelaces	• Visible logos in a color other than black • Colored shoelaces • Boots worn with skirts may not extend past ankle-height
Accessories	• Watches • Earrings smaller than a quarter • Glasses (if needed)	• Watches w/ alarm or beeping • Bracelets, rings, and necklaces • Accessories with any suggestive words (e.g. names, brands, logos) or images.

P.E. Uniform Guidelines	Prepped Up	Not Prepped Up (Uniform Violation)
Shirt	• P.E. Uniform Shirt Only – **Tucked in**	• Any other shirt is not acceptable
Undershirt (optional)	• Solid White Tank or T-shirt • Long-sleeve solid white shirt, thermal or turtle-neck	• Visible patterns on the collar or sleeves of the undershirt • Colored collar "Ring-Ts"

Shorts (Early Fall, Spring, Summer)	• Solid Navy Blue Cotton, Mesh or other solid fabric • Length: "Mid-thigh" to "Nearly Knee" or "Knee-Length"	• Side-stripe • Patterns • Brand/Logo larger than a quarter
Pants (Late Fall, Winter)	• Solid Navy Blue Sweatpants or athletic pants • Cropped "Calf-Length" Capri-style	• Form-fitting/tight pants (e.g. "yoga") • Side stripe • Leggings under shorts
Socks	• Solid white or black; any length/height	• Visible logos
Shoes	• Solid black sneakers • No visible logos (including solid black logos) • Black shoelaces	• Visible logos in a color other than black • Colored shoelaces
Accessories	• Stud earrings only	• Watches and earrings must be removed for P.E. Students may store items in their bags or pencil cases.

BACKPACKS	STRONGLY RECOMMENDED	STRONGLY DISCOURAGED
Scholars **must** have a school bag **every day**. The bag must be large enough to fit standard sized folders, notebooks and binders. It must completely close via zipper, snaps or flap and clips. **"String" backpacks are not allowed.**	Backpack with 2 padded straps, large compartment with closing zipper and small compartment with closing zipper.	• Messenger bags • Tote bags

Scholar Supplies

Providence Collegiate makes every effort to equip scholars with the supplies they need for the start of the year. In order to successfully complete nightly homework, Providence Collegiate recommends that families provide the following supplies at home:

- pencil sharpener
- loose-leaf paper
- many pencils
- crayons, colored pencils or markers
- wide ruled lined paper
- scissors
- erasers

Scholars should not purchase any supplies for the beginning of the school year, but may be required to replace any supplies which become worn down or depleted throughout the year. Scholars must also maintain their binders, folders and other organizational supplies with high standards of neatness and cleanliness. Providence Collegiate expects its scholars to show respect for their belongings, whether they were purchased by the family or the school.

Providence Collegiate welcomes donations of the following classroom supplies:

- Clorox/Lysol wipes

Providence Collegiate

- Tissue boxes
- Paper towels
- Dry-erase markers and dry-erasers
- Hand sanitizer
- Glue sticks
- Books!

Parents wishing to donate more significant items may visit www.donorschoose.org and search for "Providence Collegiate" or contact school office staff.

Scholars must be prepared each day with the required supplies, including homework and handouts, appropriate writing utensils, and independent reading books. Failure to be prepared with materials will result in appropriate consequences.

SCHOLAR EXPECTATIONS

Personal Belongings

Providence Collegiate is a rigorous instructional setting. Therefore, personal belongings that distract from the safe, respectful and fast-paced instructional environment are not permitted.

Examples of items not allowed in Providence Collegiate include:

- gum and candy of any kind
- real, toy, or model weapons including pocket knives, exacto knives & water guns
- excessive amounts of cash
- beepers/pagers
- any illegal substance
- stuffed animals or dolls
- materials (e.g. songs, papers, lyrics, art, or notes) that contain inappropriate or offensive language, images or suggestions.
- cell phones, radios, walkmans, iPods, and portable gaming systems

If a child is seen with any of the items in the list above, the item may be confiscated and not returned until the family meets with school leadership.

Note: Cell phones, radios, walkmans, iPods, portable gaming systems, or other non-instructional electronic devices must be put away before entering the school property, unless explicit permission has been given by the school's director. Any electronic equipment used without permission may be confiscated.

Scholars may bring cell phones to school for safety reasons, but they may never use cell phones in the school building without explicit permission and supervision from a DREAM team member. Failure to comply with this expectation may result in confiscation or another consequence.

Scholars will not be delivered messages during the school day unless it is an emergency. Scholars will only be given permission to use the school phone in cases of emergency or at the Office Manager's discretion.

Search of Scholar Belongings

Providence Collegiate must maintain a safe and orderly environment for all our scholars and staff. In order to do so the school reserves the right to search any and all persons or belongings on school property for illicit material. Such searches can be either random or with reasonable suspicion and include scholar backpacks, person, pockets, lockers, etc.

Book Borrowing at Providence Collegiate

Providence Collegiate is extremely proud of how much our scholars love books. We are also proud of our book collections. In order for the collections to be maintained, they must be respected. Scholars must be accountable for any books they have borrowed and return them in a timely manner, in the near-same condition, as when it was borrowed. Damages to materials may result in loss of book borrowing privileges, financial responsibility for the book or community service. Materials are considered damaged if they meet one of the following criteria: torn or ripped pages, water damage, food or drink stains, or other damages that prevents them from being given to another scholar.

Internet Content Filtering Policy

Undesirable Materials

Providence Collegiate will take all possible precautions to restrict access to undesirable materials including, but not limited to: installing content filtering software/hardware solutions on its network or using an Internet provider which uses content filtering software on its equipment to screen all Internet websites by URL and/or by keyword search. However, scholars must also accept responsibility for restricting access to these materials. Scholars who gain access to undesirable Internet materials must report these materials to their teacher immediately.

Security

Scholars must not allow others to use their network accounts. Designated school officials may review files and communications to maintain system integrity and insure that users are using the system responsibly. Users should not expect that files stored on school file servers to be private.

E-mail

Only school-approved email will be allowed on school premises. For all other email activity, permission must be given by the teacher.

Chat and User Groups

Scholar use of chat and user groups, or social networking sites (e.g. MySpace or Facebook) is not allowed without written approval from the parent as well as a DREAM team member.

Downloading
Downloading from the Internet without approval from a member of the DREAM team is not allowed.

Scholar Records
Federal and state laws provide parents and eligible scholars (those who are age 14 or older) with rights of confidentiality, access, and amendment relating to scholar records. Copies of the regulations detailing these rights are available from the Registrar. The following is a general overview:
Access and Amendment: A parent or eligible scholar has the right to access scholar records and to seek amendment if the parent or eligible scholar believes them to be inaccurate, misleading or otherwise in violation of the scholar's privacy rights.
Confidentiality: Release of scholar records generally requires consent of the parent or eligible scholar. However, the Regulations provide certain exceptions. Staff members and employees of the district have access to records as needed to perform their duties. Complete scholar records will also be sent to schools with the consent of the parent or guardian.

HEALTH POLICIES AND ATTENDANCE IMPLICATIONS

Scholars must be in attendance in order to experience academic success. To that end, Providence Collegiate has strict policies regarding absences and early dismissals for appointments

Providence Collegiate requires that all doctors' appointments be scheduled outside of school hours, as every absence will have a detrimental effect on a scholar's academic grade.

If a child has a doctor's appointment for which he or she must leave the school early, the parent must notify the school with as much advance notice as possible and provide proper and adequate documentation to the school upon the child's return.

Scholars may not miss a full day of school for a doctor's appointment. **In the event that a doctor's appointment cannot be scheduled after school or on an early dismissal day, scholars must come to school prior to and following all appointments.** Excessive absences will be considered a violation of the Family-School Contract.

Medication While at School
If a child requires medication of any kind (including Tylenol, aspirin, and asthma inhalers) parents must communicate in writing with the School Administration and the School Nurse.

Whenever a scholar has missed a school day or a single class due to a doctor's appointment or required family affair, the school requires advance notice before the absence and official documentation after the absence. Providence Collegiate does not have excused or unexcused absences. Missing school for illness or for a family event has the same effect: missed instruction. Families must always provide documentation for any absence. Frequent absences may result in required Summer Academy or in possible retention.

Immunization
Rhode Island State law requires that all children entering school must provide proof of immunization against DTaP (diphtheria, tetanus, pertussis), IPV/OPV, MMR (Measles, Mumps, Rubella), Hepatitis A, Hepatitis B, and Varicella (chicken pox.) These requirements can be waived only if a properly signed health or religious exemption is filed with the school. Every scholar must have on file the required immunizations before they can be enrolled at a DPPS school. Failure to comply with immunization requirements may result in school exclusion.

SCHOLAR LIFE

Advisory

Each scholar at Providence Collegiate Middle School has an advisor (homeroom teacher). This teacher serves as the primary contact person for families with general academic or behavioral concerns or questions.

Advisory Schedule	Tasks	Description
8:05 – 8:10	Greetings and Desk Set-Up	Scholars greet each other and their teacher; prepare their desks for their morning classes.
8:10 – 8:13	Homework Collection	Scholars turn in all of their homework from the previous day, by class, to their advisor. Advisors record complete and incomplete homework.
8:13 – 8:20	Team-Building and Goal Setting	Scholars review their successes from the previous day; set goals as a class and play games that build communication, respect, and joy.

2010 – 2011 Scholar Schedules:

Monday, Tuesday, Thursday Schedule: College Class of 2022				
Arrival/ Breakfast: 7:45- 8:04	**Williams University**	**George Mason University**	**Towson University**	**Syracuse University**
Advisory: 8:05 - 8:20				
Period 1 8:20 - 9:10	Lit Study	Ganas Math A	Writing	Guided Reading
Period 2 9:10 - 10:00	Phys. Ed	Dragon Math B	Ganas Math A	Lit Study
DEAR 10:00 -10:15				
Period 3 10:15 -11:05	Science	Guided Reading	History	Phys. Ed
Period 4 11:05 - 11:55	History	Lit Study	Guided Reading	Writing
LUNCH/RECESS : 11:55 – 12:40				
Period 5 12:40- 1:30	Writing	History	Dragon Math B.	Ganas Math A
Period 6 1:30 - 2:20	Ganas Math A	Writing	Science	Dragon Math B
PM Break 2:20 - 2:30				
Period 7 2:30 - 3:20	Dragon Math B	Science	Phys. Ed	History
Period 8 3:20- 4:10	Guided Reading	Phys. Ed.	Lit Study	Science
Afternoon Advisory and Dismissal: 4:10 - 4:15				
4:15 – 5:05 PM -- After School : HW Club/Detention/Enrichment/Tutoring				

Wednesday Schedule: College Class of 2022				
Arrival/ Breakfast: 7:45- 8:04	**Williams University**	**George Mason University**	**Towson University**	**Syracuse University**
Advisory: 8:05 - 8:20				
Period 1: 8:20 - 9:10	ALL READING: Nonfiction	Ganas Math A	Team Building	Writing
Period 2: 9:10 - 10:00	Writing	Dragon Math B	Ganas Math A	ALL READING: Nonfiction
MORNING BREAK				
Period 3: 10:15 - 11:05	Team Building	Writing	Dragon Math B	Ganas Math A
Period 4 11:05-11:55	Ganas Math A	ALL READING: Nonfiction	Writing	Team Building
LUNCH 11:55 -12:30				
Period 5: 12:30 -1:20	Dragon Math B	Team Building	ALL READING: Nonfiction	Dragon Math B
Advisory 1:20-1:40	**Afternoon Advisory and Dismissal**			

Town Hall

Once each week, Providence Collegiate scholars who have earned the required weekly DREAM Dollars come together as a Team and Family to celebrate their accomplishments for the week. The purpose of Town Hall is to:

- celebrate scholars' academic achievement
- recognize individual scholar accomplishment
- build community through performances, skits, songs and chants
- bring parents, families, and members of the Providence Collegiate community together to see what our scholars are learning and mastering each week
- build school identity and cohesiveness

Families are often welcome to attend Town Hall. Invitations and open dates will be provided to families.

Friday/Town Hall Schedule: College Class of 2022				
Arrival/ Breakfast: 7:45- 8:05	**Williams University**	**George Mason University**	**Towson University**	**Syracuse University**
Advisory: 8:05 - 8:20				
Period 1 8:20 - 9:15	History	ALL READING: Vocabulary	Science	ALL MATH
Period 2 9:15 - 10:10	Comp. Lab	ALL MATH	Health	History
Period 3 10:10 - 11:05	Science	Comp. Lab	ALL MATH	ALL READING: Vocabulary
LUNCH				
Period 4 11:45 - 12:40	ALL READING: Vocabulary	Science	Comp. Lab	Health
Period 5 12:40 - 1:35	ALL MATH	Health	History	Comp. Lab
Period 6			ALL READING:	

1:35 - 2:30	Health	History	Vocabulary	Science
DEAR 2:30 - 2:50	ADVISORS	ADVISORS	ADVISORS	ADVISORS
TOWN HALL: 2:50 - 3:50				
Advisory: 3:50 - 4:10				
4:10 – 5:05 – After School HW Club/Detention/Enrichment/Tutoring				

After school Activities:

Providence Collegiate is committed to providing a college-prep education to its scholars. To this end, the school may offer activities that foster team building, leadership, athletics, and fine and performing arts.

Specific activities may include:

- Basketball
- Soccer
- Guitar Ensemble
- Capoeira
- Debate
- Competitive Math Team
- Shakespeare Club
- Drama
- Art

ACADEMIC PROGRAM

The Providence Collegiate Middle School core academic curriculum includes:

- **READING**: A robust reading program that includes both small group instruction at a scholar's reading level, whole-class instruction using an on-grade-level text and vocabulary work. Reading classes address strategies, skills and content to ensure that scholars will be prepared for a rigorous high school English curriculum.
- **MATH**: Nearly two hours of Math each day focused on fluency and automaticity with math facts, problem solving, logic and critical thinking.
- **WRITING**: Our writing program teaches narrative, persuasive, descriptive and analytical writing. Grammar is taught both in isolation and throughout the revision and editing process.
- **SCIENCE**: Students throughout middle school science engage in Life Science, Earth Science and Physical Science. Students use the Scientific Method and engage in hands-on lab experiences, projects and experiments.
- **CIVICS**: Ranging from Global Literacy to Social Studies, every scholar at Providence Collegiate engages in subject matter related to geography, government and history.

In addition to the core academic program, scholars at the middle school level may also experience:

- Physical Education
- Art
- Computer Skills/Technology
- Leadership and Communication
- Foreign Language

Our Instructional Model

Our success as a network of schools lies partially in our clear and structured routines found in every Providence Collegiate classroom. Our instructional model consists of measurable aims, direct instruction, guided practice and independent practice. Additionally, each class has regular and frequent assessments that measure an individual scholar's level of mastery with the content and skills.

Homework is an important element of our model and is essential for academic success. Scholars must have an opportunity each night to practice the skills and content learned in class. Providence Collegiate staff holds scholars to high levels of accountability with regards to homework, evaluates homework based on accuracy, and checks homework completion each day. Homework is evaluated and contributes to a scholar's final evaluation/report card.

At home, scholars must have a quiet place to complete homework and review class work. Providence Collegiate staff are available via email, cell phone and in person to answer homework questions.

Providence Collegiate believes that the reward for hard work is an opportunity to be challenged even more. Scholars who show they excel in one area will be challenged to excel in other areas.

Scholars are accountable for completing all assigned work. A scholar's ability to make up work and receive credit may be conditional on the documentation surrounding an absence.

Academic Assessment

Our elementary school uses a standards-based report card; our middle and high schools use a numeric grading scale. At each level, the school will communicate the necessary requirements for promotion. At the middle and high school level, Providence Collegiate issues numeric grades that correlate to listing below:

Grading Scale:

A+	= 97-100	B	= 83-86	C-	= 70-72
A	= 93-96	B-	= 80=82	F	= Below 70
A-	= 90-92	C+	= 77-79		
B +	= 87-89	C	= 73-76		

NOTE: Providence Collegiate does not give Ds. We are aware that the lowest grade most colleges and universities will accept for entry is a C-. Because our mission is to send every scholar to the best colleges and universities, we align our grading practices with these standards.

External Assessments and Standardized Tests

Providence Collegiate prepares scholars to succeed on standardized tests required for promotion, high school graduation (State Tests, Regents), and college (SAT). As other measures of scholar progress, DPPS may also administer the MAP and/or Terra Nova examination at the end of each academic year. Standardized test scores are used to help Providence Collegiate teachers develop strategies to improve the academic achievement of each scholar.

Internal Assessments

Grade Level	Internal Assessments
5-8	Baseline Comprehensive Exam in each subject at the beginning of the year
	Midterm and trimester exams in each subject
	Unit tests (may double as midterm in some cases)
	Regular quizzes and/or exit tickets
	Fountas and Pinnell Levelled Assessments (Every Six Weeks)
	MAP Assessment – Nationally-normed computer-based adaptive exam in core academic subjects
9-12	Baseline Comprehensive Exam in each subject at the beginning of the year

	Midterm and trimester exams in each subject
	Unit tests (may double as midterm in some cases)
	Regular quizzes and/or exit tickets
	MAP Assessment
	PSAT Exam
	SAT Exam

Promotional Criteria

Promotion is earned through academic results and attendance. The school will consider all of the following in order to make a determination of promotion:

- Receive a grade of at least 70 in each of their courses
- Receive a grade of least 70 on each end-of-year comprehensive exam
- Achieve a minimum reading level for each grade **or** make two years of growth based on the Fountas and Pinnell Reading Assessment
- NECAP Score
- DREAM $ Average and Community Violations
- Have fewer than 10 absences over the course of the year

Current Grade Level	Minimum Reading Level for Promotion to Next Grade
5	S
6	U
7	W
8	Y

Start Level	Two Years Growth
A	J
B	K
C	L
D	M
E	M
F	N
G	O
H	O
I	P
J	P
K	Q
L	R
M	S
N	T

Start Level	Two Years Growth
O	T
P	U

Q	U
R	T
S	V
T	W
U	W
V	X
W	Y
X	Z
Z	Z

Scholars whose final assessments and final course evaluations do not meet expectation in any class are required to attend DP Summer Academy unless it is determined that the scholar must repeat the grade in the following academic year.

Scholars whose final assessments indicate significant growth but for whom there are substantial academic skill deficiencies or content gaps may be required to attend Summer Academy at the discretion of the school director.

Any Providence Collegiate scholar who does not show substantial growth or mastery in three of more subjects may be subject to repeating the grade in all classes.

Consistently poor behavior by DP standards may result in a summer character education course at the discretion of the school.

Academic Support and Enrichment

Providence Collegiate is committed to seeing substantial growth and achievement in every scholar. Therefore, Providence Collegiate schools provide many opportunities for academic support and enrichment. These opportunities may include:

After school tutoring : Targeted instruction for individual scholars. Tutoring is scheduled by individual teachers.

FOCUS/ Homework Club is an adult-supported opportunity for scholars who require organizational and homework support. FOCUS also provides scholars with the opportunity to work on technology-based skills such as Powerpoint, word processing or keyboarding.

Enrichment is available to those scholars who are in good academic standing as determined by teachers and school leader. At the middle school level, enrichment may include project-based art, theater and P.E. classes as well as Math Counts, and language and culture clubs.

Reading Intervention/Support

Boost Reading Program
Blitz Reading Program

Tutoring and Required School Activities

To improve their academic performance, scholars may be required to attend tutoring or study sessions at any time during the day, after school or on a Saturday at the discretion of the school director and the Classroom Teachers. Whenever your child is unable to attend a required school event, it is imperative that the school receive a phone call and documentation from the family member informing the school of the absence.

Opportunity Days

There are several Opportunity Days scheduled throughout the year. Opportunity Days are pre-determined tutoring days to help scholars to master class materials, retain important skills and generally improve their academic performance. Any scholar may be required to attend a Saturday Opportunity Day. Any scholar required to attend an Opportunity Day will receive notification from the requesting teacher or the school a minimum of one week prior to the Opportunity Day. Opportunity Days exist to help student make academic gains; failure to attend will have academic consequences.

Math Masters

Math Masters is a Saturday Math program to address the needs of our struggling math scholars. There are several cycles of Math Masters throughout the year. Scholars who are invited to attend Math Masters must attend. Failure to attend will have academic consequences as serious as retention. Math Master Teachers are a combination of Rhode Island teachers, Providence Collegiate teachers, and college students. All Math Masters teachers receive professional development from Providence Collegiate and work closely with Providence Collegiate Math teachers.

Saturday Field Trips

In order to maximize instructional time during the week, scholars may take field trips on Saturdays. Field trips improve academic performance and prepare scholars for college schedules. The purpose of these trips is academic enrichment and/or exposure to colleges and universities which they will attend in their future. Saturday Field Trips are mandatory.

Summer Academy

To improve their academic performance, scholars may be required to attend mandatory Summer Academy. Summer Academy will provide support in basic skills and may also address content area gaps. All Summer Academy classes at Providence Collegiate have the goal of closing the achievement gap and have the purpose of ensuring that scholars are performing at the expected level or beyond.

Special Needs & English Language Learners

DPPS provides special education services and ELL services for scholars in accordance with state and federal special education laws, the Individuals with Disabilities Education Act (IDEA), and the regulations implementing those laws. The Academic Collaborative Team (ACT) Program staff:

- Maintain all special education records in accordance with state and federal laws
- Schedule all annual IEP reviews
- Organize professional development for teaching staff
- Support teachers in making appropriate curriculum and instruction modifications

FAMILY ENGAGEMENT

Providence Collegiate is committed to involving all families in contributing to the scholars' academic success. As such, we use a variety of methods of communication. Communication may include:

- Regular Progress Reports: A progress report that includes academic and behavioral updates as well as a brief overview of important school events.
- Providence Collegiate Community Newsletter: A Community Newsletter that highlights events, accomplishments, and field trips, etc.
- Family Portal Website: Families may log-in at www.ProvidenceCollegiate.org to receive updates via the internet
- Automated Phone System: Parents may receive a pre-recorded message from Providence Collegiate for the following reasons:
    - to alert families if their child has earned a behavioral detention
    - to inform families of meetings for parents or scholars
    - to alert families to weather-related school closings to remind families of important documents requiring signatures
    - to issue school-wide reminders and updates
- Family Portal Website: Families may log-in to receive updates via the internet.

Phone Calls

Every member of the Providence Collegiate DREAM Team publishes his or her cell phone number at the beginning of the year. Scholars and parents are encouraged to call teachers. If a teacher does not return a message within 24 hours, the school's director should be informed. Abuse of the phone numbers of the DREAM team will result in serious disciplinary action, including suspension and possible expulsion.

Opportunities for Family Involvement

Family Leadership Council

Providence Collegiate is a partnership made up of the school leadership, teachers, scholars, and families. Although the job of making decisions about school policy belongs to the Head of School and the Superintendent, family involvement is not only welcome, but also absolutely necessary for the success of the school. The Family Leadership Council (FLC) is the family involvement organization at Providence Collegiate school. The mission of the Family Leadership Council is to promote family involvement, to advocate politically for our community, and to support the school, our scholars, and their families. The FLC organizes volunteer opportunities and creates ways to support our scholars in their achievements. There are regular meetings of the Family Leadership Council; all families are welcome and encouraged to get involved. Additionally, we rely on our families, under the leadership of the FLC, to support our efforts for civic engagement through:

- Registering to Vote (if eligible)
- Assisting with Voter Registration Drives
- Joining scholars and the DREAM team for Primary and Election Day Activities

Expectations for Families

Teachers may request mandatory family conferences with families of scholars who are in need of academic and behavioral support. All other families are invited to schedule appointments or to stop by to connect with your child's teachers.

Providence Collegiate families must:

- reinforce Providence Collegiate academic and behavior standards at home
- check homework nightly for completion

- help with homework
- call teachers with concerns
- participate actively in the FLC
- read and sign all notices sent home by the school
- read and respond to family communication when necessary.
- respond promptly to disciplinary calls
- attend school-wide events
- pick up report cards and attend trimester conferences
- volunteer at the school
- assist with scholar recruitment

Gift Giving

Providence Collegiate discourages parents from giving gifts to individual teachers. In lieu of a gift, a handwritten note from a scholar is a more appropriate and powerful way to show appreciation. Parents wishing to give to the school should review our donation list, visit www.donorschoose.org or see the Family Leadership Council for creative ways to show appreciation.

Birthdays

The Providence Collegiate community celebrates birthdays enthusiastically at school gatherings. Out of fairness to all of our scholars and our desire to ensure an academic environment free of distraction, we ask that parents refrain from bringing gifts, food for the class, and visiting scholars on their birthdays. Likewise, we ask that scholars refrain from distributing invitations at school to birthday parties, etc.

Procedure for Parent/Guardian Concerns

If a parent has a concern or disagreement about a classroom event, curricular decision or other academic issue, she or he should first contact the teacher to attempt to resolve the disagreement through informal discussion. If the concern is not adequately resolved, the parent should request a further meeting. The teacher will contact the Head of School to schedule the follow-up conversation.

We are committed to addressing the concerns of our families and seeking a resolution that first and foremost benefits the academic development of the child toward success in the college of his/her choice.

If you would like to file an official grievance with the Board of Directors, you have the right to request in writing from the Head of School, the document that describes the process of filing a grievance.

Providence Collegiate: DREAM Privileges

Though everyone at DPPS works hard for the sake of going to college and changing the world, we also believe that hard work should pay off in opportunities to have fun and enjoy life! Scholars who show DREAM values every day and who have earned DREAM dollars will have the opportunity to redeem those dollars through amazing celebrations, trips, college visits and other amazing experiences.

In-school privileges may include:

Participation in Friday Town Hall
Dress down days
Lunch privileges
Monthly DREAM activities
Purchases from the DREAM Store

Extended opportunities may include:

- College Tour
- Mount Monadnock Hiking Trip
- DREAM Dollar Auction Event
- End-of-the-year trips begin small and get increasingly more distant, complex and exciting throughout a scholar's years at Providence Collegiate. Trips in the past have included:
    - Local museum visits
    - Picnics at Universities
    - New York City College Tour
    - Washington D.C. with an overnight in a college dorm
    - Boston with Whale Watching
    - Montreal and Ottowa, Canada with White Water Rafting
    - London, England

These opportunities work as positive motivators for our scholars to continue working hard, both on their academics and their behavior. Scholars who regularly live the DREAM values will earn these great opportunities. More importantly, scholars who regularly show DREAM values are learning and practicing the behaviors that will lead to college and life success.

CODE OF CONDUCT

Why Are We So Structured?

Without a firm and consistent discipline policy, none of what we imagine for our scholars can happen. Providence Collegiate is committed to providing a safe and orderly school culture in which scholars can improve their academic achievement. Scholars whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Scholars and families have a right to attend a safe and orderly school. Therefore, for every misbehavior, there will be a consequence. This is the basis of our scholar code of conduct. Consequences may vary based on the age and grade level of the scholar, the severity of the incident and the frequency with which the incident takes place.

PROVIDENCE COLLEGIATE CODE OF CONDUCT:

1. Disrupting the School Environment

1.1 Arriving late to school or class: Scholar tardiness disrupts class, inconveniences others, and often results in academic difficulties. Scholars may not be late to school or class.

1.2 Choosing NOT to attend required school, school functions or school support: Scholars are required to attend all academic and enrichment classes, assigned consequences, assigned support opportunities. Scholars are not permitted to leave the building without permission.

1.3 Misbehaving in the Community in and around the School: Scholars may not misbehave while travelling to or from school. Misbehavior includes, but is not limited to: using inappropriate language, making excessive noise, touching other scholars, and being disrespectful to others. Scholars who misbehave on the way to or from school may have to be escorted by a parent or guardian, in addition to other consequences.

1.4 Access to the Building: Scholars are not permitted to block access to any room or part of the school building. Scholars may not leave the building through any exits except those officially marked.

1.5. Violating the Dress Code: Parents may be required to pick up children who are not properly dressed for school, bring the missing Dress Code item to the school, or authorize the scholar to return home to retrieve the necessary items as scholars may not be permitted to attend class when not in proper uniform.

1.6 Gum, Food, and Beverages: Scholars may not chew or carry gum at any time at Providence Collegiate. Scholars may not eat or drink at unauthorized times or places at Providence Collegiate.

1.7 Hallway Behavior: Scholars may not disrupt the instructional environment while in the hallway. As a result, hallways at Providence Collegiate schools are silent.

1.8 Disrupting Class and Preventing Teaching: Providence Collegiate can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Scholars may not disrupt class.

1.9 Arriving to Class Unprepared: When class begins, scholars must be prepared and have all necessary materials (books, pencils, portfolio, paper etc.).

1.10 Failing to Complete Homework: Completing homework is essential to the success of individual scholars and the classroom community. Scholars are expected to complete all of their homework assignments on time.

1.11 Cheating, Plagiarism, and Copying Others' Work: Cheating or copying the work of others (or allowing other scholars to copy work) is unacceptable. This includes any and all talking during exams whether or not in reference to the said exam. In addition to other disciplinary consequences, both the scholar who copied and the scholar who allowed the copying will receive zeros on the assignment. This offense may result in long-term suspension or expulsion.

1.12 Failing to Submit a Required Signature: Scholars are required to secure the signature of a parent/guardian on homework, class assignments and forms when requested by any school staff member.

1.13 Forgery: Scholars may not forge a signature.

1.14 Lying to a Staff Member: Honesty is an essential element of personal character and is necessary for the school to support the DREAM values. Scholars are not permitted to lie or attempt to conceal the truth.

1.15 Being Disrespectful to a Staff Member: A school cannot function properly if scholars are permitted to be disrespectful towards adults. For that reason, scholars may not be disrespectful towards a staff member or any other adult associated with the school.

1.16 Being Disrespectful to a Scholar: If scholars do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, scholars may not be disrespectful toward other scholars.

1.17 Possession of Inappropriate Property: Scholars cannot possess any electronic music or game devices in school. Scholars may not possess any printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school

2. Assault, Battery, Bodily Harm, Inappropriate Touching, and/or Threats

2.1 Causing Bodily Harm: Scholars may not cause physical injury to a scholar, school employee, or another person. Scholars are not permitted to harm or attempt to harm a scholar, school employee, or another person with a weapon or dangerous object.

2.2 Committing Assault or Assault and Battery: Scholars may not commit assault, including sexual assault, or assault and battery on a scholar, school employee, or another person. Assault is an attempt to physically harm another person and does not require physical contact. Battery is any unlawful touching of another person.

2.3 Fighting or Unwanted Physical Contact: Scholar may not fight with other scholars from Providence Collegiate or from any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated regardless of the cause of the disturbance.

2.4 Play-fighting and Threatening: Play-fighting and/or the use of threats harms the safety of the community. Scholars may not play-fight and/or threaten others.

2.5 Setting off False Alarms or Making a Threat: Scholars may not intentionally set off a false alarm or make a destructive threat.

2.6 Engaging in Sexual Activity or Inappropriate Touching: A scholar may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.

3. Possession or Use of Firearms, Weapons, and/or Dangerous Objects

3.1 Possession or Use of a Firearm: Scholars may not possess or use a firearm.

3.2 Possession or Use of a Mock Firearm: Scholars may not possess or use mock firearms

3.3 Using or Possessing a Weapon or Dangerous Object: Scholars are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or his/her property.

3.4 Arson: Scholars may not set a fire and/or light or possess any form of fire-making substance including lighters, matches etc.

4. Possession, Use or Distribution of Controlled Substances, Alcohol, or Tobacco

4.1 Using or Possessing Drugs or Alcohol: Scholars may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the Nurse or Office Manager by a parent or guardian with a doctor-signed Medication Authorization Form. Scholars may not be in possession of prescribed or over-the-counter drugs.

4.2 Selling, Possessing, or Transferring Drugs or Alcohol: Scholars may not sell, distribute, or possess with intent to sell or distribute prescribed or non-prescribed controlled substances.

4.3 Selling. Possessing, or Transferring Tobacco Products: Scholars may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing tobacco, or other tobacco products.

4.4 Selling or Possessing Mock Controlled Substances, Alcohol or Tobacco: Scholars may not sell, distribute or possess mock controlled substances, alcohol or tobacco.

5. Harassment and Violation of Civil Rights

5.1 Violating the Civil Rights of Others: Scholars may not violate the Civil Rights of others.

5.2 Harassment: Scholars may not make unwanted sexual advances towards or commit sexual harassment of any member of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, age, sexual orientation, or disability is not permitted.

5.3 Abusive or Profane Language or Treatment: Scholars may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

6. Theft or Vandalism

6.1 Theft, Loss or Destruction of Personal or School Property: Scholars may not steal, lose or damage someone else's or school property.

6.2 Mistreatment or Inappropriate Use of Technology or School Property: Scholars must treat computers, printers, and other technology with care. Providence Collegiate does not tolerate attempts to access the school's files or other inappropriate uses of technology or the internet. Scholars do not have the right to use school computers to access chat rooms or emails or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Scholars are prohibited from using school telephones. In the event of an emergency, scholars may be allowed to use the school telephones, but only at the discretion of school staff members. Scholars must not mistreat other school property including but not limited to text and reading books. Writing or marking on any desks or school property is strictly prohibited.

7. Failure to Comply with School-Imposed Consequences: Scholars must comply with school-imposed consequences. In order for the school to maintain high expectations and a safe and respectful school environment, two vital parts of our school culture, scholars must comply with all consequences assigned.

8. Repeated violations of the Code of Conduct: Repeated violations may result in consequences of greater severity or length at the discretion of the school's leader. Consequences may include DREAM dollar losses, removal of in-school privileges, in-school or out of school suspension. Repeated inability to adhere to the school's rules will result in an increased severity of consequences and will involve families to a greater extent.

The D.R.E.A.M Dollar System

Providence Collegiate establishes and maintains a scholar and teacher community that is efficient and orderly, warm and productive. The DREAM Dollar system is one way that our staff, families and scholars can measure their success with the school's DREAM values. The DREAM Dollar system is a merit-based system in which scholars are "paid" DREAM Dollars each day they arrive to school, on-time, with the necessary materials and demonstrate DREAM values. Scholars who go above and beyond the school's expectations can also earn additional positive DREAM Dollars. When scholars violate the expectations established through the DREAM Dollar system (the Code of Conduct), they will lose a certain amount of DREAM Dollars as a consequence.

The DREAM dollar system is adapted appropriately based on the emotional and intellectual development of the child. The expectation is that our scholars are participating appropriately in our community and contributing to our efficient, orderly, warm and productive environment. DREAM dollars are introduced in Kindergarten; each year thereafter, the concept of DREAM dollars as a measure of behavioral success adapts to the grade-level abilities and needs of our scholars. For example, as scholars develop the ability to manage their own engagement

in a classroom setting, scholars are held accountable for remaining engaged in a lesson through eye-contact, asking and answering questions. As scholars grow older, expectations for engagement may change. What remains constant is our expectations that scholars show the DREAM values; what changes is the specific indicator of that value. Below, see a list of the specific behaviors that scholars at Providence Collegiate Middle School are expected to show.

DREAM Value	Expectations
Discipline	Follow specific directions right away and all the way.
	Remain silent when silence is asked for and during instructional and independent work time.
	Adhering to a consistent study schedule at home
Respect	Be respectful with your body language and attitude
	Be verbally polite to those around you even when you are given a direction you do not like.
	Use team-oriented language that supports individual and group efforts.
Enthusiasm	Use STAR posture. (Sit straight up and tucked in behind your desk, Track the speaker, Ask and answer questions, and Raise your hand throughout the school day)
	Move quickly from place to place and from task to task.
Accountability	Apologize and take responsibility for mistakes that you might make.
	Come prepared and organized to school each day.
Maturity	When no one is looking still behave as excellently as if all of your teachers and family were in the room watching and listening to you.
	Be a responsible role model and leader for yourself and your classmates.

Procedures for Disciplinary Action and Community Violations

As stated above in the general code of conduct, misbehaviors at Providence Collegiate result in consequences. If negative behaviors persist, or scholars have not adequately served the given consequence, more serious consequences may be put in place. These consequences vary based on the grade level of the scholar, severity of the action, and frequency of the incident, but may include:

- Scholar reflection on community violation (May be written, private or public)
- Removal of school privileges (Including school trips, in-school privileges, etc.)
- Lunch or after school detention
- School/community service
- In-school suspension
- Short-term out-of-school suspension
- Long-term out-of-school suspension

If any disciplinary incident is not resolved or occurs again, further disciplinary action is taken. A parent or guardian may be required to meet with an administrator regarding infractions prior to a scholar's return to school.

Short-Term Suspension

If a scholar commits an offense that calls for a short-term suspension (10 days or less), s/he is subject to the following:

- If necessary the scholar is immediately removed from class and/or school.
- The scholar is entitled to respond to the charges against him or her.
- The Head of School, or his/her designees address the conduct and assigns the appropriate consequence.
- The parent/guardian is notified by the school via phone.
- Written notice shall be provided in the form of a letter sent home with the child. Such notice shall include a description of the incident or incidents resulting in the suspension.
- For every suspension over two days, a parent or guardian may be required to meet with an administrator regarding the infractions prior to a scholar's return to school.
- On any day that a scholar receives an out-of-school suspension, s/he required to come to school between 8:10 and 9:00 am to receive any classwork and homework that would be missed.

Long-Term Suspension

If a scholar commits an offense that calls for a long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the scholar is immediately removed from class and/or school.
- The parent/guardian is immediately notified by the School.
- The school sets a hearing date. The scholar and/or his or her parent/guardian are notified in writing.

Expulsion

If a child is being considered for expulsion from a Providence Collegiate Public School, the school shall provide written notice to the scholar and his or her parent/guardian that the scholar is being considered for expulsion. Such notice shall also set a time and place for a conference and inform the parent/guardian of his or her right to be accompanied by an individual of their choice. Except for those items that, under state and federal law, require immediate expulsion, the School may not expel a scholar unless a prior written and verbal warning for expulsion has been issued to both the scholar and his or her parents/guardian. The school will provide written notice and documentation that clearly demonstrates which aspects of the DREAM values have been violated and why these violations warrant possible expulsion. If a parent chooses to appeal the School's decision regarding expulsion, s/he may appeal such a decision to the Head of School. If the matter is not resolved, they may write to the Board of Directors to request a review of their child's status.

Supplementary Instruction

Scholars who are suspended will be provided with alternative instructional materials that must be completed satisfactorily to return to school. Arrangements will be made between the school and each individual family for the delivery of services, pick up/delivery of work, and the making-up of any missed assignments and classroom instructional support. All IDEA mandates will be followed for scholars with disabilities.

Due Process Procedures

Scholars with disabilities have the same rights and responsibilities as other scholars, and may be disciplined for the same behavioral offenses listed above. If a scholar with disabilities has an IEP that includes disciplinary guidelines, then that scholar will be disciplined according to those guidelines as required by IDEA. Scholars for whom an IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy listed above.

VISITING PROVIDENCE COLLEGIATE

We are proud of the work our scholars and DREAM team of staff do each day and welcome visitors to see our achievement and progress in action.

Visitor Policy

Providence Collegiate always welcomes and encourages visitors, both from within and outside of our school community, to our school. However, in order to assure the safety and well-being of all scholars and staff, all visitors – including parents and guardians – are required to report to the office at the main entrance of each school. A visitor may be required to have a visitor's pass once they have checked in with the Office Manager. Any visitor who does not report to the office, or is found in the building without authorization and a visitor's pass, will be asked to leave immediately and the authorities called if the request is not adhered to.

Providence Collegiate maintains an open door policy with our parents and families provided they are not a distraction to the learning environment. Family members who are over 18 are welcome to come and observe classes and school operation. Parents and family members are also welcome to request meetings with any member of the DREAM team. Meetings will be scheduled at the DREAM team member's earliest possible convenience. If requests for a meeting are not met, family members should report the concern to the school's director.

In case of an emergency, parents or guardians should contact the Office Manager either by phone or in person. Under no circumstances should parents or guardians contact scholars in their classrooms, including Homework Club and detention, or attempt to withdraw scholars from the building without notifying and receiving permission from the Office Manager.

Please note that while families may visit the school at any time, family visitations to their own child's classroom are generally not permitted during the first six weeks of school. This allows teachers to establish a strong classroom culture that is focused on academic learning and is distraction-free.

Disruptive Visitors & Restricted Access

Providence Collegiate works hard to maintain a safe and orderly environment for teachers and scholars. To that end the school reserves the right to restrict visitors (including family members of scholars and staff) who do not display the DREAM values of the larger community. Examples of disruptive visitors include those who raise their voice, use profanity, threaten scholars or staff, or are physically or verbally aggressive in any way.

If a visitor's access must be restricted due to inappropriate behavior of any kind, they will receive a letter outlining the offenses that led the restricted access and will be notified as to proper procedures for contact and communication with both staff and their scholar while on Providence Collegiate property. If after a visitor has

received a restricted access letter, they continue to disrupt the Providence Collegiate learning environment greater steps may be taken including notification of the proper authorities and/or expulsion from the Providence Collegiate community.

Nondiscrimination

Providence Collegiate does not discriminate in admission to, access to, treatment in, or employment in its services, programs and activities, on the basis of race, color, or national origin, in accordance with Title VI of the Civil Rights Act of 1964 (Title VI); on the basis of sex, in accordance with Title IX of the Education Amendments of 1972; on the basis of disability, in accordance with Section 504 of the Rehabilitation Act of 1973 (Section 504) and Title II of the Americans with Disabilities Act of 1990 (ADA); or on the basis of age, in accordance with the Age Discrimination in Employment Act of 1974 (ADEA). In addition, no person shall be discriminated against in admission to Providence Collegiate on the basis of race, color, creed, gender, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. No person shall be discriminated against in obtaining the advantages, privileges or access to the courses of study offered by Providence Collegiate on the basis of race, gender, color, religion, national origin, or sexual orientation. Finally, pregnant scholars are allowed to remain in regular education classes and participate in extracurricular activities with non-pregnant scholars throughout their pregnancy, and after giving birth are permitted to return to the same academic and extracurricular program as before the leave (Title IX).

Harassment

Providence Collegiate is committed to maintaining a school environment free of harassment based on race, color, religion, national origin, age, gender, sexual orientation, or disability. Harassment by administrators, certified and support personnel, scholars, vendors and other individuals at school or at school-sponsored events is unlawful and is strictly prohibited. Providence Collegiate requires all employees and scholars to conduct themselves in an appropriate manner with respect to their fellow employees, scholars and all members of the school community.

PROVIDENCE COLLEGIATE DRAFT PERSONNEL HANDBOOK

DISCLAIMER

THESE PERSONNEL POLICIES AND PRACTICES ARE SOLELY FOR THE GUIDANCE OF EMPLOYEES AND ARE SUBJECT TO CHANGE AT ANY TIME AT THE SOLE DISCRETION OF THE BOARD OF TRUSTEES AND THE ADMINISTRATION OF PROVIDENCE COLLEGIATE.

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WELCOME To The DREAM Team!

Welcome to Providence Collegiate! We are so excited to have you as part of our DREAM Team as we educate our scholars for success in the college of their choice and a life of active citizenship. This handbook will ensure that you are informed about the many benefits and services provided to the employees of Providence Collegiate.

The information in this handbook is important to all staff at Providence Collegiate. Read the manual now and keep it in a convenient place. You will want to refer to your handbook when you have questions about school policies and benefits. However, this document is informational only, and is not an attempt to provide a complete reference to the law, employee rights, or the regulations of the State Education Department. If specific questions arise, we urge you to discuss them with the appropriate administrative staff.

Providence Collegiate, like all charter schools, is subject to the provisions contained in both federal law and certain laws of the state of Rhode Island. Charter schools are bound by the same Rhode Island State health and safety, civil rights and student assessment requirements as other public schools. From time to time the need will arise to amend, modify, rescind, delete, supplement or add to the provisions of this handbook as law and regulations dictate. Every effort will be made to keep you informed of all changes to law, regulation and policy. The Campus Director/Head of School will attempt to provide you with notification of any other changes as they occur.

If any policy contained in this handbook is inconsistent with federal or applicable state law, the applicable federal or state law prevails.

If you have any questions concerning the contents of this handbook, please consult with the Senior Director of Human Resources.

We hope you enjoy the challenge of working at Providence Collegiate and we wish you great success in your future here as we prepare our students to ***work hard, go to college, and change the world!***

SECTION I

INTRODUCTION

Mission: Providence Collegiate will educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship.

Vision: Providence Collegiate has a common set of program elements and core values. All schools in the Democracy Prep Public Schools Network share these elements.

Providence Collegiate's Elements

1. More Time – Providence Collegiate's school day, the school week and the school year are extended to afford all of our scholars enough time to be academically successful
2. Data-Driven Instruction: Providence Collegiate believes in frequent assessments to determine knowledge acquisition and inform instruction
3. Rigorous Curricula: Providence Collegiate's curricula are based on an accelerated application of standards that ensures that all scholars will succeed in college
4. Strong School Culture: Providence Collegiate's school culture is safe, structured and joyful, built on a foundation of high expectations for all members of our community.
5. You! Providence Collegiate believes that the single most important ingredient for academic achievement is **phenomenal educators**, like you.

Additionally, Democracy Prep schools have three defining characteristics that set us apart from our colleagues in the no-excuses movement: Democracy Prep schools are committed **to serving all students**, including students with special needs and students who are not native speakers of English, and putting them on the path to college; Democracy Prep schools are able to provide a comprehensive college prep experience primarily **on government funding**, which means that we don't rely on substantial private philanthropy to run our core programs; Democracy Prep prepares all scholars to be **civically engaged**, in meaningful and authentic ways so that they are able to succeed in college and change the world!

Primary Goals and Responsibilities of Faculty/Staff

As an employee of Providence Collegiate, your primary responsibility is to educate our scholars for success in the college of their choice and a life of active citizenship. All members of the Providence Collegiate community must take an active role in achieving this goal. Providence Collegiate staff members are also responsible for the development of each child's potential, including intellectual, social-emotional and physical.

Employee Code of Conduct

The mission of Providence Collegiate requires that all involved in Providence Collegiate's work develop relationships of collegiality. All staff members conduct themselves with a high degree of mutual, professional and personal respect. This code and the entire personnel manual must be adhered to by all staff to remain employed by Providence Collegiate and to be paid for the full 12-month school year. It is expected that employees who choose not to continue their employment or are not asked to return for the next school year will continue to maintain a professional demeanor. A non-professional demeanor includes: bad-mouthing the school, lack of job performance, destruction of school property, etc. Persons deemed to be engaged in such negative behavior will forfeit their remaining salary, will have their benefits terminated, and will not receive a positive reference letter. We value teachers, staff, and volunteers actively participating in discussions of decisions affecting them. Providence Collegiate values diversity in perspectives, leading to a deeper understanding of organizational reality and an enriched knowledge base for decision making. We encourage employees to resolve conflicts in a healthy way that leads to stronger solutions to complex issues. We value employees reflecting on their own and others' thinking in order to achieve better organizational decisions.

Confidentiality

Genuine community requires respect for individual privacy. Among other things, this means a high degree of attention to confidentiality. As individuals within the community, we should share information about one another and our students on a judiciously-defined need-to-know basis. If one needs to know something in order to carry out school responsibilities, one should know it; otherwise the information should not be shared.

Providence Collegiate emphasizes the extraordinary degree of care that employees (including volunteers) must take in maintaining the confidentiality of all school matters, including information about children and families, as well as fellow employees. Staff and student records may not be taken out of the office. Our obligation to maintain confidentiality requires that information not be released to anyone other than the child's parents without the consent of the parent. This handbook will further address the confidentiality demanded of Providence Collegiate employees in subsequent sections.

Relationships with Our School Community

Impressions are constantly changed and formed by every contact parents have with us, and we should conduct ourselves accordingly. When our parents send us their children, they have great expectations for our school and our mission. It is up to each of us to fulfill these expectations and build a lasting impression. We must be professional in every aspect of what we do and say.

EQUAL EMPLOYMENT OPPORTUNITY POLICY STATEMENT

Equal Employment Opportunity has been, and will continue to be, a fundamental principle at Providence Collegiate, where employment is based upon personal capabilities and qualifications without discrimination due to race, color, religion, sex, age, sexual orientation, national origin, disability or any other protected characteristic as established by law.

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

Campus Directors and Heads of Schools have overall responsibility for the implementation of this policy and maintenance of reporting and monitoring procedures. Employees' questions or concerns should be referred to their Campus Director/Head of School. Disciplinary action may be taken against any employee willfully violating this policy.

Non-Discrimination and Anti-Harassment Policy

It is the policy of Providence Collegiate to ensure equal employment opportunity without discrimination or harassment on the basis of race, color, national origin, religion, sex, age, disability, citizenship status, marital status, creed, sexual orientation or any other characteristic protected by law. Providence Collegiate prohibits and will not tolerate any such discrimination or harassment.

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

Harassment is unacceptable under the law and will not be tolerated here. Providence Collegiate prohibits all types of harassment, including verbal, based on an employee's sex, race, religion, national origin, ethnicity, age, physical or mental disability, sexual orientation or any other basis prohibited by federal, state or local law. This prohibition applies in your relationships with all employees, students, parents and guardians, visitors, and guests. Likewise, Providence Collegiate will not tolerate retaliation or reprisals of any type against any employee who complains of harassment or provides information in connection with any such complaint.

Definitions of Harassment

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

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

b. Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, national origin, age, disability, citizenship status, marital status, creed, carrier status, sexual orientation or any other characteristic protected by law, or that of his/her relatives, friends or associates, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (ii) has the purpose or effect of unreasonably interfering with an individual's work performance; or (iii) otherwise adversely affects an individual's employment opportunities.

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

The same prohibition applies in relationships to students, parents or guardians and guests. Providence Collegiate will not tolerate such behavior.

Individuals and Conduct Covered

These policies apply to all applicants and employees, and prohibit harassment, discrimination and retaliation whether engaged in by employees, by a supervisor or manager or by someone not directly connected to Providence Collegiate (e.g., an outside vendor or consultant).

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

Retaliation Is Prohibited

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

COMPLAINT PROCEDURE AND INVESTIGATION

Reporting an Incident of Harassment, Discrimination or Retaliation

Providence Collegiate strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct that they believe is contrary to Providence Collegiate's policy or who have concerns about such matters should file their complaints (anonymously) with their Campus Director/Head of School or Providence Collegiate Human Resources office before the conduct becomes severe or pervasive.

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

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

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

The Investigation

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly, thoroughly and impartially. The investigation may include individual interviews

with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action.

Responsive Action

Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Responsive action may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reduction of wages, demotion, reassignment, temporary suspension without pay, or termination, as Providence Collegiate believes appropriate under the circumstances.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Chair of the Board of Trustees of their respective school who will delegate the complaint to the appropriate committee or full board to resolve. The committee or full board of trustees must render a decision within **10** working days of receipt of the appeal of the decision made by the Campus Director/Head of School.

Individuals who have questions or concerns about these policies should discuss them with their Campus Director/Head of School.

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

SUMMARY OF ANTI-DISCRIMINATION RESPONSIBILITIES

Employees are expected:

1. To refrain from all conduct that might be considered discrimination or harassment.
2. To report complaints to the Campus Director/Head of School who will treat such information with sensitivity and any necessary confidentiality.
3. To cooperate reasonably in any investigation conducted by the School or its agent.

Supervisors are expected:

1. To maintain a workplace free of discrimination, harassment, and intimidation.
2. To inform employees of the School's policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentially, to the administration.
3. To report all complaints of discrimination and harassment to the administration.
4. To investigate promptly each complaint and, where the investigation confirms the

allegation, to take appropriate corrective action, up to and including discharge.

5. To be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
6. To not retaliate against any employee for bringing a complaint.

Administration is expected:

1. To educate and train employees at each level to ensure the success of the School's policy. Accordingly, the administration will ensure that all supervisors and employees are apprised of the School's policy against discrimination and harassment and of their responsibilities hereunder.
2. To meet with employees during orientation to review the policy and the types of conduct prohibited.
3. To assist supervisors in their investigation of complaints, including training all investigators on proper investigative procedures and safeguards. Where complaints are lodged directly with the administration, it shall investigate promptly and report findings to the appropriate supervisor or level of management with recommendations concerning corrective action where appropriate.

Ethical Conduct

It is the responsibility of all Directors, Officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements.

No Director, Officer or employee who in good faith reports a violation shall suffer harassment retaliation or adverse employment consequences because of such report. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment.

Reports of violations should be made to the following in this order:

1. Employee's direct supervisor
2. Campus Director
3. Providence Collegiate Chief Administrator
4. Board Committee (individual school)
5. Board of Trustees (individual school)

SECTION 2 - STAFFING

RECRUITMENT AND HIRING

Providence Collegiate selects applicants for employment on the basis of experience, character, alignment with the School's mission and philosophy, necessary credentials, and ability to perform their required duties. The School is committed to evaluating each applicant and employee on the basis of personal skill and merit. The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships.

Providence Collegiate will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

The School uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, etc.

Eligibility to Teach in a Charter School

Charter school staff members are employees of the charter school, not the school district in which it is located. Except as set forth below, you are a public employee and must become certified, in accordance with requirements applicable to other public schools.

Hiring Procedure

Once an employee has been informed by the Campus Director/Head of School that it is the intention of Providence Collegiate to hire him/her, the following documents/procedures must be completed/followed. Employment is contingent on providing truthful and complete documentation including the following:

1. Application and resume
2. W-4
3. Fingerprinting as required by Rhode Island law
4. Health questionnaire, Vaccination record and TB clearance
5. Child Abuse clearance
6. I-9 Criminal Background form
7. Confidentiality Agreement Form
8. Academic transcripts and a copy of the diploma from all institutions of higher education
9. All certification and credentialing documentation from any governmental entity
10. Computer Policy Agreement Form
11. Cell Phone policy agreement
12. Staff Information Form

Immigration Status

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three days of their hire date. Failure to provide the appropriate documentation will be grounds for termination.

Fingerprinting

Providence Collegiate require all employees to be fingerprinted for the purpose of a criminal history background check, including child abuse.

Employment Categories

Each employee is categorized as full-time or part-time and as exempt or non-exempt.

1. **Full-time employees** are those who work 40 or more scheduled hours each week.

2. **Part time employees** are those who work less than 40 scheduled hours each week. Part-time employees are not eligible for benefits unless their school work schedule has been reduced for educational commitments agreed upon by the administration and approved by the Campus Director/Head of School.

3. **Exempt employees** are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws. Exempt employees are not eligible for overtime pay. At Providence Collegiate all administrators, leaders, instructional staff, executives, and professionals are deemed exempt employees.

4. **Non-exempt employees** are eligible to receive overtime pay or compensatory time off at the rate of one **1.5** hours for time worked over 40 hours in one pay week. Staff are eligible for overtime when requested in advance by their supervisor to work additional hours. Their salaries are calculated on an hourly basis.

5. **Temporary employees** are hired for a specified project or for a limited time-frame. A temporary employee, in a non-exempt position, is paid by the hour. A temporary employee in an exempt position is paid according to the terms of hire for that individual. Temporary employees do not receive any additional compensation or benefits provided by Providence Collegiate unless there is a specific agreement made as part of the terms of agreement.

6. **Consultants** are independent contractors who work under a consultancy agreement, have no employee status, and are not eligible for benefits.

Professional Categories

1. **Direct Instructional**- Classroom teachers and assistant teachers based on the

Providence Collegiate Teacher salary scale.

2. **Administrative/Leadership (non-instructional)** includes Head of School, Campus Directors, and other Senior Director and Director level positions.

3. **Educational Support (non-instructional)** Includes Social Worker, Student Recruiter, Dean, Student Registrar, Special Projects, Technology, Librarian, interns, and other coordinator level positions.

GENERAL STAFF POLICIES

Employment at Will

As is stated throughout this handbook an employee's professional relationship with Providence Collegiate is an employment "at will." This employee handbook does not constitute a contract for employment between Providence Collegiate and its employees. The employee or the School may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be terminated at any time with or without cause or notice.

It is the responsibility of the Board of Trustees to oversee school policies and operations. However, no person other than the Campus Director/Head of School has authority to enter into any agreement for employment for any specified period of time, and any such agreement must be in writing.

Staff Personal Appearance/Dress Code

Dress should reflect the culture of the school. Providence Collegiate sets high expectations for our students and staff is expected to model these expectations. The basic dress standard for all staff is a shirt and tie with slacks for men and dress, suit, blouse/skirt, or pants with blouse for women. If you report to work improperly dressed or groomed, your supervisor, at his or her discretion, may instruct you to return home, and you will not be paid for time spent in transit to change clothes.

Shorts, tank tops, tee shirts, blue jeans, sexually provocative garments, clothing with profane symbols or content, flip flops and sneakers are deemed inappropriate forms of dress during normal business hours unless specifically indicated by the Campus Director/Head of School. Heavily scented colognes, perfumes or other aftershave lotions may be offensive to others or cause allergic reactions and are not acceptable. Articles of clothing, accessories or any aspects of personal appearance that are visibly distracting may be deemed inappropriate by the immediate supervisor.

Introductory Period Unless otherwise provided by contract, if you are a newly hired employee or an employee promoted to assume new job responsibilities, you will work on an introductory basis for the first ninety days of employment (exclusive of any vacations) after your date of hire or promotion. The introductory period is intended to provide you the opportunity to demonstrate your ability to achieve a satisfactory level of performance and to determine whether the position meets your expectations.

Providence Collegiate uses this period to evaluate your capabilities, work habits, interaction with staff, students and families and overall performance. When you complete your introductory period, your performance may be evaluated. Providence Collegiate may end the employment relationship or your promotion to a new position at any time during or after the introductory period with or without cause and with or without advance notice.

Upon successful completion of your introductory period, you will continue your employment as an at-will employee and be entitled to participate in the benefits applicable to your employment category.

Providence Collegiate School Year

The Providence Collegiate School year begins on 1 July and ends on 30 June of the following year. For instructional staff the school year begins on or about the 15th of August or whatever day chosen as the first day and ends a full year from that date. For pay purposes, instructional staff members are paid for a 12-month period.

As a new employee, your job performance may be reviewed by your supervisor at the end of your introductory period. After this initial review, you will receive a performance evaluation every trimester. Professional evaluations of faculty take place throughout the year. The evaluation process, leads to specific performance objectives and actions. Thus the evaluation process should be viewed as a cyclical rather than a seasonal process. Evaluations are meant to encourage reflection and lead to improvements in and out of the classroom.

These evaluations provide both you and your supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Your evaluation will usually be in writing.

After your supervisor discusses the evaluation with you, you will be asked to sign the evaluation form to acknowledge having received and reviewed it. You should feel free to comment on any statement that you do not understand or with which you disagree. In addition to any discussion you wish to have, you may put such comments in writing and submit them to your supervisor. Your evaluation, together with your written comments, becomes a part of your personnel file and may have a bearing on any personnel decisions involving you.

We work closely with all employees to help them perform to the best of their abilities. The frequency and method of performance evaluation varies, depending on your position. Your supervisor will be able to discuss the means by which your job performance will be evaluated.

Providence Collegiate does not recognize the concepts of tenured appointments. Rather, it views each teacher as a professional and accepts the obligation of assisting each faculty member in maximizing her/his professional potential.

Providence Collegiate is committed to maximizing the educational experience of its pedagogical staff. To that end, observations, reviews and evaluations will be made with the objective of enhancing the experience and ability of the teacher. Observations and formal evaluations may be provided by the administration at least once each school year. More frequent observations may occur with less experienced or new pedagogical staff.

Your observations will be both formal and informal. Informal observations may be unannounced or casually mentioned ahead of time; these may be for any duration. This observation will assist the individual teacher in her/his development.

Providence Collegiate will make a sincere effort to inform a teacher whether she/he could anticipate receiving an employment letter for the subsequent school year by May 30 of the current school year. The Board of Trustees of Providence Collegiate, its administrators and faculty understand and appreciate that employment is directly associated with the budget process and enrollment. Therefore, while there is no expectation of employment from one school year to the next, employment advisements should be provided to current faculty members no later than May 30 of the current school year.

Elimination of Positions and Reduction–in-Force

From time to time it may be necessary to phase-out or eliminate certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by Providence Collegiate to guide such phase-out or reductions-in-force. Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused vacation leave as eligible and described in the chapter of this manual entitled "Time and Attendance."

In the absence of a policy or contract to the contrary, Providence Collegiate reserves unto itself the right to reduce the number of employees in any job classification. A determination will be made based upon the needs of the School, the titles and individuals to be terminated.

Resignation

When an employee decides to leave for any reason, the Campus Director, or Providence Collegiate Leadership Team member, whoever is applicable, would like the opportunity to discuss the resignation before final action is taken. Providence Collegiate often finds during this conversation that another alternative may be better. If, however, after full consideration the employee decides to leave, it is requested that the employee provide Providence Collegiate with advance written notice and not depart until the end of the school trimester. Providence Collegiate employees shall file a written notice with the school at least four weeks prior to the date of resignation. Providence Collegiate believes that four weeks written notice is required in order to achieve appropriate educational transition. Should an employee terminate his or her appointment at the School by voluntarily discontinuing work during the academic year, the School will cease salary and benefit payments as of the date work was discontinued.

Providence Collegiate will only compensate employees for unused vacation or continue payment through the end of the school year when the employee works until the end of the

current school trimester, and is not terminated for gross misconduct or cause; otherwise the employee shall not be eligible to be paid for unused vacation. If, as sometimes happens, the employee's supervisor wishes for the employee to leave prior to the end of the school trimester, the employee may be paid for unused accrued vacation. Please note that Instructional staff do not accrue vacation but rather are paid for school holidays/vacations.

Teacher/s who are not offered a position to return for the following year upon the completion of the current school year and/or who resigns or departs under good terms as defined by professional departure terms below will continue to be compensated for their full 12-month school year contingent on the completion of their responsibilities. However, the school reserves the right to discontinue payment for failing to adhere to the professional departure expectations, and the resignation/non-renewal will be changed to an involuntary termination. Payment for the remainder of the school year will be forfeited as well as benefits, bonuses and payments into 403(b) plans.

Discipline – Other Than Immediate Termination

If an employee does not meet performance standards, Providence Collegiate may, under appropriate circumstances, take corrective action, other than immediate dismissal. The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement, such as poor work performance, attendance problems, personal conduct, general compliance with Providence Collegiate's policies and procedures and/or other disciplinary problems.

Whenever necessary and possible, Providence Collegiate will follow a progressive discipline policy. Our progressive discipline policy and procedure is designed to provide a structured corrective action process to improve and prevent a recurrence of undesirable behavior and/or performance issues. It has been designed consistent with our organizational values, HR best practices and employment laws. This policy is not intended to constitute a contract and all employees are considered employees-at-will.

Written Warnings

The supervisor should discuss the problem and present a written warning to the employee in the presence of an administrative representative. This should clearly identify the problem and outline a course of corrective action within a specific time frame. The employee should clearly understand both the corrective action and the consequence (i.e. termination) if the problem is not corrected or reoccurs. The employee should acknowledge receipt of the warning and include any additional comments of their own before signing it. A record of the discussion and the employee's comments should be placed in the employee's personnel file. Employees who have had formal written warnings are not eligible for salary increases, bonus awards, promotions or transfers during the warning period.

Termination

As an employee of Providence Collegiate you are an employee at will and therefore you may be terminated at any time with or without cause. This means that no one has a contractual right, express or implied, to remain in Providence Collegiate's employ. The School will exercise this prerogative in the event that there has been a breach of any of the policies, laws, regulations or standards that Providence Collegiate is held accountable for.

Instances that may require immediate termination include, but are not limited to,

1. Corporal punishment
2. Failure to report child abuse
3. Breach of trust or dishonesty
4. Conviction of a felony
5. Willful violation of an established policy or rule
6. Gross negligence
7. Insubordination
8. Violation of the Anti-Harassment and/or Equal Employment Opportunity Policies
9. Time card or sign-in book violations
10. Undue and unauthorized absence from duty during regularly scheduled work hours
11. Deliberate non-performance of work
12. Larceny or unauthorized possession of, or the use of, property belonging to any co-worker or visitor of Providence Collegiate
13. Unauthorized posting or removal of notices from bulletin boards
14. Excessive absenteeism or lateness
15. Marring, defacing or other willful destruction of any supplies, equipment or property of Providence Collegiate
16. Failure to call or directly contact a supervisor when an employee will be late or absent from work
17. Fighting or serious breach of acceptable behavior
18. Violation of the Alcohol or Drug Policy
19. Theft
20. Violation of Providence Collegiate's Conflict of Interest/Outside Employment Policy and/or Confidentiality Policy
21. Gambling, conducting games of chance or possession of such devices on the premises during work hours
22. Leaving the work premises without authorization during work hours
23. Sleeping on duty
24. Any other conduct deemed inappropriate by the Campus Director/Head of School

This list is intended to be representative of the types of activities that may result in disciplinary action or immediate dismissal. It is not exhaustive, and is not intended to be comprehensive and does not change the employment-at-will relationship between the employee and Providence Collegiate. This list is not all-inclusive and termination may result for "common sense" violations of Providence Collegiate's policies and procedures not enumerated above.

No supervisor or other representative of Providence Collegiate (except the Campus Director/Head of School) has the authority to enter into any agreement for employment for

any specified period of time, or to make any agreement contrary to the above.

In addition, employees are expected to meet Providence Collegiate's standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with Providence Collegiate's policies and procedures. If an employee does not meet these standards, Providence Collegiate may, under appropriate circumstances, take corrective action up to and including termination.

Professional Departure

Providence Collegiate may schedule an exit interview with a terminated or departing employee on the employee's last day of employment. Departing employees are responsible for the return of school property including, if applicable to the particular employee:

School Security Card
Picture Identification Card
Office/Classroom/Desk/Building Keys
School-issued credit cards
School Manuals
Computers
Student Records
Parking Permits
Cell Phones
Any additional school-owned or issued property
Post all curriculum/educational material to the designated drive of the school Server

Professional departure from Providence Collegiate includes no further contact with Providence Collegiate's current or former students without first obtaining approval through the appropriate Providence Collegiate Leadership Team member. Visits to any Providence Collegiate school must be approved in advance.

Solicitation of Providence Collegiate employees is strictly prohibited without approval of Providence Collegiate staff.

Employees may choose the continuation or waiver of comprehensive medical coverage and dental coverage under COBRA. Specific information will be provided at the exit interview.

Termination of Benefits

Benefits (Life, Medical and Dental) end on your last day of employment, (or, last day of the month in which your last day of employment falls). An employee, unless dismissed for gross misconduct, has the option to convert to individual life insurance, and/or to continue Medical/Dental Benefits in accordance with The Consolidated Omnibus Budget Reconciliation Act ("COBRA") regulations.

Final Pay

Employees who leave the service of Providence Collegiate for any reason shall be entitled to all pay that may be due them, with the following qualifications.

1 Non-instructional employees who accrue vacation time will receive financial compensation for unused vacation time. Employees will receive payment ($200.00 per day) for unused "DREAM Day" leave unless the employee is terminated for cause, in which case the employee is not eligible to receive DREAM Day pay.

2 Employees will be advised of their rights under the Consolidated Omnibus Budget Reconciliation Act of 1986 (COBRA) to continue health care coverage for themselves and their dependents at group rates, at their own expense, for up to eighteen (18) months, or as provided for by revisions to COBRA.

4 No information or copies of information, including, but in no way limited to, files, memos, computer-stored items, lists, or other similar information, may be taken by such employee, without the expressed permission of the Campus Director/Head of School.

5 The final date of employment is the final date on which the employee performs his or her duties at Providence Collegiate. It shall never be construed as the date upon which the employee receives his or her final pay.

Employee Records

Personnel Records and Files
Providence Collegiate maintain files on all employees.

Administrative File
Your administrative personnel file includes information including job application, resume, offer letters, contracts, benefit forms, work history, salaries, employee evaluations and correspondence concerning discipline. In accordance with the Americans With Disabilities Act, Providence Collegiate keeps medical records in a file separate from the personnel file. The payroll file contains salary information as well as vacation and sick accruals and deductions.

The following information may be included in your personnel file:

- employment application and résumé
- reference checks
- college transcripts
- job descriptions
- records relating to hiring, promotion, demotion, transfer, layoff, rates of pay and other forms of compensation, and education and training records
- records relating to other employment practices
- letters of recognition

- disciplinary notices or documents
- performance evaluations
- test documents used by an employer to make an employment decision
- exit interviews
- termination records
- EEO/invitation to self-identify disability or veteran status records
- immigration (I-9) forms
- safety training records
- child support/garnishments
- litigation documents
- workers' compensation claims
- requests for employment/payroll verification

Medical File:
Providence Collegiate keeps a separate file for any medical information.

All files are the property of Providence Collegiate, and access to the information is restricted. In addition to you, persons allowed to review your files are supervisors that may have a legitimate reason to do so. If you wish to review your own personnel or medical file, contact the Campus Director/Head of School. With reasonable advance notice you may review your own personnel or medical file in the presence of an appropriate member of the Providence Collegiate staff. No personnel file is to be removed from the office. You have the right to request a copy of information and to submit a written statement to your file.

Notification of Change in Status
It is your responsibility to immediately notify the Campus Director/Head of School or his/her representative, in writing, of any changes in personal data such as:

1. Home address
2. Home telephone and cell phone number
3. Number of dependents
4. Name of individual to notify in case of an emergency
5. Change in marital status
6. Change in alien status
7. Military status

It is the responsibility of the employee to notify the Campus Director/Head of School or his/her representative of any changes in address or contact information for a year following their employment so as to ensure proper delivery of following year tax information.

Failure to report the correct information may adversely affect the benefits to which you are entitled. Providing false information may result in disciplinary action, including termination of your employment.

Release of Employee Information
Providence Collegiate will not release any information about you to external sources other

than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by you. If you wish to have the Campus Director/Head of School provide information to any particular company or individual, you must provide a written release.

SECTION 3: SALARY, TIME AND LEAVE

Salary: Direct Instructional Staff

Providence Collegiate pays certified, full-time direct instructional staff a base salary that is at least 10% more than what they would be paid for equivalent qualifications and time of service on the respective state's most recent local salary scale.

Salary: Non-Instructional Staff

Non-instructional staff who are asked to return may receive a Cost Of Living Adjustment (COLA) each year for their following year's salary or a salary adjustment as determined by the Campus Director/Head of School as part of the approved budget authorized by the Board of Directors.

Bonuses

Providence Collegiate employees are all eligible to earn bonuses of up to 10% of their base salary on performance as judged by an evaluation at the end of each school trimester and at the end of the year. The basic form of the evaluation will be published annually at the beginning of the school year. Non-instructional employees will use a sub-section of the school-wide rubric as well as additional criteria to be determined by their supervisor. Bonuses are distributed in 4 installments.

- Installment 1 -- 2% based on performance – end of 1st Trimester
- Installment 2 – 2% based on performance – end of 2nd Trimester
- Installment 3 – 2% based on performance – end of 3rd Trimester
- Installment 4 – 4% based on the school overall performance - paid at the beginning of the subsequent school year if the staff member returns to school or is invited to return. If the staff person elects to leave or is not invited to return they are eligible for up to a 2% bonus for Installment 4 if they leave the school in a professional fashion (i.e. employee adheres to the expectations outlined in this document through the start of the following school year or to a written exit agreement.)

Hours

Teachers are expected to be in their classrooms before students arrive at school in the morning and after students leave. They should expect that on many occasions it will be necessary to meet with colleagues and administrators on School matters in the afternoon after the end of student hours.

It is expected that teachers will provide an educational program and that they will cooperate fully with the Campus Director/Head of School and their direct educational supervisor in matters of curriculum, pedagogy, and all other classroom matters.

Complaints

If you have a question or a complaint or are bothered by a job-related situation, you should first speak with your immediate supervisor. This is usually the best way to seek resolution of problems and is a matter of professional courtesy. If, however, the issue is not resolved, you are encouraged to bring your concern to the next level of supervision.

Should your concern not be satisfactorily addressed or be one that you would rather not discuss with your immediate supervisor or within your own department, you should contact the Campus Director/Head of School.

Work Days and Work Week

The usual work day is 7:30-5:15 Monday through Friday and one-half Saturday per month from 7:45 to 2:15; however, employees should refer to their offer letters for school-specific work days and work weeks. Staff receives a 30 minute unpaid meal break each day. All employees are expected to work the established work week hours as determined by their supervisor. Additionally, classroom instructional staff is expected to work the hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School.

Employees who need to engage in personal business during the work day and who would like to do it during a break period or at lunch time must receive prior approval from their supervisor. Your supervisor must always be advised if you are leaving the school building during the regular work day.

Pay Periods

Pay periods are semi-monthly: the first pay period is from the 1st day of the month up to and including the 15th day of the month; the second pay period of the month is from the 16th up to and including the last day of the month. Time sheets will be due according to a schedule which will be sent to each staff member's Outlook calendar.

Direct Deposit

Employees will have their pay directly deposited into their checking and/or savings account:

1. Employees must complete the necessary paperwork in order to use Direct Deposit.
2. On payday, employees using Direct Deposit will receive a pay stub/report, instead of a paycheck.

Lost Pay Check:

In the event of a lost paycheck, the Campus Director/Head of School or his/her designee must be notified in writing as soon as possible before a replacement check can be issued. A replacement check cannot be issued until a stop payment order has been placed and accepted by the bank on the originally issued check with the school's financial institution. In the event the lost paycheck is recovered and the endorsement is identified as that of the employee, the employee must remit the amount of the replacement check within 24 hours.

Paid Deductions and Garnishments

The only deductions from your paycheck are those required by law or authorized in writing by you. Your check stub identifies each deduction and should be kept as a permanent record.

Paid deductions may also be taken by Providence Collegiate in response to a garnishment

notice received from a court or other legal authority.

Attendance/Time Recording

In order to receive compensation for time worked at Providence Collegiate, employees are required to report exceptions to their normally scheduled hours. All employees must report lateness and sick days on the appropriate Absence Form.

Vacation days must be requested two weeks in advance. Any days not requested at least two weeks in advance will be deducted from DREAM/Personal Days.

Commencing in September 2010, Providence Collegiate may implement a swipe system such that all full time regularly salaried employees must swipe two times a day to record their presence at work for payroll and security purposes. Employees will still be required to complete the Absence Form. Part time and hourly employees, or staff members working with students beyond regular time, must record their time in accordance with the policy of our payroll provider (ADP at present).

Part-time and temporary employees must keep accurate time records. Specifically, your time record must show:

1. Beginning and ending of your work day
2. Time off the job – Lunch
3. Time off for vacation, holidays and DREAM/Personal days if applicable

Time records must be submitted in the manner requested by the supervisor. By signing your time records you certify the accuracy of all the times recorded. Your supervisor will review and initial your time records, but you maintain primary responsibility for the accuracy of the records.

Altering, falsifying, tampering with, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. Such action may also result in charges of civil or even criminal theft or fraud.

If an employee fails to report in on a morning he or she is absent, that individual will be deemed to have taken an unauthorized absence and will be subject to discipline, up to and including termination.

Employees are expected to email or leave a message on the mobile phone of their supervisor no later than 6 a.m. Employees are to add an out-of-office message on Outlook that indicates that they are not in the office, have designated an alternate contact person, and will have limited or no access to email during the duration of the absence.

Unused DREAM/Personal days may not be carried over after the end of the employee's annual employment term. An employee who is terminated or who resigns is not entitled to compensation for any unused DREAM/Personal days.

An employee may take time off for religious holidays with the permission of the Campus Director/Head of School. Such time off must either be covered by a DREAM/Personal Day , a vacation day, or taken without pay.

Overtime

Exempt Employees, as defined by law or other regulation and including all instructional employees, are not eligible to automatically earn compensatory time leave ("Comp Time Leave") for working more than the required minimum work day or minimum work week. Although all hours worked should be noted on an employee's time sheet, exempt employees will not be paid for such "overtime."

If you are a non-exempt staff employee, overtime consists of extra hours worked above 40 hours in a given work week with the prior approval of the Campus Director/Head of School or his/her designee, who must pre-approve any overtime work. As a non-exempt employee, you will be compensated at 1 ½ times your regular rate of pay for work that is in excess of 40 earned hours in a workweek.

Overtime work must always be approved before it is performed. Unauthorized overtime is against Providence Collegiate policy and may result in disciplinary action up to and including termination.

Most Providence Collegiate employees are exempt from overtime. Those not exempt must have it pre-approved.

You receive overtime pay only for time worked in excess of 40 worked hours, defined as hours for which you are paid even if you do not come to work, such as sick leave, holidays or vacation. For example: if you are off for a holiday on Monday and then worked Tuesday through Saturday, 8 hours per day, you will be paid at the regular rate for 40 hours and at 1 ½ the normal rate for the additional time worked in excess of 40 hours worked.

Extra pay for working with students after regular school hours

Employees who are asked to work beyond the normal daily schedule to cover such duties as detention and homework club will be paid at an hourly rate determined by the school for the time worked. Non-instructional employees, who volunteer or are asked, may at their option be paid for coverage in hours outside of their daily schedule and/or responsibilities. To be eligible for extra pay, the work must be outside of their normally scheduled hours and must be work directly with students. Providence Collegiate pays a per hour rate for tutoring scholars as long as it is outside the expected scope of your employment. School authorized field trips are not reimbursable for extra pay.

Early Dismissal Days

Early dismissal days for staff are scheduled in advance at the discretion of the Campus Director/Head of School once a trimester, and apply to all school-based staff. In order to preserve instructional time, the School expects that all routine medical appointments will be set on these days.

Unauthorized Absence

An employee is deemed to be on unauthorized leave at such time and on such occasions as the employee may withdraw himself/herself from required duties. This would cover nonperformance, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at school-sponsored activities.

An employee who is absent for a period of at least three days without notifying the Campus Director/Head of School will be considered to have resigned without giving the required four-week notice, with such resignation effective on the initial date of absence. The Campus Director/Head of School will make the determination of unauthorized absence.

School Calendar and Holiday Leave

Each year the Board of Trustees, following consultation with the school administration, will establish School Calendars that comply with the Rhode Island Education Laws relating to compulsory attendance. Providence Collegiate has discretion with regard to the dates of attendance; however, in most instances it will follow the calendar established by the Rhode Island Department of Education for all legal holidays. The School Calendar should be consulted for other dates that the School is closed.

Weather Days and Other Closings

The School may be closed due to inclement weather or other situations. Providence Collegiate will follow the lead of the Local Rhode Island public school district in which the school is located. If the public schools close, Providence Collegiate will be closed. If there is a school closure for other than weather-related problems, an orderly process for notification of public media outlets shall be developed and implemented if necessary. At the discretion of the Campus Director/Head of School, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year, or by reducing school vacations.

Mail / Messages

Any mail or message directed to a staff person will be placed in the staff mail boxes. Staff members should check and empty their mailboxes at least twice per day. Staff is expected to check their work email and their voicemail at least twice per day, and respond to all communication in a prompt manner.

Classroom/ Office supplies

If you request certain supplies, educational materials or books which are not in stock, identify two to three vendors and determine the lowest price. The request should then be entered on a purchase order/check request and given to the Office Manager. If Providence Collegiate has an account with a vendor, a Purchase Order should be completed. If we do not have an account with the vendor and will pay by check, complete a Check Request form. For purchase of any one item over $1,000.00, three bids must be obtained and submitted with the purchase order.

Physical Exams

Annually, staff is expected to complete a health status form that assesses the level of

immunity to certain diseases. Providence Collegiate wants to make sure that you cannot transmit any diseases to the students and that you have the protections to prevent you from contracting any disease that the students might have.

Travel and Meals

Employees are eligible for reimbursement from Providence Collegiate for expenses incurred while in travel status on official business for Providence Collegiate. To be eligible for travel reimbursement, employees must have transportation, lodging, and meal spending limits approved in advance by their manager. In every case, transportation, lodging and meals should be determined at the least possible cost to the institution. This includes public transportation. Meals should not exceed $25.00 per day per person.

Providence Collegiate reserves the right to deny reimbursement for expenses.

Ground travel expenses incurred while on a business trip will be reimbursed provided charges are reasonable and in line with normal pricing. All efforts should be made to use public transportation whenever possible.

Evening Travel

In the event it becomes necessary to work past 9:00 p.m., reimbursement for cab fare home will be limited to $20.00.

Reimbursement

If you spend any of your money for Providence Collegiate purposes with advance approval, you must submit the receipts for reimbursement. Any expenditure must be approved in advance or you risk the denial of reimbursement for that expenditure. Tax exempt forms must be used for all purchases, and any tax charges will not be reimbursed.

In order to receive reimbursement,

1. Order your receipts by category (supplies, travel, food etc.)
2. Tape the receipts to a blank piece of paper, leaving room for your explanation
3. For each receipt, indicate what your purchased if it is not clear on the receipt and relate the purchase to a Providence Collegiate activity.
4. Tally each category
5. Complete a staff reimbursement form.
6. Ask your supervisor or Campus Director/Head of School (the approver of the expense or activity) to sign the reimbursement request.
7. Submit the form and backup for payment

Keys

Staff will be issued keys for the areas to which they will need access. Staff will be responsible for said keys and expected to return the keys to the Campus Director/Head of School at the end of the school year.

Lock up

The last person to leave the facility at night must make sure that all exit doors are locked

and secured and that the alarm system has been set, and any site-specific procedures at your school should be followed.

Security

All staff must be alert, and if they notice any strangers in the building, ask them what their business is in the school. If the person should not be in the building and might be a threat, immediately notify the Campus Director/Head of School and the Office Manager. The same process should apply to an unruly person. Do not try to restrain an unruly person unless you are a target.

SECTION 4: LEAVE

Vacation Leave

Direct Instructional Staff

10.5 month employees receive Providence Collegiate holidays, school breaks and summer vacation. Vacation leave for regular full-time 10.5 month instructional employees, where "instructional employees" includes all classroom teaching staff and aides, shall be provided only when classes are not in session, and is time off work with pay. Instructional staff members (10.5 month employees) do not accrue vacation leave. The Campus Director/Head of School will annually prepare the school session calendar with the approval of the Board of Directors, noting which days instructional staff members are not expected to report to work.

Educational Support: Non-Instructional Staff

Vacation leave for regular full-time non-instructional (12-month) employees is earned at the rate of two days per month in addition to the Thanksgiving and Christmas breaks and is time off with pay. 12-month employees are encouraged to take vacation leave during school breaks and summer school sessions whenever possible. Requests for vacation leave must be approved in advance by the Campus Director/Head of School. Part-time, non-instructional staff will accrue leave based on a pro-rated basis based on their percent of time worked. All vacation time must be used by the 31st of December of the following school year (vacation days earned in the 2010/2011 school year must be used by December 31st of 2011).

If an employee is required to work on a regularly-scheduled holiday, they will be allowed to take another day off in its place.

Administrative/Leadership: Non-Instructional

Administrators and administrative staff that are employed by Providence Collegiate on a twelve-month basis will accrue vacation leave at the rate of 2 days per month or 24 days annually. This vacation should be taken during the winter, spring and summer break. All vacation time must be used by the 31st of December of the following school year.

Bereavement

If you are employed by Providence Collegiate, Bereavement Leave is available as follows. If you suffer the loss of an immediate family member you will be entitled to bereavement pay for up to **3** consecutive days. You may be granted additional time without pay or you may use unused DREAM Days for additional bereavement leave. You should notify your supervisor as soon as possible for the reason for and expected length of your absence. As used in this paragraph "immediate family member" means a spouse, child, parent, sibling, grandparent or grandchild or other individual who resides with the employee.

DREAM Days

All employees (except temporary employees) are granted **5** DREAM days per school year (days off during scheduled school days which can be used for any reason). Part-time employees will receive the prorated DREAM Days equivalent to their percent of work time. DREAM Days must be calculated in no less than half-day increments; a half day is equal to no less than 4 hours of work in your regular position. A staff member will be compensated for any unused DREAM days at the end of the year at a flat daily rate of $200.00 if they are an employee in good standing and paid through the end of the school year. It is expected that if it is a planned absence that the staff person will request a DREAM Day at least 2 weeks in advance. If the DREAM Day is used for an emergency, staff are expected to call their supervisor by 6 a.m. of the school day so that a substitute can be arranged.

After DREAM days are exhausted, non-instructional staff may have days out of school deducted from vacation days. Instructional staff are not paid for any days they are absent beyond their 5 DREAM Days. Supplemental short term disability insurance is available for all staff.

Extraordinary circumstances may result in additional DREAM days being granted; however, all requests for such consideration must be done in writing, and in advance, and approval is not guaranteed.

DREAM days may not be taken preceding or following scheduled vacation days.

There will be a bonus, to be determined by the Campus Director/Head of School, for any staff member who has perfect attendance.

If an employee is ill with a communicable disease, the employee may not return until he/she is medically cleared and brings proof of clearance to the Campus Director/Head of School upon his/her return.

Family and Medical Leave Act (FMLA)

This provision is effective at all schools.

In accordance with the Family and Medical Leave Act of 1993 (the "FMLA"), Providence Collegiate will grant up to twelve (12) (or twenty-six (26) weeks in the case of Servicemember Family Leave (as defined below)) weeks of unpaid family and medical leave during a twelve (12) month period to eligible employees.

Employee Eligibility

To be eligible for family and medical leave, an employee must have at least twelve (12) months of employment with Providence Collegiate, and at least one thousand, two hundred fifty (1,250) hours of service during the twelve (12) month period immediately preceding the commencement of the leave.

Reasons for Leave

An eligible employee may take an unpaid family and medical leave:

- for the birth and care of a newborn son or daughter;
- for placement with the employee of a son or daughter for adoption or foster care;
- to care for an immediate family member (spouse, son, daughter or parent) with a serious health condition;
- because of a serious health condition that makes the employee unable to perform the functions of the employee's job; or
- for any qualifying exigency arising out of the fact that a spouse, son, daughter, or parent is on covered active duty, or has been notified of an impending call or order to covered active duty in the Armed Forces; or
- to care for a spouse, son, daughter, parent or next of kin who is a covered servicemember with a serious illness or injury incurred while on active duty (referred to as "Servicemember Family Leave"). (Note that Providence Collegiate will grant up to a combined total of twenty-six (26) weeks of unpaid family and medical leave (which includes all other FMLA leaves) during a twelve (12) month period for eligible employees taking the Servicemember Family Leave.)

Spouses employed by Providence Collegiate are jointly entitled to a combined total of twelve (12) weeks of family and medical leave during a twelve (12) month period for the birth or care of a newborn son or daughter, for placement of a son or daughter for adoption or foster care, or to care for a parent who has a serious health condition. In addition, leave for birth and care, or placement for adoption or foster care must conclude within twelve (12) months of the birth or placement.

With regards to eligible employees taking Servicemember Family Leave, spouses employed by Providence Collegiate are jointly entitled to a combined total of twenty-six (26) weeks during a twelve (12) month period (i) to care for a covered servicemember, and (ii)(a) for the birth or care of a newborn son or daughter, (ii)(b) for placement of a son or daughter for adoption or foster care, or (ii)(c) to care for a parent who has a serious health condition.

Provided that they have not exhausted their FMLA entitlement during the applicable twelve (12) month period, eligible spouses employed by Providence Collegiate are individually entitled to up to twelve (12) weeks of family and medical leave during a twelve (12) month period to care for a son or daughter who has a serious health condition.

Intermittent and Reduced Schedule Leave

Under some circumstances, employees may take family and medical leave intermittently or on a reduced leave schedule. Intermittent leave is leave taken in separate blocks of time due to a single qualifying reason. A reduced leave schedule is a leave schedule that reduces an employee's usual number of working hours per workweek or workday. Providence Collegiate will consider, but is not required to grant, intermittent or reduced schedule leave for birth and care, or placement for adoption or foster care.

Employee Obligations for Foreseeable Leave

Employees must give written notice to the Campus Director/Head of School or their direct

supervisor at least thirty (30) days in advance of the need for family and medical leave if the need for the leave is foreseeable based on an expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or an immediate family member, or planned medical treatment for a serious illness or injury of an immediate family member (or next of kin) who is a covered servicemember. If thirty (30) days notice is not practicable, such as because of lack of knowledge of approximately when leave will be required to begin, a change in circumstances, or a medical emergency, notice must be given as soon as practicable. If an employee fails to give thirty (30) days advance written notice for foreseeable leave, Providence Collegiate may delay the taking of the leave until at least thirty (30) days after the date notice was provided.

Employees requiring intermittent or reduced schedule leave must attempt to schedule their leave so as not to disrupt the operations of Providence Collegiate, subject to the approval of the relevant health care provider. If an employee needs intermittent or reduced schedule leave that is foreseeable based on a planned medical treatment for the employee or an immediate family member (or next of kin who is a covered servicemember), or if Providence Collegiate agrees to permit intermittent or reduced schedule leave for birth and care, or placement for adoption or foster care, Providence Collegiate may assign the employee temporarily to an alternative position with equal pay and benefits that better accommodates the employee's intermittent or reduced schedule leave.

Employees must give written notice to the Campus Director/Head of School or their director supervisor as soon as practicable in advance of the need for family and medical leave if the need for the leave is based on a qualifying exigency arising out of an immediate family member's call or order to covered active duty.

Unforeseeable Leave

If family and medical leave is unforeseeable, an employee must notify Providence Collegiate as soon as practicable under the facts and circumstances of the particular situation. This generally means at least verbal notice to Providence Collegiate within two (2) business days of learning of the need to take the leave.

If Providence Collegiate is not made aware that an employee was absent for family and medical reasons and the employee wants the leave to be counted as family and medical leave, the employee must, upon returning to work, promptly notify Providence Collegiate (generally within two (2) business days of returning to work) that the leave was taken for a family and medical leave qualifying reason.

Medical Certification

Providence Collegiate will require employees who request family and medical leave for the employee's own serious health condition, the serious health condition of an immediate family member, or for the serious illness or injury of an immediate family member (or next of kin) who is a covered servicemember to provide documentation of the need for such leave. Providence Collegiate will require that employees provide a completed medical certification by a health care provider as to, among other things, (a) the date the condition commenced; (b) its probable duration; (c) appropriate medical facts regarding the condition; (d) in the

case of an immediate family member, a statement that the employee is needed to care for the family member and the expected duration of such need; and, (e) in the case of the employee's own condition, a statement that the employee (i) is unable to perform work of any kind; (ii) is unable to perform one or more of the essential functions of the employee's position; or (iii) must be absent from work for treatment. Medical certification forms are available from the Human Resources Department.

If an employee requests intermittent or reduced schedule leave, Providence Collegiate also will require certification that this type of leave is medically necessary and verification of the schedule for treatment, if applicable.

The employee must provide Providence Collegiate with the medical certification within fifteen (15) days of Providence Collegiate's request. Failure to provide adequate certification in a timely manner may result in delay of leave. Employee leave will not be counted as family and medical leave unless this certification is provided.

If Providence Collegiate has reason to doubt the validity of the medical certification, it may require that the employee obtain a second opinion from a health care provider selected by Providence Collegiate at Providence Collegiate's expense. If this opinion differs from the employee's certification, Providence Collegiate will require, at its expense, a third opinion that is final and binding.

Substitution of Paid Leave

[An employee must first use any accrued, unused paid days off, child care leave, and any other paid leave, as applicable (and, if the employee is requesting family and medical leave due to the employee's own serious health condition, the employee's unused paid sick days) for any family and medical leave and take the remainder of the twelve (12) weeks (or twenty-six (26) weeks, as appropriate) as unpaid leave.] In addition, any leave provided for under the workers' compensation laws and family and medical leave run together, provided the injury qualifies as a serious health condition.

Maintenance of Benefits During Family and Medical Leave

Providence Collegiate will maintain group health insurance coverage for an employee on family and medical leave on the same terms as if the employee continued to work. If an employee does not return to work following the family and medical leave for reasons within the employee's control, such individual will be required to reimburse Providence Collegiate for the group health insurance premiums it paid during the leave.

While on FMLA leave, you are eligible to participate in Providence Collegiate's Comprehensive Benefits Plan. Service credit will continue to accrue for vesting in the Retirement Plan.

Every effort will be made to return you to the same position you held when you began the FMLA leave. If this position is no longer available, you may be returned to an equivalent position with respect to pay, benefits, and other terms and conditions of employment. However, you will have no greater rights to job restoration or to any other benefits than if

you have been continuously on the job instead of a leave.

If you elect not to return to work upon completion of a leave under this policy, Providence Collegiate may recover its contribution toward the Health Care program, unless your failure to return is due to a continuation, recurrence, or onset of a serious health condition for you or a family member, or due to circumstances beyond your control.

Status Reports During Family and Medical Leave

During family and medical leave, employees must report periodically to Providence Collegiate on their status and their intent to return to work. Employees on leave for their own serious health condition, the serious health condition of an immediate family member, or the serious illness or injury of an immediate family member (or next of kin) who is a covered servicemember may be asked to submit medical re-certifications from time to time during their leave.

Employees are not permitted to engage in other employment while they are absent from Providence Collegiate under this policy without the prior written approval of Providence Collegiate.

Return to Work Following Family and Medical Leave

When an employee returns from family and medical leave, Providence Collegiate will return the employee to the same position the employee held when the leave commenced, or to an equivalent position that has equivalent benefits, pay and other terms and conditions of employment.

Providence Collegiate is not required to restore "key" employees to their jobs upon their return to work following family and medical leave when restoration to employment will cause Providence Collegiate substantial and grievous economic injury. Providence Collegiate will notify "key" employees – certain highly compensated, salaried individuals – in writing of the decision denying job restoration.

Such employees will be given a reasonable opportunity to return to work after such notification.

Providence Collegiate may require employees on leave for their own serious health condition to submit, prior to their return, a medical certification from their health care provider of their ability to return to work and perform the essential functions of their job. Providence Collegiate may delay restoration to an employee who fails to provide such certification.

[An employee returning to work from family and medical leave, other than intermittent or reduced schedule family and medical leave, will not be permitted to take paid time off during the thirty (30) day period following his or her return to work.]

Other Provisions

Any employee who fraudulently obtains family and medical leave will be subject to immediate discipline, up to and including termination of employment.

Providence Collegiate will not interfere with, restrain, or deny the exercise of any right provided by the FMLA or terminate the employment of or discriminate against any individual for opposing any practice because of involvement in any proceeding relating to the FMLA. In addition, Providence Collegiate will not use the taking of family and medical leave as a negative factor in employment actions, such as hiring, promotions, or disciplinary actions.

FMLA leaves are unpaid, except when you qualify for disability benefits under the School's Disability Plan or when you elect, or the School requires you, to substitute accrued vacation or sick days. FMLA leave runs concurrently with any leave taken under the School's Disability Plan or other paid leave.

To apply for an FMLA leave, your request should be submitted in writing to the School Leader 30 calendar days prior to the start of your disability period to provide advance notice and get necessary approvals. If special circumstances preclude 30 days notice, then notice should be given as soon as possible before the leave begins. Medical certification must also be provided within 15 days of giving notice of the need for leave when the leave is for care of a family member with a serious health condition, or because of your own serious health condition.

This policy does not pre-empt any state or local laws providing greater rights than those provided under the FMLA.

Childcare Leave

This paid leave section of the policy is for all full-time employees regardless of whether or not their school is covered by FMLA.

If leave is for the birth or adoption of a child, Providence Collegiate will provide salary continuation according to the following schedule:

- For employees who have worked a minimum of 12 months, 3 weeks of paid leave will be given to the primary caregiver and 1 week of paid leave to the non-primary caregiver.
- For employees who have worked a minimum of 24 months, 6 weeks of paid leave will be given to the primary caregiver and 2 weeks of paid leave to the non-primary caregiver.
- For employees who have worked a minimum of 60 months (5 years), 9 weeks of paid leave will be given to the primary caregiver and 3 weeks of paid leave to the non-primary caregiver.

These paid leaves are in addition to vacation time which may, with pre-approval, be converted to maternity/paternity leave.

The total parenting leave period (both paid and unpaid, including FMLA if applicable) will not exceed 12 weeks.

Any paid parenting leave must be taken within three months of the birth or placement of

the child. In the case of adoption, the paid leave may be taken as final placement preparations are made (e.g., for travel to the adoption site) and/or within three months before the placement of the child for adoption. Unpaid FMLA leave may be taken consistent with the FMLA terms described in the preceding section. Childcare leave will run concurrently with FMLA.

Medical Leave

Employees who have completed at least ninety (90) days of continuous employment with the school may request an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the Campus Director/Head of School or his/her designee with a written notice of his/her disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.

Medical Leave of Absence may be granted for a period of up to thirty days, but may be extended with the approval of the Campus Director/Head of School on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the Campus Director/Head of School a written request prior to the beginning of each month with proof of continued disability from an attending health care provider. The School will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the school for payment of the appropriate monthly premium.

Employees on Medical Leaves of Absence should provide the school with a least one week's written notice of his/her intent to return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing prior to an employee's resumption of duties.

The School will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job held prior to the Leave upon his or her return to work. The decision will, however, be subject to staffing and school needs that may exist. An employee's continued absence from work beyond the Leave granted, without other arrangements made and approved by the Campus Director/Head of School, will be deemed a voluntary resignation from employment. Medical leave will run concurrently with any unpaid FMLA leave.

Military Duty

If you are a member of the United States Army, Navy, Air Force, Marine, Coast Guard, National Guard, Reserves or Public Health Service you will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA).

Voting Leave

Employees who are registered voters may take time off from work with pay in order to vote if polling places are not open either four (4) consecutive hours before or after the employee's scheduled workday. Most employees will have four (4) consecutive hours during polling hours available outside of their normal work schedule. These employees will not be eligible to take any additional time off for voting purposes. If you have four (4) consecutive hours either between the opening of the polls and the beginning of your work day, or between the end of your work day and the closing of the polls, you shall be deemed to have sufficient outside working hours within which to vote.

Employees must advise their immediate supervisor at least two (2) working days in advance if time off is needed for voting. If an employee needs time off to vote, Providence Collegiate will pay the employee's wages for up to two (2) hours. However, more time may be taken without pay. Time may be taken either at the start of the day or near the end of the shift as designated by the immediate supervisor, unless mutually agreed.

Employees will not be disciplined for taking such voting leave or for failing to vote.

Bone Marrow Donation Leave

Employees who work an average of twenty (20) hours or more each week are eligible to receive up to twenty-four (24) work hours of unpaid leave to donate bone marrow. Employee should provide their immediate supervisor with written physician verification of the purpose and length of each leave. Exempt employees may be provided time off with pay when necessary to comply with state and federal wage and hour laws.

Blood Donation Leave

Employees are eligible for up to three (3) hours of leave in any twelve (12) month period to donate blood. Such leave will be unpaid, unless the blood donation takes place on Providence Collegiate's premises or Providence Collegiate otherwise sponsors the blood drive. For more information regarding this leave, please contact the Human Resources Department.

Leaves with or without Pay

The Campus Director/Head of School has the authority to provide leave with or without pay, providing that it is in the best interest of Providence Collegiate, for up to 60 days. Leave with or without pay exceeding 60 days must be approved by the Board of Directors. No employee is eligible for paid leave until the anniversary of their 5th year of service.

Jury Duty and Witness Subpoenas

You will be granted jury duty leave when summoned for jury duty. Providence Collegiate will pay employees for the difference between jury duty pay and normal time pay. You are required to report to work whenever the court schedule permits.

You must report your anticipated jury duty to your supervisor immediately upon receipt of the summons. Upon completion of jury duty service, you must provide a copy of your "Completion of Jury Duty" notice to your supervisor who will forward a copy for inclusion in

your personnel file.

Providence Collegiate encourages you to fulfill your civic responsibility to serve jury duty; however, you should immediately request that your service be delayed until a school break. You will continue to earn all benefits and, if applicable, vacation and annual leave.

Receipt of Subpoena

If you receive a duly issued subpoena to appear as a witness during work time, immediately notify your supervisor. All subpoenas involving possible testimony about Providence Collegiate, and your employment at Providence Collegiate, must also be immediately reported to the Campus Director/Head of School. The party issuing the subpoena is responsible to compensate you for appropriate witness fees and for your absence from work. Providence Collegiate will not pay you for hours/days not worked.

SECTION: 5 BENEFITS

FICA AND MEDICARE

FICA (Social Security) and Medicare are statutory benefits, and by law pay deductions must be taken from every staff person's check.

Medical & Dental Insurance

Providence Collegiate will select a medical insurance plan, which may include more than one option of provider or provider networks that the School will offer to each full-time regular employee. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by Providence Collegiate.

Medical Insurance for all full-time employees begins on the first day of the month following the date of hire and all hiring requirements are met unless the rules of our Health Care provider provide for other requirements or waiting periods. If your spouse or parent has health insurance that provides you with coverage, Providence Collegiate will allow you to participate in its Medical Buy-Out program, and you will receive 30% of the amount it would have cost to school to pay for the least expensive coverage.

Providence Collegiate may select a dental insurance plan that the School may offer to each employee.

Life Insurance

Providence Collegiate may select a life insurance policy that the School may offer to each employee, in an amount and of a type determined in accordance with applicable law. Each employee is covered for a minimum of $50,000 up to one year's base salary.

Workers' Compensation

Providence Collegiate, in accordance with Rhode Island State laws, will provide Workmen's Compensation to its employees.

Disability Insurance

The School carries short-term disability insurance in accordance with Rhode Island state laws. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Campus Director/Head of School or his/her designee. The employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Declination of Insurance Benefits

Any employee who wishes not accept any of the insurance benefits offered by the school is required to submit such a request in writing to the Campus Director/Head of School or his or

her designee and must provide proof of alternate insurance.

Reservation of Rights
This School reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws.

Unemployment Compensation
This School contributes to the Unemployment Compensation plan administered by the state of Rhode Island.

COBRA
The Consolidated Omnibus Budget Reconciliation Act (COBRA) was passed in 1986. The law amended the Employee Retirement Income Security Act (ERISA), the Internal Revenue Code and the Public Health Service Act to provide continuation of group health coverage that otherwise would be terminated for individuals who fall into one of the following categories: retirees, spouses or dependent children. The law gives them the right to temporary continuation of health coverage at group rates. This coverage, however, is only available in specific instances. Group health coverage for COBRA participants is usually more expensive than health coverage for active employees, since the employer formerly paid a part of the premium. It is ordinarily less expensive, though, than individual health coverage.

403(b) Retirement Savings Plan
As an employee of Providence Collegiate, you may be afforded an opportunity to enroll in 403(b) plans. All employees are eligible to participate in the 403(b) plan at Providence Collegiate upon completion of the introductory period. Providence Collegiate will match the employee's contribution with certain limits that change based on longevity. The match is subject to the employee remaining on staff for three years. During the first three years of employment, there is a structured match system based on longevity which is as follows:

Years of Service	Providence Collegiate Match of Employee contribution	Amount vested with Employee
1	5% of base salary	0% at end of year 1
2	5% of base salary	40% at end of year 2
3	5% of base salary	60% at end of year 3
4	5% of base salary	80% at end of year 4
5	5% of base salary	100% at end of year 5
6	6% of base salary	100%
7	7% of base salary	100%
8	8% of base salary	100%
9	9% of base salary	100%
10	10% of base salary	100%
11	11% of base salary	100%
12	12% of base salary	100%
13	13% of base salary	100%
14	14% of base salary	100%
15 and greater	15% of base salary	100%

Flexible Spending Account (FSA)

Providence Collegiate health benefits program may include an opportunity for staff to sign up for a Flexible Spending Account (FSA). An FSA allows employees to reduce their federal tax liability each year by having before-tax money deducted from each paycheck that becomes available for reimbursement for certain eligible expenses. The Board of Trustees and the Head of School is currently reviewing various programs in order to determine the feasibility of such a program for our staff.

SECTION 6: OTHER PROVIDENCE COLLEGIATE POLICIES

Grievance Procedure for Staff

In the event of a problem or dispute with other personnel, an employee may submit a complaint in writing following the process described below. Careful documentation is the key to a successful process. All documentation is to be included in the personnel file. Use the following process for resolving issues:

1. The employee will make a good faith effort to work with the immediate person at issue to resolve any conflict. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up. Upon a determination by the employee that the conflict has not been resolved, the employee must submit a written complaint to the Campus Director/Head of School within 5 working days.
2. The Campus Director/Head of School will attempt to mediate the issue with the parties involved within 5 working days. Should the Campus Director/Head of School be unable to resolve the issue, the Campus Director/Head of School will write a report of his/her findings and submit that to the Providence Collegiate Senior Director of Human Resources along with the original written grievance.
3. If the issue is not resolved by the Providence Collegiate Senior Director of Human Resources, after a good faith attempt as outlined above, the Senior Director of Human Resources may submit the grievance to the Superintendent. The Superintendent may render a decision 15 working days.
4. If the issue is not resolved by the Providence Collegiate Superintendent, the employee may submit his/her grievance to the individual school's Board of Trustees in writing. The Board of Directors or a committee thereof must respond in writing to the complaint within 15 working days.

Confidentiality

Employees of any Providence Collegiate shall not, in any way, release any information about any School, its activities, or the activities of its personnel except as normally required by their duties, expressly permitted by the Campus Director/Head of School, and in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act, and any other applicable federal, state, or local law or regulation on school policy or regulation.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the Campus Director/Head of School. Any document or other material containing such information is required to be returned to the Campus Director/Head of School upon an employee's termination

Inquiries

No one in the network other than the Board of Trustees, Campus Director/Head of School, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school. Any responses to personnel inquiries must be authorized by the employee, student or parent in writing. Without authorization of the parent, employee (present or former) or student in writing, the only information that will be released is the dates of employment or attendance.

Confidential and Privileged Information

This policy reiterates our need for confidentiality in all aspects of your employment. During your employment at Providence Collegiate you may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, school parents, students or applicants. You must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person in or outside of Providence Collegiate. You may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the Campus Director/Head of School.

Confidential information includes but is not limited to:

1. Student records
2. Financial information
3. Personnel records
4. Payroll records
5. Computer programs, codes, processes and passwords
6. Personal information regarding school parents and students

If you believe confidential information must be disclosed to a third party, you should consult with the Campus Director/Head of School prior to the disclosure. There is no excuse for the disclosure of confidential information. Failure to follow this policy will result in disciplinary action which may include termination.

Your obligations under this policy continue after your termination of employment.

Copyrights

You acknowledge that the entire right, title and interest of any and all writings and other creations that you may prepare, create, write, initiate or otherwise develop as part of your efforts while employed in the Democracy Prep Public Schools Network, shall be considered the property of Democracy Prep Public Schools. This includes, but is not limited to, any development of curriculum. These works will be "works for hire" and shall be the DPPS's sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, you hereby assign and transfer all rights, title and interests in all such items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. You further agree to, at any reasonable time upon request, and without further compensation or limitation, execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in Democracy Prep's opinion may be necessary or desirable to secure the School's full enjoyment of all right, title, interest and properties herein assigned. You agree

to not charge the School for use of your copyrighted, trademarked and patented materials.

Copyrights, payments and/or royalties which occur as a result of a project of an employee or employees of Providence Collegiate remain the property of Democracy Prep Public Schools. The Board of Trustees of Democracy Prep may assign copyrights, royalties, or other payments to the author or authors of project participants.

Anything outside of this understanding must be expressly agreed upon prior to employment.

Nepotism

While Providence Collegiate may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morality or conflicts of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship. The School will attempt to provide alternative employment within the School for relatives (spouses, parents, children, step-children, siblings, in-laws, step-parents and individuals who reside with but are not legally related to employees) who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

Conflict of Interest

It is imperative that Providence Collegiate, both in reality and in perception be deemed to operate solely in the best interests of the students it serves. As an employee of Providence Collegiate you are to be ever mindful of the need to conduct yourself both in and outside of the school in a manner that will not bring criticism to yourself and to the school. You have an obligation to conduct your affairs within guidelines that prohibit actual or potential conflicts of interest.

An actual or potential conflict of interest occurs when you are in a position to influence a decision that may result in a personal gain for you, for a relative or for anyone else who has a close personal relationship with you as a result of Providence Collegiate business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with you is similar to that of persons who are related by blood or marriage. Additionally, it is the policy of Providence Collegiate that employees should not enter into personal employment arrangements with current students and their families. If a personal employment arrangement exists before a child is a student at Providence Collegiate, the arrangement must be disclosed at the time of the child's application for admission.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if you have any influence on transactions involving purchases, contracts, or supplies it is imperative that you disclose that relationship to Providence Collegiate immediately so that safeguards can be established to protect all parties.

Personal gain may result in instances where you or your relative or one with a close personal relationship has a significant ownership in the vendor or firm with which Providence

Collegiate does business. As noted elsewhere, accepting a gift from a vendor or business doing business with Providence Collegiate is prohibited.

Providence Collegiate expects our employees to conduct business according to the highest ethical and professional standards of conduct. Employees are expected to devote their best efforts to the interests of Providence Collegiate. Business dealings that appear to create a conflict between the interests of Providence Collegiate and an employee are unacceptable. Providence Collegiate recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated to our educational mission. However, the employee must disclose any possible conflicts so that Providence Collegiate may assess and prevent potential conflicts of interest from arising. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (i.e. spouse or significant other, children, parents, siblings) as a result of Providence Collegiate's business dealings.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones which most frequently present problems. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, he or she should immediately contact the Campus Director/Head of School to obtain advice on the issue. The purpose of this policy is to protect employees from any conflict of interest that might arise.

Reporting Potential Conflicts of Interest

An employee must promptly disclose actual or potential conflicts of interest, in writing, to the Campus Director/Head of School. Approval will not be given unless the relationship will not interfere with the employee's duties or will not damage Providence Collegiate's relationship.

Outside Employment

Providence Collegiate hopes that employees will not find it necessary to seek additional outside employment. Outside employment must not conflict in any way with an employee's responsibilities to Providence Collegiate. Employees may not conduct outside work or use Providence Collegiate property, equipment or facilities in connection with outside work while on Providence Collegiate time.

In order to properly assess and avoid conflicts of interest, all staff are asked at the time of hire to disclose in writing any other employment, self-employment, consulting, volunteer or board membership activities in which they plan to or are engaged in at the time of employment with Providence Collegiate. Throughout the course of employment, any additional activities of the same nature, not reported at the time of hire, must be reported to the employee's Campus Director/Head of School **prior** to entering into those arrangements. Where a conflict of interest exists, the employee will be notified and required to cease such activity, or refrain from initiating the activity.

Employees are required to obtain written approval from their Campus Director/Head of

School before participating in outside work activities. Approval will be granted unless the activity conflicts with Providence Collegiate's interest. In general, outside work activities are not allowed when they:

- prevent the employee from fully performing work for which he or she is employed at Providence Collegiate, including overtime assignments

- involve organizations that are doing or seek to do business with Providence Collegiate, including actual or potential vendors or customers or

- violate provisions of law or Providence Collegiate's policies or rules

From time to time, Providence Collegiate employees may be required to work beyond their normally scheduled hours. Employees must perform this work when requested. In cases of conflict with any outside activity, the employee's obligations to Providence Collegiate must be given priority. Employees are hired and continue in Providence Collegiate's employ with the understanding that Providence Collegiate is their primary employer and that other employment or commercial involvement, which is in conflict with the business interests of Providence Collegiate, is strictly prohibited.

A violation of this policy will result in immediate and appropriate discipline, up to and including immediate termination.

Open Door Policy

We welcome visitors to Providence Collegiate. However, to maintain safety and security, we may request that all visitors (children, parents, spouse, friends, or others) who come to the School check in with the office manager and complete a survey about their experience at Providence Collegiate. Visitors should never interrupt or interfere in the teaching of students. Visitors in classrooms must make their best effort not to disrupt students or staff.

Nursing Mothers

Employees who are nursing shall be permitted reasonable breaks during the working day to take care of their needs with respect to nursing. Non-exempt employees will receive unpaid breaks or may use paid break time or meal time, if applicable, for this purpose. There will be no deductions from an exempt employee's pay for nursing breaks. Providence Collegiate will not discriminate in any way against an employee who chooses to nurse in the workplace. If you have questions about this policy, or need assistance in locating a place to nurse, please contact the Campus Director/Head of School or the Human Resources Department.

Financial Interest in Other Business

An employee and his or her immediate family may not own or hold any significant interest in a supplier, customer or competitor of Providence Collegiate, except where such ownership or interest consists of securities in a publicly owned company and those securities are regularly traded on the open market.

Acceptance of Gifts

No employee may solicit or accept gifts of significant value (i.e. in excess of $50.00), lavish entertainment or other benefits from suppliers or competitors. Special care must be taken to avoid even the impression of a conflict of interest. Any gifts of greater than $50 in value must be disclosed, and it is at the discretion of the Campus Director/Head of School to determine the disposition of such gifts for the benefit of the school.

Solicitation and Distribution of Literature

In the interest of efficiency and security, Providence Collegiate's general policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees are also prohibited from soliciting or distributing literature in work areas or during work time. Solicitation or distribution of literature of any kind by non-employees is not permitted on the premises at any time.

Violence in the Workplace

Providence Collegiate is committed to preventing workplace violence and has adopted the following guidelines to deal with intimidation, harassment, or other threats of violence that may occur.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. You are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. You may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of Providence Collegiate.

Providence Collegiate will not tolerate conduct that threatens, intimidates, or coerces another employee, a Providence Collegiate student, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's gender, race, age, or any characteristic protected by federal, state, or local law. (See Providence Collegiate Non-Harassment Policy)

All employees must immediately report violence or threats of violence, both direct and indirect, to a supervisor. Reports should be as specific and detailed as possible.

Providence Collegiate will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation Providence Collegiate may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action up to and including termination of employment.

Providence Collegiate encourages employees to first try to settle their disputes or differences with other employees amicably. Failing that, disputes should be brought to the attention of a supervisor or the Campus Director/Head of School before the situation

escalates into potential violence.

Fire Prevention
The school building conducts regular fire drills and all employees are expected to participate as required. You should use caution when using the kitchen facilities that are available for your use.

Protection of Providence Collegiate Property
It is important to safeguard all Providence Collegiate property. No employee is permitted to remove from Providence Collegiate originals or copies of any Providence Collegiate records, reports, files or other documents without prior approval.

Unauthorized use of any Providence Collegiate equipment, such as computers, photocopy and fax machines, etc., is prohibited. Employees should not use Providence Collegiate property for personal use, or permit non-employees to do so without approval.

For security reasons, Providence Collegiate reserves the right to inspect all packages and parcels entering or leaving Providence Collegiate's offices.

Code of Ethics and Standards of Conduct
You are responsible for observing certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what is expected.

It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of unacceptable conduct that may result in disciplinary action, up to and including termination of employment.

1. Theft or inappropriate removal or possession of property
2. Falsification of timekeeping records
3. Working under the influence of alcohol or illegal drugs
4. Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment
5. Fighting or threatening violence in the workplace
6. Boisterous or disruptive activity in the workplace
7. Negligence or improper conduct leading to harm to others or damage of employer-owned property
8. Insubordination or other disrespectful conduct (including refusal to follow your supervisor's lawful directives)
9. Violation of safety or health rules
10. Smoking in prohibited areas and in sight of any student.
11. Sexual or other unlawful or unwelcome advances
12. Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace
13. Excessive absenteeism or any absence without notice
14. Unauthorized use of telephones, mail system, or other employer-owned equipment

15 Unauthorized disclosure of business "secrets" or confidential information
16 Violation of personnel policies
17 Unsatisfactory performance or conduct

Communication with Students/Alumni

Providence Collegiate employees must behave in a professional manner that sets an example for students. All communications with current students, former students, alumni and families must be appropriate in tone, language, and subject matter, and must be consistent with the teacher-to-student relationship. This includes text messages, phone calls, written notes, instant messages, and emails to students, alumni, and families of students and alumni.

- Employees must use their Providence Collegiate email account for all email exchanges with students, alumni, and families of students and alumni.
- If for some reason the use of a personal email account is necessary, advance approval must be obtained from the Campus Director/Head of School and the Campus Director/Head of School must be copied on all email exchanges with students, alumni, and families of students and alumni.
- If Providence Collegiate has reason to believe that inappropriate communication with a student, alum, or parent has taken place, employees may be required to turn over phone/email records.
- Email and text messaging with students, alumni, and families must be used only for school-related purposes.
- Because employees are expected to maintain the teacher-student relationship outside of the classroom as well as inside, and because the appearance of special relationships or preferences must be avoided, Providence Collegiate employees may not employ current Providence Collegiate students and should get permission from their Campus Director/Head of School before employing Providence Collegiate alumni. Employment includes any regular, part time or occasional work such as babysitting or moving.
- Money or gifts in excess of $50.00 in value per school year may not be given to students or alumni, except in the context of a group gift or with advance written permission from the Campus Director/Head of School and/or Superintendent.

Home Visits

While home visits are an integral part of the work of Providence Collegiate, employees must never be in a home alone with a student/alumni without their parent/guardian or another appropriate adult present.

Physical Contact

Employees are responsible for assuring the appropriateness of any physical contact with students/alumni. The following is a non-exhaustive list of forms of physical contact or demonstrations of affection between employees and students/alumni that are strictly prohibited: kissing, extended embraces, holding students/alumni on the lap, showing affection in physically isolated areas such as behind closed doors, sleeping or lying in a bed with students/alumni; tickling students/alumni, and compliments that relate to physique or

body development.

Transportation of Students/Alumni
With the exception of emergency situations or for medical need, current and former students should not be transported without prior permission from a parent, in writing whenever possible. Students should be transported directly to their destination. Employees should attempt to never be alone with a student in a vehicle. In the event of any incident in an employee's car while on Providence Collegiate business, the employee's personal coverage will be the primary insurance. Providence Collegiate insurance will serve solely as secondary insurance.

These examples are not all inclusive. We emphasize that decisions will be based on an assessment of all relevant factors. This list is not all-inclusive and disciplinary action may result for "common sense" violations of Providence Collegiate's policies and procedures not enumerated above.

Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this handbook. Other misconduct will be evaluated based on the specific facts and circumstances. As a Providence Collegiate employee you are expected to conduct your personal life to avoid unfavorable reflection upon Providence Collegiate.

Unauthorized Media Contact
Periodically, members of the staff may be contacted by media regarding Providence Collegiate. Providence Collegiate has designated spokespersons for dealing with the media. All media inquiries regarding Providence Collegiate must be referred to the Campus Director/Head of School, who should in turn consult with the Democracy Prep Director of External Relations or Superintendent concerning any request.

Drug and Alcohol-Free Workplace: Drug Screening
Alcohol and illegal drugs in the workplace impair safety and health, promote crime, lower productivity, undermine public confidence in the work that we do, and set a bad example for our students.

It is the policy of Providence Collegiate to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, is strictly prohibited.

To maintain a safe, efficient, and alcohol/drug-free work environment, drug and/or alcohol testing may be required if the School has a reasonable suspicion you are under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

To educate employees on the dangers of drug abuse, employees may be periodically required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources and workplace policy. Employees convicted of controlled-

substance-related violations, including pleas of nolo contendere (i.e. no contest), must inform Providence Collegiate within five days of such conviction or plea at which time appropriate action will be taken by the Superintendent.

Employees who violate any aspect of this policy may be subject to disciplinary action up to and including dismissal. At its discretion, the School may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

If an employee or student is suspected of using a banned or illegal substance other than that prescribed by a Doctor, the student/employee may be requested to provide a urine sample at any time or on the spot. Such urine sample will be sent to a lab for analysis, and should it be determined that the staff person is using illegal substance, the staff person will be terminated immediately. Should such staff person admit to using drug and wants assistance, he or she will be placed on leave until certified drug free, at which time the staff person may reapply for his/her job should such a position be available.

No Smoking Policy

Providence Collegiate prohibits tobacco use on or in sight of school grounds. "School grounds" means any building, structure and/or surrounding outdoor grounds contained within a public or private pre-school, nursery school, elementary or secondary school.

Computer/Internet/Email Acceptable Use Policy

This policy establishes rules governing employee use of the Providence Collegiate computer network, and options for electronic mail ("e-mail") and telephone message handling ("voicemail") services and Internet access. Providence Collegiate has developed these rules to ensure that everyone understands how these options function and the limits which properly apply.

All internet data that is composed, transmitted or received via our computer communications system is considered to be part of the official records of Providence Collegiate and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in internet e-mail messages and other transmissions is accurate, appropriate, ethical and lawful.

The unauthorized use, installation, copying or distribution of copyrighted, trademarked, or patented material on the internet is expressly prohibited.

All Providence Collegiate equipment—including desks, computers and computer systems, computer software, diskettes, e-mail, voicemail and other physical and electronic items—are for business use only, provided that you may receive necessary and appropriate work related messages on your office voicemail and/or through office e-mail. All communications and information transmitted by, received from, or stored in these systems are School records and property of Providence Collegiate. You have no right of personal privacy in any matter stored in, created, received, or sent over Providence Collegiate computer, email,

internet, or voicemail systems.

Providence Collegiate expects all employees to practice high standards of professionalism and personal ethics when utilizing social-networking (e.g. Facebook, MySpace, Twitter, etc.) or other publicly available (e.g. non-password-protected Snapfish page, personal blog, etc, etc.) websites. Employees are prohibited from posting a photograph of any student or using any student's name on any social-networking or other publicly-available website without first obtaining the written permission of a parent or guardian.

Social Networking - In our ever-expanding world of technology, if you have not already, you will run into scholars wanting to "friend" you on sites like FaceBook and MySpace. In the same way that certain lines should not be crossed between students and school staff in real life, they also should not be crossed in the virtual world. You don't necessarily want students viewing your personal pictures, wall-posts, etc.

It is the policy of Providence Collegiate that no staff member may accept or initiate friend requests with current students of Providence Collegiate , and should exercise caution and careful judgment about former students or alumni. Furthermore, it is imperative that students use your official Providence Collegiate email account to communicate with you rather than a personal email account. You should also be mindful that when texting from your school phone, to a student or family to be extremely careful to keep your language formal and professional so as to ensure that nothing can be misconstrued.

It is also the policy of Providence Collegiate that no current or former staff member post any pictures of students on the internet.

Providence Collegiate expects all employees to refrain from posting comments about Providence Collegiate, its students or families that might interfere with the orderly and efficient running of Providence Collegiate's schools and/or the privacy of Providence Collegiate and staff members, students, or family members on social-networking websites. Staff members should also refrain from communicating with students via social-networking websites.

Providence Collegiate reserves the right to fully investigate any report of an inappropriate online posting and to take corrective disciplinary measures, up to and including termination, upon uncovering any inappropriate online posting.

Providence Collegiate retains the right at all times, without notice, to search all directories, indices, diskettes, files, databases, e-mail messages, voicemail messages, Internet access logs and any other electronic transmissions contained in or used in conjunction with Providence Collegiate's computer, e-mail, voicemail and Internet access systems and equipment. If you violate this policy, you are subject to discipline, up to and including termination of employment. If you use Providence Collegiate computer system for defamatory, illegal or fraudulent purposes, you may also be subject to civil liability and criminal prosecution.

Computer, e-mail and voicemail messages you delete or erase may remain stored in Providence Collegiate computer server or telephone system. By placing information on the Providence Collegiate computer system, you give Providence Collegiate the right to edit, delete, copy, republish and distribute such information.

Providence Collegiate Harassment Prevention Policy and Providence Collegiate Policy with Respect to Confidential Information apply to all forms of communication including written, e-mail and voicemail.

All Providence Collegiate systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or by bypassing this process is a violation of Providence Collegiate policy. You should make every effort to safeguard your password.

Sharing your network access with other users is strictly prohibited.

If Providence Collegiate provides you access to an Internet service such as web-browsing, such access is only for business use. This restriction includes any Internet service which is accessed on or from Providence Collegiate premises using Providence Collegiate computer equipment or via Providence Collegiate-paid access methods and/or used in a manner that identifies you with Providence Collegiate. Computer activity must not:

- Involve any prohibited activity (see Prohibited Activities)
- Interfere with your productivity or the productivity of your co-workers
- Consume system resources or storage capacity on an ongoing basis
- Involve large file transfers or otherwise deplete system resources available for business purposes

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If you become aware of any potential virus, notify "support" immediately.

The following guidelines have been established to help ensure responsible and productive Internet usage and you are strictly prohibited from using Providence Collegiate-provided computer, e-mail, voice-mail and Internet access services in a manner contrary to the following ("Prohibited Activities"):

1 All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore all information must be accurate, appropriate, ethical and lawful.
2 Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to: sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, age, sex, religion or political beliefs, national origin, disability, sexual orientation, or any other

characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited.

3 The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited.

4 The deliberate alteration of system files or accessing any restricted files of Providence Collegiate is prohibited as is the use of Providence Collegiate's computer resources to create or propagate computer viruses, cause damage to Providence Collegiate computer files or disrupt computer services.

5 Making changes to computer configurations without permission from the Technology office is strictly prohibited and is a violation of Providence Collegiate policy. Prohibited changes to computer configurations include, but are not limited to, installing software, modifying the operating system or installed applications, adding additional hardware or moving computer systems from their assigned locations.

6 Any software or other content downloaded to or transmitted from Providence Collegiate computer network, or saved with or stored on the Providence Collegiate system, may be used only in ways consistent with the licenses and copyrights of the vendors, authors or owners of the material.

The Providence Collegiate network server will make a good faith effort to keep the system and its available information accurate; however, employees acknowledge that the Providence Collegiate network makes no warranty of any kind, either express or implied, regarding the accuracy, quality or validity of any of the data or information available. For example, and without limitation, Providence Collegiate does not warrant that the Providence Collegiate network will be error free or free of computer viruses.

Providence Collegiate purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation. Therefore Providence Collegiate does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. Providence Collegiate expressly prohibits the illegal duplication of software and its related documentation.

As an employee, you should not expect privacy with respect to any of your activities using Providence Collegiate -provided e-mail, voice-mail or Internet access or services. ***Providence Collegiate reserves the right to review or otherwise monitor any files, messages, or communications sent, received or stored in Providence Collegiate computer or telephone systems***.

Use of the Phone, Copiers and Mail Systems

Providence Collegiate's phones are provided for business use. Personal calls to and from Providence Collegiate are to be held to a minimum. You must charge any personal toll calls/long distance to your home phone or to a phone card.

You may not use photocopiers for personal purposes and you may not photocopy copyrighted materials without prior authorization.

You may not use Providence Collegiate postage meters and fax machines for personal use. You should not receive personal mail at Providence Collegiate.

EMPLOYEE ASSISTANCE PROGRAM

Our Employee Assistance Program (EAP) is there to provide our staff with confidential services when they are in crisis or when a family member is in crisis. Our EAP provides confidential and accessible service to employees. Remember, the service is confidential.

SECTION 7: STATUTORY POLICIES

A. PROCEDURES FOR REPORTING CHILD ABUSE

1. Child Abuse or Maltreatment

School officials (including but not limited to school teachers, school guidance counselors, school psychologists, school social workers, school nurses, school administrators and other school personnel required to hold a teaching or administrative license or certificate) are required to directly report instances of suspected child abuse or maltreatment to the state-appropriate office. A hotline has been established for reporting by mandated reporters, which include school officials. The hotline in Rhode Island for the Statewide Center Register for Child Abuse and Maltreatment is 1-800-742-4453.

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allowed another to inflict such harm.

Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education, (2) failing to provide proper supervision, guardianship, or medical care, or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, causing the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a school official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

If a school official learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student's care, the school official must report the situation to the hotline listed above immediately.

If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the school official can consult with the Campus Director/Head of School. However, the school official with reasonable cause must make the report.

Providence Collegiate is prohibited from taking any retaliatory personnel action against an employee because the employee believes that he or she has reasonable cause to suspect that a child is an abused or maltreated child and because that employee then makes a report in accordance with the law. Providence Collegiate cannot require any prior approval or prior notification.

All information relating to reports of child abuse or maltreatment shall be strictly confidential.

2. **Child Abuse in the Educational Setting**

Any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

1. The name of the child's parent.
2. The name of the person who reported the abuse and their relationship to the child.
3. The name of the employee or volunteer against whom the allegation is made.
4. A listing of the specific allegations.

The report must be given to the Campus Director/Head of School immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure to a confidential record to an unauthorized person is a class A misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

a. If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to state law.
b. If the parent made the allegation, promptly provide the parent with the above-referenced written statement.
c. If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent and provide the parent with the requisite written statement.
d. If a public school administrator received the written report alleging abuse, the administrator must promptly provide the superintendent with a copy of the report as well.
e. A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
f. The school shall forward the report of child abuse to the Superintendent.
g. Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that the school determines.

If the alleged abuse was by an employee or volunteer of a school other than one within the school district of the child's attendance, the report must be forwarded promptly to the superintendent of the other district.

Moreover, the school shall provide training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting at least once a year.

B. AMERICANS WITH DISABILITIES ACT (ADA)

In 1990, Congress passed a civil rights law prohibiting discrimination on the basis of disability in the private and public sectors. We are obligated to inform you that the Americans with Disabilities Act gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications. Subject to applicable law, Providence Collegiate will comply with the requirement to provide a reasonable accommodation to any qualified employee or applicant with a qualified disability unless it would impose an undue hardship on Providence Collegiate.

C. OCCUPATIONAL SAFETY AND HEALTH ADMINISTRATION (OSHA)

Safety & Security

DPS will maintain its facilities and conduct of operations consistent with OSHA rules and regulations.Consistent with federal OSHA requirements and to protect the well-being of employees, Providence Collegiate recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials could result in infection, primarily hepatitis B and human immunodeficiency virus (HIV/AIDS), illness or death of employees. The Health-Safety policy covers all Providence Collegiate employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties.

Certification of Receipt of Personnel Handbook by Employee

I have received a copy of Providence Collegiate's Personnel Handbook and understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in it represents management guidelines only, which may be modified from time to time. I understand that neither the handbook's policies nor any representations made by a management representative, at the time of hire or subsequently, are to be interpreted as a contract between Providence Collegiate and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that Providence Collegiate may terminate the employment relationship whenever it determines that it is in its best interest to do so.

ACKNOWLEDGEMENT OF POLICIES AND PROCEDURES

I have been informed about Providence Collegiate Personnel Handbook, and I understand that I have the responsibility to become familiar with all policies and procedures included herein and abide by them for the full 12 months outlined in my letter of agreement.

Further, I have read and understand the provisions of the following Providence Collegiate policies, procedures and guidelines ,and agree to adherence to them and all others as a condition of continued employment by Providence Collegiate:

- □ Employment At Will
- □ Equal Employment Opportunity
- □ Grievance Procedure
- □ Code of Conduct and Harassment
- □ Safety and Health

I understand that the procedures set forth in the Personnel Handbook are operational guidelines for Providence Collegiate and its employees, and may, from time to time, be changed as necessary to improve organizational efficiency. As such, these procedures shall not be construed as constituting a contract between Providence Collegiate and myself. Providence Collegiate staff is employed and serve at will. The employment relationship can be terminated at any time by either the employee or Providence Collegiate.

Employee Name (please print)_____

Employee Signature_____ Date _____

Witness _____ Date _____

Democracy Prep Balanced Scorecard and Leadership Evaluation Tool

ABOUT THE DEMOCRACY PREP BALANCED SCORECARD:

The Balanced Scorecard approach creates a single quantitative document that evaluates 100 key indicators of Democracy Prep's success and allows our Board and outside evaluators to determine if the school and leadership are meeting our goals and terms of our charter every year. In general, target measures were chosen so that we will exceed our goals if we exceed state averages, we will meet our goal if we exceed New York City averages, and we will fail to meet our goals if we do not surpass city measures by our third year.[1]

The following goal worksheets cover the three paramount goals for Democracy Prep. The School Leader is responsible for all goals, and the Operations and Finance Manager for Organizational Strength. In total, there are 10 individual goals with 10 quantifiable metrics for each goal. One metric can be evaluated for up to three cohorts once we grow to grades 6-8, though not all metrics (e.g. Advanced Placement, SAT, & Regents Exams) can be used for each grade level.

HOW TO USE THE GOAL WORKSHEETS:

1) For each goal, gather the most accurate data available to determine the score for each cohort of students.[2]
2) For each measure, at each cohort level, determine whether Democracy Prep has exceeded, met, approached, or failed to meet our target. Check the box in the corresponding column.
3) Complete the worksheet and total the number of measures for each column. Multiply the total number of metrics achieved by the column weight to determine the performance points earned in each category. Add the total points and divide by the total number of cohort metrics evaluated.
4) The resulting number, which should fall between 0 and 4, is the Accountability Score for that goal.
5) Enter the Accountability Score for all 10 individual goals into the chart to the right to determine our Total Accountability score.

INDIVIDUAL GOAL	PARAMOUNT GOAL	TOTAL SCORE
1) English Accountability	Academic Excellence	
2) Math Accountability	Academic Excellence	
3) Social Studies Accountability	Academic Excellence	
4) Science Accountability	Academic Excellence	
5) College Accountability	Mission Advancement	
6) Civic Accountability	Mission Advancement	
7) DREAM Accountability	Mission Advancement	
8) Financial Accountability	Organizational Strength	
9) Administrative Accountability	Organizational Strength	
10) Public Accountability	Organizational Strength	
	TOTAL SCORE	
TOTAL SCORE / 10 = TOTAL ACCOUNTABILITY		

Total Accountability = < 2.5 Does not Meet Expectations
2.5-3.25 Meets Expectations
> 3.25 Exceeds Expectations

[1] Because district, city, state, and performance levels are moving targets, the Board reserves the right to modify specific indicators to best accomplish our paramount goals.

[2] A cohort year represents all the students who have attended Democracy Prep for that number of years. For example all students in cohort 1, the college class of 2021, will have attended Democracy Prep for 1 year. The same group of students will be in cohort year 2 the following year. By cohort year 3, most students will have completed the 8th grade. If a student enters Democracy Prep in a grade other than 6th or they are retained for lack of academic proficiency, they will be included in a separate "B" cohort with students who have been at the school for the same amount of time regardless of what grade they are in. If a student leaves Democracy Prep, their score will be removed from the cohort baseline to ensure that cohorts are comparing groups of the exact same students over time.

I. Academic Excellence Goals

Goal 1) Democracy Prep students will demonstrate significant improvement in, and high levels of, proficiency in the reading and writing of Standard English.

G1	Goal 1- English Measures	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
1.1	**Percent of DP Students Proficient or Advanced on the New York City & State ELA Exam**	Absolute	1	< 25% ☐	26%-35% ☐	**36%-50%** ☐	**> 50%** ☐
			2	< 30% ☐	31%-50% ☐	**51%-65%** ☐	**> 65%** ☐
			3	< 35% ☐	36%-65% ☐	**66%-80%** ☐	**> 80%** ☐
1.2	**Percent of DP Students passing NY Regents Comprehensive ELA with a score of 65%**	Absolute	3	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
1.3	**Percent of Students Scoring 70% or higher on DP Post-Test Comprehensive Exams in Reading & Writing**	Absolute	1	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
			2	< 55% ☐	56%-65% ☐	**66%-75%** ☐	**> 75%** ☐
			3	< 60% ☐	61%-70% ☐	**71%-80%** ☐	**> 80%** ☐
1.4	**DP Cohort Average Score Compared to National Peers on the MAP ELA Exams (Reading, Listening, Language, and Spelling)**	Comparative	1	< 10% ☐	11%-20% ☐	**21%-35%** ☐	**> 35%** ☐
			2	< 25% ☐	26%-40% ☐	**41%-55%** ☐	**> 55%** ☐
			3	< 40% ☐	41%-50% ☐	**51%-60%** ☐	**> 60%** ☐
1.5	**Percent of individual DP Students scoring above 50% of their national peers on the MAP ELA Exams (Reading, Listening, Language, and Spelling)**	Comparative	1	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
			2	< 25% ☐	26%-40% ☐	**41%-55%** ☐	**> 55%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐

Goal 1) English Accountability (cont.)

G1	Goal 1- English Measures	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
1.6	**Percent of DP Students Proficient or Advanced on New York City & State ELA Exam**	Comparative	1	< District 5 ☐	Within 5% of Similar schools ☐	**Within 5% of City Schools ☐**	**> City Schools ☐**
			2	< Similar Schools ☐	Within 5% of City Schools ☐	**Within 5% of State Schools☐**	**> State Schools ☐**
			3	< City Schools ☐	Within 5% State Schools ☐	**5% better than State Schools ☐**	**> State Schools +10% ☐**
1.7	**Percent of DP Students passing NY Regents Comprehensive English Exam with a 65%**	Comparative	3	< District 5 ☐	Within 5% of Similar schools ☐	**Within 5% of City Schools ☐**	**> City Schools ☐**
1.8	**Percent of DP Students Increasing by 5 Normal Curve Equivalents (NCE) on the MAP ELA Exams**	Value Added	1	< 50% ☐	51%-65% ☐	**66%-75%[3] ☐**	**> 75% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
1.9	**Percent of DP Students Increasing by 10 scale score points on the NYC/NYS ELA Exam**	Value Added	1	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
TOTAL COHORT METRICS EVALUATED			___				
PERFORMANCE TOTAL IN EACH CATEGORY				___	___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =				___ *0= ___	___*2=___	___*3=___	___*4=___
TOTAL PERFORMANCE POINTS			___				
TOTAL PERFORMANCE POINTS/ COHORT METRICS EVALUATED = ENGLISH ACCOUNTABILITY							

[3] As a greater percentage of Democracy Prep students approach the upper quartile, value added gains of the same magnitude become harder to achieve.

Goal 2) Democracy Prep students will demonstrate significant improvement in, and high levels of, proficiency in Mathematics.

G2	Goal 2- Math Measures	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
2.1	**Percent of DP Students Proficient or Advanced on New York City & State Math Exam**	Absolute	1	< 25% ☐	26%-35% ☐	**36%-50% ☐**	**> 50% ☐**
			2	< 30% ☐	31%-50% ☐	**51%-65% ☐**	**> 65% ☐**
			3	< 35% ☐	36%-65% ☐	**66%-80% ☐**	**> 80% ☐**
2.2	**Percent of DP Students passing New York State Math Regents Exam with a score of 65% or better**	Absolute	3	< 10% ☐	11%-25% ☐	**26%-40% ☐**	**> 40% ☐**
2.3	**Percent of DP Students Scoring 70% or higher on Comprehensive Post-Test Exams in Math Problem Solving & Math Skills**	Absolute	1	< 50% ☐	51%-60% ☐	**61%-70% ☐**	**> 70% ☐**
			2	< 55% ☐	56%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 60% ☐	61%-70% ☐	**71%-80% ☐**	**> 80% ☐**
2.4	**DP Cohort Average Score on MAP Math Exams Compared to National Peers**	Comparative	1	< 10% ☐	11%-20% ☐	**21%-35% ☐**	**> 35% ☐**
			2	< 25% ☐	26%-40% ☐	**41%-55% ☐**	**> 55% ☐**
			3	< 40% ☐	41%-50% ☐	**51%-60% ☐**	**> 60% ☐**
2.5	**Percent of DP Students scoring above 50% of their national peers on MAP Math Exams**	Comparative	1	< 10% ☐	11%-25% ☐	**26%-40% ☐**	**> 40% ☐**
			2	< 25% ☐	26%-40% ☐	**41%-55% ☐**	**> 55% ☐**
			3	< 50% ☐	51%-60% ☐	**61%-70% ☐**	**> 70% ☐**
2.6	**Percent of DP Students Proficient or Advanced on New York City & State Math Exam**	Comparative	1	< District 5 ☐	Within 5% of Similar Schools ☐	**Within 5% of City Schools ☐**	**> City Schools ☐**
			2	< Similar Schools ☐	Within 5% of City Schools ☐	**Within 5% of State Schools ☐**	**> State Schools ☐**
			3	< City Schools ☐	Within 5% of State Schools ☐	**> State Schools +5%☐**	**> State Schools +10%☐**

Goal 2) Math Accountability (Cont.)

G2	Goal 2- Math Measures	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
2.7	**Percent of DP Students passing State Math A Regents Exam with a score of 65% or higher**	Comparative	3	< District 5 ☐	Within 5% of Similar Schools ☐	**Within 5% of City Schools ☐**	**> City Schools ☐**
2.8	**Percent of DP Students Increasing by 5 Normal Curve Equivalents (NCE) on MAP Math Exams**	Value Added	1	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
2.9	**Percent of DP Students Increasing by 10 scale score points on the NYC/NYS Math Exam**	Value Added	1	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
TOTAL COHORT METRICS EVALUATED			___				
PERFORMANCE TOTAL IN EACH CATEGORY				___	___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =				___ *0= ___	___*2=___	___*3=___	___*4=___
TOTAL PERFORMANCE POINTS			___				
TOTAL PERFORMANCE POINTS/ COHORT METRICS EVALUATED			=	**MATH ACCOUNTABILITY**			

Goal 3: Democracy Prep students will demonstrate significant improvement in, and high levels of, proficiency in Social Studies and History.

G3	Goal 3- Social Studies and History	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
3.1	**Percent of DP Students Proficient or Advanced on New York City & State Social Studies Exam**	Absolute	2	< 30% ☐	31%-35% ☐	**36%-60%** ☐	**> 60%** ☐
			3	< 35% ☐	36%-65% ☐	**66%-80%** ☐	**> 80%** ☐
3.2	**Percent of DP Students passing New York State US History & Government Regents Exam with a score of 65% or better**	Absolute	3	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
3.3	**Percent of DP Students Scoring 70% or higher on Comprehensive Post-Test Exams in Social Studies and History**	Absolute	1	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
			2	< 55% ☐	56%-65% ☐	**66%-75%** ☐	**> 75%** ☐
			3	< 60% ☐	61%-70% ☐	**71%-80%** ☐	**> 80%** ☐
3.4	**DP Cohort Average Score on MAP Social Science Compared to National Peers**	Comparative	1	< 10% ☐	11%-20% ☐	**21%-35%** ☐	**> 35%** ☐
			2	< 25% ☐	26%-40% ☐	**41%-55%** ☐	**> 55%** ☐
			3	< 40% ☐	41%-50% ☐	**51%-60%** ☐	**> 60%** ☐
3.5	**Percent of DP Students scoring above 50% of their national peers on MAP Social Science Exams**	Comparative	1	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
			2	< 25% ☐	26%-40% ☐	**41%-55%** ☐	**> 55%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
3.6	**Percent of DP Students Proficient or Advanced on New York State Social Studies Exam**	Comparative	2	< Similar Schools ☐	Within 5% of City Schools ☐	**Within 5% of State Schools** ☐	**> State Schools** ☐
			3	< City Schools ☐	Within 5% of State Schools ☐	**> State Schools +5%** ☐	**> State Schools +10%** ☐

Goal 3) Social Studies Accountability (cont.)

G3	Goal 3- Social Studies and History	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
3.7	**Percent of DP Students passing State US History & Government Regents Exam with a score of 65% or higher**	Comparative	3	< District 5 ☐	Within 5% of Similar Schools ☐	**Within 5% of City Schools ☐**	**> City Schools ☐**
3.8	**Percent of DP Students Increasing by 5 Normal Curve Equivalents (NCE) on MAP Social Science Exams**	Value Added	1	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
3.9	**Percent of DP Students Increasing by 10 scale score points on the State Social Studies Exam**	Value Added	2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
TOTAL COHORT METRICS EVALUATED			___				
PERFORMANCE TOTAL IN EACH CATEGORY				___	___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =				___ *0= ___	___*2=___	___*3=___	___*4=___
TOTAL PERFORMANCE POINTS			___				
TOTAL PERFORMANCE POINTS/ COHORT METRICS EVALUATED			=	**SOCIAL STUDIES ACCOUNTABILITY**			

Goal 4) Democracy Prep students will demonstrate significant improvement in, and high levels of, proficiency in Science.

G4	Goal 4- Science	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
4.1	**Percent of DP Students Proficient or Advanced on New York State Science Exam**	Absolute	2	< 20% ☐	21%-35% ☐	**36%-50%** ☐	**> 50%** ☐
			3	< 35% ☐	36%-65% ☐	**66%-80%** ☐	**> 80%** ☐
4.2	**Percent of DP Students passing New York State Living Environment or Earth Science Regents Exam with a score of 65% or better**	Absolute	1	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
			2	< 25% ☐	26%-50% ☐	**51%-65%** ☐	**> 65%** ☐
			3	< 40% ☐	41%-70% ☐	**71%-85%** ☐	**> 85%** ☐
4.3	**Percent of DP Students Scoring 70% or higher on Comprehensive Post-Test Exams in Science**	Absolute	1	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
			2	< 55% ☐	56%-65% ☐	**66%-75%** ☐	**> 75%** ☐
			3	< 60% ☐	61%-70% ☐	**71%-80%** ☐	**> 80%** ☐
4.4	**DP Cohort Average Score on MAP Science Exams Compared to National Peers**	Comparative	1	< 10% ☐	11%-20% ☐	**21%-35%** ☐	**> 35%** ☐
			2	< 25% ☐	26%-40% ☐	**41%-55%** ☐	**> 55%** ☐
			3	< 40% ☐	41%-50% ☐	**51%-60%** ☐	**> 60%** ☐
4.5	**Percent of DP Students scoring above 50% of their national peers on MAP Science Exams**	Comparative	1	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
			2	< 25% ☐	26%-40% ☐	**41%-55%** ☐	**> 55%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
4.6	**Percent of DP Students Proficient or Advanced on New York State Science Exam**	Comparative	2	< Similar Schools ☐	Within 5% of City Schools ☐	**Within 5% of State Schools** ☐	**> State Schools** ☐
			3	< City Schools ☐	Within 5% of State Schools ☐	**> State Schools +5%** ☐	**> State Schools +10%** ☐

Goal 4) Science Accountability (cont.)

G4	Goal 4- Science	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
4.7	**Percent of DP Students passing New York State Living Environment or Earth Science Regents Exam with a score of 65% or higher**	Comparative	3	< District 5 ☐	Within 5% of Similar Schools ☐	**Within 5% of City Schools ☐**	**> City Schools ☐**
4.8	**Percent of DP Students Increasing by 5 Normal Curve Equivalents (NCE) on MAP Science Exams**	Value Added	1	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
4.9	**Percent of DP Students Increasing by 10 scale score points on the State Science Exam**	Value Added	2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
TOTAL COHORT METRICS EVALUATED			___				
PERFORMANCE TOTAL IN EACH CATEGORY				___	___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =				___ *0= ___	___*2=___	___*3=___	___*4=___
TOTAL PERFORMANCE POINTS			___				
TOTAL PERFORMANCE POINTS/ COHORT METRICS EVALUATED			=	**SCIENCE ACCOUNTABILITY**			

II. Mission Advancement Goals

Goal 5) Democracy Prep students will demonstrate significant progress towards preparation for success in the college of their choice.

G5	Goal 5- College Prep & Success	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
5.1	**Percent of DP students passing 1 Regents Exams before the end of 8th grade**	Absolute	5	< 20% ☐	21%-35% ☐	**36%-50%** ☐	**> 50%** ☐
5.2	**Percent of DP Students Passing Democracy Prep College Preparation Portfolio**	Absolute	2	< 40% ☐	41%-55% ☐	**56%-70%** ☐	**> 70%** ☐
5.3	**Percent of DP Students passing 4 Comprehensive Post-Test exams**	Absolute	1	< 40% ☐	41%-50% ☐	**51%-60%** ☐	**> 60%** ☐
			2	< 45% ☐	46%-55% ☐	**56%-65%** ☐	**> 65%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
5.4	**Percent of DP Students Passing Oral Exhibition and Interview**	Absolute	2	< 40% ☐	41%-55% ☐	**56%-70%** ☐	**> 70%** ☐
5.5	**Percent of DP Students passing Democracy Prep Courses**	Absolute	1	< 40% ☐	41%-50% ☐	**51%-60%** ☐	**> 60%** ☐
			2	< 45% ☐	46%-55% ☐	**56%-65%** ☐	**> 65%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐

Goal 5) College Preparation Accountability (cont.)

G5	Goal 5- College Prep & Success	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
5.7	**Percent of DP Students who earn 4 college visits each year**	Absolute	1	< 40% ☐	41%-50% ☐	**51%-60%** ☐	**> 60%** ☐
			2	< 45% ☐	46%-55% ☐	**56%-65%** ☐	**> 65%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
5.8	**Percent of DP Students increasing GPA by 5% compared to previous year**	Value Added	1	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
			2	< 25% ☐	26%-40% ☐	**41%-55%** ☐	**> 55%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
TOTAL COHORT METRICS EVALUATED			___				
PERFORMANCE TOTAL IN EACH CATEGORY				___	___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =				___ *0= ___	___*2=___	___*3=___	___*4=___
TOTAL PERFORMANCE POINTS			___				
TOTAL PERFORMANCE POINTS/ COHORT METRICS EVALUATED			=	**COLLEGE ACCOUNTABILITY**			

Goal 6: Democracy Prep students will demonstrate significant progress towards a life of active Citizenship.

G6	Goal 6- Citizenship Prep & Success	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
6.1	**Percent of DP Students Passing the Regents Exam in US History & Citizenship**	Absolute	3	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
6.2	**Percent of DP Students Proficient on Grade 8 NAEP Civics exam**	Absolute	1	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
			2	< 25% ☐	26%-40% ☐	**41%-55%** ☐	**> 55%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
6.3	**Percent of DP Students who win Awards for participation in interscholastic Speech & Debate**	Absolute	1	< 10% ☐	11%-25% ☐	**26%-40%** ☐	**> 40%** ☐
			2	< 25% ☐	26%-40% ☐	**41%-55%** ☐	**> 55%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐
6.4	**Satisfaction by community partners on exit surveys for students who participate in approved Community Service programs**	Absolute	1	< 50% ☐	51%-65% ☐	**66%-75%** ☐	**> 75%** ☐
			2	< 50% ☐	51%-65% ☐	**66%-75%** ☐	**> 75%** ☐
			3	< 50% ☐	51%-65% ☐	**66%-75%** ☐	**> 75%** ☐
6.5	**Percent of DP Students who earn 6 Saturday Civic Expeditions a year**	Absolute	1	< 40% ☐	41%-50% ☐	**51%-60%** ☐	**> 60%** ☐
			2	< 45% ☐	46%-55% ☐	**56%-65%** ☐	**> 65%** ☐
			3	< 50% ☐	51%-60% ☐	**61%-70%** ☐	**> 70%** ☐

6.6	**Percent of DP Students who earn 6 college visits each year**	Comparative	1	< 10% ☐	11%-20% ☐	**21%-35% ☐**	**> 35% ☐**
			2	< 25% ☐	26%-40% ☐	**41%-55% ☐**	**> 55% ☐**
			3	< 40% ☐	41%-50% ☐	**51%-60% ☐**	**> 60% ☐**
6.7	**Percent of DP Students who voluntarily report having been involved in the juvenile justice system**	Comparative	1	> District 5 ☐	Within 5% of Similar Schools ☐	**Within 5% of City Schools ☐**	**< City Schools ☐**
			2	> Similar Schools ☐	Within 5% of City Schools ☐	**Within 5% of State Schools ☐**	**< State Schools ☐**
			3	> City Schools ☐	> State Schools ☐	**< State Schools ☐**	**< State Schools +10% ☐**
6.8	**Percent of DP Students Increasing by 5 Normal Curve Equivalents (NCE) on MAP Social Science Sub Test**	Value Added	1	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
6.	**Percent of DP Students Improving by 10% or more from previous year's NAEP Civics Exam**	Value Added	1	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-75% ☐**	**> 75% ☐**
TOTAL COHORT METRICS EVALUATED			___				
PERFORMANCE TOTAL IN EACH CATEGORY				___	___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =				___ *0= ___	___*2=___	___*3=___	___*4=___
TOTAL PERFORMANCE POINTS			___				
TOTAL PERFORMANCE POINTS/ COHORT METRICS EVALUATED			=	**CIVIC ACCOUNTABILITY**			

Goal 7: Democracy Prep will maintain a safe, structured, and supportive school culture guided by our DREAM values.

G7	Goal 7- Safe, Structured, & Supportive	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
7.1	**Percent of students with Citizen Cash average > $70**	Absolute	1	< 55% ☐	56%-70% ☐	**71%-80%** ☐	**> 80%** ☐
			2	< 55% ☐	56%-70% ☐	**71%-80%** ☐	**> 80%** ☐
			3	< 55% ☐	56%-70% ☐	**71%-80%** ☐	**> 80%**☐
7.2	**Out-of-School Suspensions per 100 students**[4]	Absolute	1	> 25 ☐	17-25 ☐	**12-16** ☐	**< 12** ☐
			2	> 20 ☐	12-20 ☐	**7-11** ☐	**< 7** ☐
			3	> 15 ☐	7-15 ☐	**5-7** ☐	**< 5** ☐
7.3	**Expulsions per 100 students**	Absolute	1	> 7 ☐	7-5 ☐	**4-3** ☐	**< 3** ☐
			2	> 5 ☐	5-4 ☐	**3-2** ☐	**< 2** ☐
			3	> 3 ☐	3-2 ☐	**1** ☐	**< 1** ☐
7.4	**Police incidents per 100 students**	Absolute	1	> 5 ☐	5-4 ☐	**2-3** ☐	**< 3** ☐
			2	> 4 ☐	4-3 ☐	**1-2** ☐	**< 2** ☐
			3	> 3 ☐	3-2 ☐	**1** ☐	**< 1** ☐
7.5	**Outside evaluators observe student demonstration of DREAM values in classrooms and public spaces**	Absolute	1	< 50% ☐	51%-65% ☐	**66%-80%** ☐	**> 80%** ☐
			2	< 50% ☐	51%-65% ☐	**66%-80%** ☐	**> 80%** ☐
			3	< 50% ☐	51%-65% ☐	**66%-80%** ☐	**> 80%** ☐

[4] We will use the same reporting method as the Department of Education for suspensions, expulsions, and police incidents, such that suspensions include multiple occurrences for the same student. In our early grades, we anticipate a higher suspension rate due to higher behavioral expectations and strict discipline, in later grades our rate will fall below

Goal 7) School Culture Accountability (cont.)

G7	Goal 7- Safe, Structured, & Supportive	Type of Measure	Cohort Year	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets Expectations	DP Exceeds Expectations
7.6	**Families and students confidentially evaluate DP as meeting expectations for safety**	Absolute	1	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
7.7	**Families and students confidentially evaluate DP as meeting expectations for structure**	Absolute	1	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
7.8	**Families and students confidentially evaluate DP as meeting expectations for support**	Absolute	1	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
7.9	**Students able to define in writing the DREAM values using specific examples from their own lives and school community**	Absolute	1	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
			2	< 60% ☐	61%-85% ☐	**86%-95% ☐**	**> 95% ☐**
			3	< 60% ☐	61%-85% ☐	**86%-95% ☐**	**> 95% ☐**
7.10	**Families and students confidentially evaluate DP as meeting expectations for overall school culture**	Absolute	1	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
			2	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
			3	< 50% ☐	51%-65% ☐	**66%-80% ☐**	**> 80% ☐**
TOTAL COHORT METRICS EVALUATED			___				
PERFORMANCE TOTAL IN EACH CATEGORY				___	___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =				___ *0= ___	___*2=___	___*3=___	___*4=___
TOTAL PERFORMANCE POINTS			___				
TOTAL PERFORMANCE POINTS/ COHORT METRICS EVALUATED			=	**REACH ACCOUNTABILITY**			

III. Organizational Strength

Goal 8: Democracy Prep will demonstrate best practices for budgeting, accounting, auditing, and financial controls for all public and private resources.

G8	Goal 8- Financial Viability	Type of Measure	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets or Exceeds Expectations
8.1	**Budget Surplus**	Absolute	> 10% deficit ☐	10-0% deficit ☐	**Actual revenues exceed actual expenses ☐**
8.2	**Annual Independent Audit Completed on Time**	Absolute	Not completed ☐	Audit completed, not on time ☐	**On Time Audit and Report Submitted to Board ☐**
8.3	**Generally Accepted Accounting practices affirmed by audit**	Absolute	Major irregularities ☐	Minor irregularities ☐	**No irregularities ☐**
8.4	**Corrective action notes, if any, responded to in a timely fashion**	Absolute	Notes not fixed ☐	Corrective action more than a month after report ☐	**Corrective action, if any, taken within one month ☐**
8.5	**Positive fund balance**	Absolute	Negative fund balance ☐	Positive fund balance ☐	**Unrestricted net assets two percent or more than operating budget ☐**
8.6	**School Leader Contingency Fund**	Absolute	No contingency fund ☐	0-1.9% contingency fund ☐	**2% or greater contingency fund ☐**
8.7	**Core program operates on public funds**	Absolute	10% or more comes from private sources ☐	0-10% comes from private sources ☐	**No support for core program comes from private sources ☐**
8.8	**All board members meet give/get targets**	Absolute	30% of Board misses targets ☐	0-30% miss targets ☐	**Entire board meets personal give/get targets ☐**
8.9	**School Leader presents 10 complete finance committee updates**	Absolute	7 or fewer updates ☐	7-9 complete updates ☐	**10 complete updates ☐**
8.10	**Actual retrospective budget is close to original proposed budget**	Absolute	Greater than 10% difference ☐	5-10% difference ☐	**0-5% difference between total budgets ☐**
TOTAL METRICS EVALUATED		**10**			
PERFORMANCE TOTAL IN EACH CATEGORY			___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =			**___*0= ___**	**___*2=___**	**___*4=___**
TOTAL PERFORMANCE POINTS		___			

TOTAL PERFORMANCE POINTS/10 = FINANCIAL ACCOUNTABILITY

Goal 9: Democracy Prep will demonstrate best practices for administrative accountability and board, leadership, faculty, and staff satisfaction will be high.

G9	Goal 9- Administrative Viability	Type of Measure	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets or Exceeds Expectations
9.1	**School Leader formal evaluation performed by governance committee**	Absolute	Completed more than 2 months late ☐	Completed 0-2 months late ☐	**Evaluation completed and reviewed by entire board by annual deadline** ☐
9.2	**All faculty members evaluated by School Leader**	Absolute	Less than 66 % of evaluations on time ☐	66%-90% of faculty evaluations on time ☐	**All evaluations completed and reviewed by SL on time** ☐
9.3	**Average teaching experience of faculty members**	Absolute	Less than two years ☐	Two-four years ☐	**More than four years** ☐
9.4	**Average length of teaching at Democracy Prep (year 3 and after)**	Absolute	Less than one year ☐	One-two years ☐	**More than two years** ☐
9.5	**Faculty satisfaction with professional responsibilities and environment meets expectations**	Absolute	60% or less ☐	60-80% ☐	**More than 80%** ☐
9.6	**Leadership satisfaction with professional responsibilities and environment meets expectations**	Absolute	60% or less ☐	60-80% ☐	**More than 80%** ☐
9.7	**Board satisfaction with membership and responsibilities meets expectations**	Absolute	60% or less ☐	60-80% ☐	**More than 80%** ☐
9.8	**On time-attendance rate of staff**	Absolute	90% or less ☐	90-95% ☐	**More than 95%** ☐
9.9	**Annual Report submitted and disseminated on time**	Absolute	Two months or more late ☐	0-2 months late ☐	**Submitted & disseminated on time** ☐
TOTAL METRICS EVALUATED		**10**			
PERFORMANCE TOTAL IN EACH CATEGORY			___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =			___ *0= ___	___*2=___	___*4=___
TOTAL PERFORMANCE POINTS		___			

TOTAL PERFORMANCE POINTS/10 = ADMINISTRATIVE

ACCOUNTABILITY

Goal 10: Democracy Prep will demonstrate pubic viability and accountability through demand, support for, and satisfaction with the overall academic program.

G10	Goal 10- Public Viability	Type of Measure	DP Does Not Meet Expectations	DP Approaches Expectations	DP Meets or Exceeds Expectations
10.1	**Family overall satisfaction with DP meets expectations**	Absolute	60% or less ☐	60-80% ☐	**More than 80%** ☐
10.2	**Student overall satisfaction with DP meets expectations**	Absolute	60% or less ☐	60-80% ☐	**More than 80%** ☐
10.3	**Community Partner overall satisfaction with DP meets expectations**	Absolute	60% or less ☐	60-80% ☐	**More than 80%** ☐
10.4	**Visitor overall satisfaction with DP meets expectations**	Absolute	60% or less ☐	60-80% ☐	**More than 80%** ☐
10.5	**Percent of students returning from June to the following October**	Absolute	85% or less ☐	85-95% ☐	**95% or more** ☐
10.6	**October 1st Enrollment levels compared to projected seats available**	Absolute	90% or less ☐	90-97% ☐	**97% or more** ☐
10.7	**Waiting list size**	Absolute	5% or less of available seats ☐	5-25% of available seats ☐	**25% or more of available seats** ☐
10.8	**Negative attrition (expulsion, dissatisfaction with school, voluntary school transfer within traditional NYC system)**	Absolute	5% or more ☐	3-5% ☐	**0-3%** ☐
10.9	**Family participation in at least one school activity per trimester**	Absolute	60% or less ☐	60-80% ☐	**80% or more** ☐
10.10	**Visitor survey completion**	Absolute	Less than 1 per school day average ☐	1-2 per school day average ☐	**2 or more per school day average** ☐
TOTAL METRICS EVALUATED		**10**			
PERFORMANCE TOTAL IN EACH CATEGORY			___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =			___ *0= ___	___*2=___	___*4=___
TOTAL PERFORMANCE POINTS		___			

TOTAL PERFORMANCE POINTS/10 =	PUBLIC ACCOUNTABILITY	

Democracy Prep Staff Evaluation Tool
Trimester One 2009-2010

This tool is a rubric for the comprehensive evaluation of staff at Democracy Prep Charter School and the metric used primarily to determine the most significant portion of the performance bonuses. It is intended to balance four essential attributes of Democracy Prep team members that will help build a world-class school for our citizen-scholars. The weights of each of these categories for Trimester One are as follows:

40% Value added and absolute student performance demonstrated through data analysis on the Trimester Exam
20% Teaching and learning
20% Citizenship and discipline
20% Team-oriented behaviors

Democracy Prep staff in the first trimester should aspire to achieve the Meets High Expectations benchmark, while many teachers will find themselves often in the second category, Approaches High Expectations. Goals that are evaluated in the Does Not Meet Expectations category should be considered emergency issues that require immediate attention and intervention. The Exceeds the Highest Expectations category is designed to be elusive and recognizes only the sort of outstanding performance that Democracy Prep teachers should aspire to over their entire careers; it is unlikely to attain many evaluations that exceed expectations during the first year.

Value Added Student Performance

Goal Measured	Type of Measure	Does NOT meet Expectations	Approaches High Expectations	Meets High Expectations	Exceeds the Highest Expectations
Percent of Students Scoring 70% or higher on teacher's Trimester Exam	Absolute	□ Less than 60%	□ 60%-75%	□ 75%-85%	□ Greater than 85%
Percent of Students making 40% gain from pre-test questions up to a grade of at least 80% on Trimester Exam	Value Added	□ Less than 60%	□ 60%-75%	□ 75%-85%	□ Greater than 85%
Teacher's Cohort Average gain on Trimester exam	Value Added	□ Less than 20%	□ 21-40%	□ 41%-55%	□ Greater than 55%
Percent of students passing the course at the Trimester	Absolute	□ Less than 60%	□ 60%-75%	□ 75%-85%	□ Greater than 85%

TOTAL METRICS EVALUATED	**4**				
PERFORMANCE TOTAL IN EACH CATEGORY	**n/a**	___	___	___	___
PERFORMANCE POINTS IN EACH CATEGORY =	**n/a**	___ *0= ___	___*2=___	___*3.5=___	___*5=___
TOTAL PERFORMANCE POINTS	____				
TOTAL PERFORMANCE POINTS/ 4 =					

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Teaching and Learning

Review Area	Level 0 Does Not Meet Expectations	Level 2 Approaches High Expectations	Level 3.5 Meets High Expectations	Level 5 Exceeds the Highest Expectations
Lesson Planning Quality	Plans frequently do not include all essential elements of a quality lesson plan.	Plans are occasionally incomplete, or lack appropriate sequencing, or are often not engaging; they may also include irrelevant activities that do not show an urgent and appropriate use of time toward mastering aims.	Plans are almost always complete, well-sequenced, include engaging and relevant activities, and show an urgent and appropriate use of time towards mastering aims.	Plans are always complete, well-sequenced, include engaging and relevant activities, and show an urgent and appropriate use of time towards mastering aims; plans are a good resource and model for teaching staff; plans serve as a model curriculum template for others.
Aim Design	Class-period aims are frequently unclear or not focused on specific measurable skills and the knowledge to be gained in each class period.	Aims need more clarity and measurable specificity for each class and do not consistently hold high and attainable expectations for students in a class period.	Aims are consistently clear and hold high and attainable expectations for students. Aims are clearly linked to subject standards and can be measured in the period of the class.	Objectives are always extremely clear, precise, and hold very high and attainable expectations for what skills and knowledge students will master in each class period. Aims have a clear connection to standards. Aims are a model for other teachers.
Lesson Plan & Materials Timeliness	Syllabi, lesson plans and/or materials are almost always submitted late.	Syllabi, lesson plans and/or materials are occasionally submitted late.	Syllabi, lesson plans and/or materials are almost always submitted early or on time.	Syllabi, lesson plans and materials are always submitted on time or ahead of schedule.
Curricular Materials	Materials are rarely visually or intellectually engaging. Materials are often confusing for students to understand without explanation. Materials are often not ready for student use at the start of the instructional period.	Materials occasionally lack visual and intellectual engagement or frequently contain typographical or grammatical errors. Materials need more clarity or organization in order to fully support instruction and student mastery of class objectives. Lesson material sometimes lacks connection to daily aims.	Teacher designed materials are almost always intellectually and visually engaging, clearly organized and support instruction and student mastery of class objectives. Materials rarely, if ever, include typographical or grammatical errors. Students are rarely confused by materials. Lesson material is linked closely to aims and clearly move students toward content mastery.	Materials are always engaging, organized and always ready to use for instruction; materials are designed to bring the lesson to life for students visually and intellectually; materials never include typographical or grammatical errors; materials can be used as a resource for teaching staff and template for others.
Summative and Formative Assessments	Assessment questions are haphazardly assembled without a clarity of purpose or connection to state and national questions	Assessments somewhat connect to state and national standards but don't consistently and effectively measure student mastery of content. Assessments do not allow for easy and valid analysis of student mastery.	Assessments are mostly aligned to state and national standards, generally demonstrate mastery of content at low, medium and high levels. Assessments allows for some valid analysis of student mastery.	Assessments are always precisely aligned to state and national standards and include multiple questions at low, medium and high levels that clearly measure student mastery of content. Assessments allows for precise and valid analysis of student mastery and areas of improvement.

Organized & Relevant Classroom Space	Classroom does not consistently use physical space and wall space for instructional support. Student work is often stagnant.	Classroom is neat and organized but physical and wall space add minimal value to instructional goals and student work is changed infrequently.	Classroom is neat, organized, and effectively uses physical space to aid instruction through posters, pictures, graphic organizers, word walls, and student work that rotates often	Classroom arrangement is very carefully thought-out and provides the optimum learning environment being engaging and stimulating without being distracting; n excellent model for teaching staff
Review Area	**Level 0 Does Not Meet Expectations**	**Level 2 Approaches High Expectations**	**Level 3.5 Meets High Expectations**	**Level 5 Exceeds the Highest Expectations**
No opt out	No-opt out is not a focus of the classroom expectations and students often feel comfortable disengaging from whole class academic expectations	No-opt-out is often attempted, but more often teacher allows certain students to disengage from some portion of the academic material in the class.	No-opt-out is used regularly to ensure that students are engaged in all academic material even if they are struggling with the content.	No- opt-out techniques are used in every class masterfully such that students know that they can never disengage from an academic expectation of the whole class. Students are unable to say no to a request.
Individual Support for Struggling Students	Rarely provides individual student support inside or outside of regular class time or is ineffective in accomplishing goals	Provides individual student support on occasion but students' areas of need are not always addressed effectively	Regularly available for individual student support; students' individual areas of need are addressed effectively inside and outside of class.	Makes self unconditionally available for direct individual student support; students' areas of need are addressed skillfully and effectively all of the time inside school and out; an excellent model for teaching staff
Assessment of Student Learning & Data Analysis	Teacher rarely uses assessment data for students. Instruction and support are not a product of regular review of formal and informal assessment data.	Teacher's formal and informal assessment of student learning may be rudimentary or incomplete and is only occasionally used to guide instruction.	Teacher's assessment of student learning comes from frequent informal and formal evaluations that are carefully analyzed; teacher regularly uses assessment data to inform instruction.	Teacher's assessment of student learning is rich and comes from a combination of formal and informal evaluations; teacher continuously uses rigorous assessment data to inform skillful instructional support; an excellent model for teaching staff
Use of Student Achievement Data	Teacher rarely uses assessment data in a meaningful way. Although data is collected, lessons are rarely revised; tutoring groups rarely address the exit ticket data.	Teacher sometimes uses assessment data to inform instruction and to form tutoring groups. Whole class lesson materials and methodology are sometimes revised based on this data.	Teacher regularly uses assessment data to inform instruction and to form thoughtful tutoring groups. Methodology as well as materials are revised to reflect student needs; interventions are timely and tracked.	Teacher always uses assessment data to inform instruction and to form thoughtful tutoring groups. Teacher Real-Time Pacing Calendar shows frequent lesson revisions or adjustments based on exit ticket data.
Maximum Time On Task	Teacher often spends time in class on unnecessary tasks, tangents, transitions, or conversations or leaves significant down time during instructional periods.	Usually on task, but occasionally spends too much time on anecdotes, tangents, or unnecessary conversations and tasks. Students are focused on meaningful work ~70% of the class.	Makes an effort to use every minute of instructional time efficiently and effectively; tangents are minimal, and behavior is dealt with swiftly; students are focused on meaningful work at least 85% of the time.	Uses every minute of instructional time for purposeful learning; seamless and efficient transitions, consistent sense of urgency, excellent model for others
Starting and ending on time	Class periods often start late or finish late. Other teachers and transition leaders are often waiting for students to leave	Class period either starts or ends late once a day.	Class period rarely starts or ends late	Classes start and end like a well oiled machine and demonstrate a masterful use of time management making the teacher a model for others.

Commun-ication with Families	Rarely makes unsolicited contact to family of students for either good or bad conversations.	Occasionally makes unsolicited contact with families to deliver positive and negative reports but does not have a consistent plan.	Frequently makes contact with families on a wide variety of topics to update them on their student's progress.	Consistently makes contact with a wide variety of families on an array of topics. Uses a regular schedule to communicate with "average" students as well as high needs.
80%-80%	Less than 70% of students are engaged, raising hands, and mastering academic expectations less than 70% of the time	70% of students are completely engaged, raising hands, and mastering academic expectations at least 70% of the time	80 percent of students are completely engaged, raising hands, and mastering rigorous academic expectations at least 80% of the time	90 percent of students are completely engaged and mastering rigorous academic expectations at least 90 percent of the time. A model classroom of engaged learning.
Review Area	**Level 0 Does Not Meet Expectations**	**Level 2 Approaches High Expectations**	**Level 3.5 Meets High Expectations**	**Level 5 Exceeds the Highest Expectations**
Collaboration on Teaching & learning	Teacher rarely meets with other faculty to discuss best practices and collaborate on teaching and learning strategies.	Teacher occasionally meets with other faculty to discuss best practices and collaborate on teaching and learning strategies.	Teacher often meets with other members of the faculty to discuss best practices and collaborate on teaching and learning strategies by subject, class, and student.	Teacher regularly meets with other members of the faculty to discuss best practices and collaborate on teaching and learning strategies by subject, class, and student and the collaboration is a model for other staff.
Warm Demanding	Teacher occasionally is warm/demanding but usually favors only one or the other.	Teacher attempts to demonstrate characteristics of a warm, supportive, and approachable teacher who is consistently demanding, strict, and fair.	Teacher consistently demonstrates characteristics of a warm, supportive, and approachable teacher who is consistently demanding, strict, and fair.	Teacher always demonstrates characteristics of a warm, supportive, and approachable teacher who is consistently demanding, strict, and fair. Serves as a model for others
Right is Right	Teacher often allows students to respond with a wrong, partial, or near right answer or a true answer to another question without correcting the mistake in an unequivocal way.	Teacher occasionally holds out for the "real right" answer but often allows a "near right" answer or accepts a true answer to a question that wasn't the one asked.	Teacher consistently expects student responses in class and on written work are "really right" not just "near right." A teacher does not allow a true answer to be confused with the right answer to a specific question.	Teacher always expects student responses in class and on written to be completely correct and does not allow answers to questions other than the one asked. Teacher always has high expectations for student responses and is a model for other teachers.
Stretch It	Teacher rarely expects more than the rudimentary answer and rarely asks for an improvement in answer quality.	Teacher occasionally asks that students demonstrate both the process and the product of an answer or asks for better vocabulary.	Teacher usually expects that an answer includes both the process and the product and that even a correct answer must have evidence and justification.	Teacher regularly expects that an answer includes both the product and the process that led them to it and that even a correct answer must have evidence and justification. Even excellent answers can be improved
Circle Back	Circle back is rarely used to close the loop from a wrong answer to the student answering the same question correctly.	Circle Back techniques are used occasionally such that students who answer a question incorrectly sometimes leave the class period knowing the correct answer.	Circle Back techniques are used often such that students who answer a question incorrectly almost always leave the class period knowing the correct answer.	Circle Back techniques are used in every class masterfully such that students who answer a question incorrectly almost always leave the class period knowing the correct answer and why they initially got it wrong.
Without apology	Academic material is often simplified to reduce the rigor and complexity, and hard or "boring" subjects are discussed as "necessary" instead of fun.	Rigorous academic material is presented occasionally with apology for its difficulty. Students are rarely challenged by hard material because it is occasionally "dumbed down."	Rigorous academic material is presented often and without apology for its difficulty. Students leave most classes believing that material is fun because it is hard.	Rigorous academic material is presented regularly and without apology for its difficulty. Students leave most classes believing that above grade level material is fun because it is hard.

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Format Matters	Students are rarely asked to answer questions in a format that demonstrates mastery of the concept and expressed	Students occasionally are asked to questions in complete sentences that demonstrate full understanding of the concept expressed in a rigorous way.	Students usually are asked to answer a written and verbal question in a complete sentence that demonstrates full understanding of the concept expressed in a rigorous way.	Students regularly answer a written and verbal question in a complete sentence that demonstrates full understanding of the concept expressed in a rigorous way and students can express what peers have said.
Promptly Returning Student Work	Rarely returns student work within 48 hours and/or neglects to provide written feedback	Attempts to return student work within 48 hours but occasionally takes longer or neglects comments.	Regularly returns student work within 48 hours with substantive and meaningful written feedback.	Almost always returns student work within 48 hours with personalized and meaningful written feedback. A model for other staff.
Promotion of Critical Thinking Skills	Assignments are focused on short term recall and rarely ask students to deeply analyze and understand the material.	Teacher attempts to have students think deeply on assignments but is inconsistently successful at getting mastery of high order thinking.	Teacher regularly pushes students to demonstrate mastery of content as well as critical thinking/ higher level Blooms Taxonomy skills.	Teacher always expects students to master difficult content in a way that has them critically examine the higher level thinking not just simple recall and is a clear model.
Homework Quality, Feedback, and Frequency	Teacher is inconsistent about assigning rigorous, relevant homework and/or fails to check or assess HW regularly	Teacher usually assigns rigorous homework but is inconsistent about checking it or feedback.	Teacher almost always assigns, challenging, relevant, homework that is clearly assessed and students are accountable for high quality work	Teacher always assigns challenging homework that is almost always assessed and students are accountable for high quality work even on weekends & holidays. Model.
Differentiation Within the Classroom for SPED Students	Rarely differentiates to meet learners where they are or is ineffective in appropriately addressing SPED needs.	Occasionally tailors instruction to unique needs of students using accommodations or modifications.	Identifies SPED students and often differentiates instruction using appropriate modifications and accommodations when necessary	Regularly differentiates instruction to target students at all academic levels maximizing accommodations, minimizing modifications, and skillfully identifying unique needs.
Total Categories = 25				

Student Citizenship & Discipline

Review Area	Level 0 Does Not Meet Expectations	Level 2 Approaches High Expectations	Level 3.5 Meets High Expectations	Level 5 Exceeds Highest of Expectations
Threshold	Inconsistently stands in threshold of classroom or fails to monitor both hallway and classroom space effectively to minimize disruption	Regularly attempts to monitor both exit and entrance of students at the threshold of the classroom to minimize disruption and welcome students	Almost always monitors hallway and classroom space simultaneously for entrance and exit procedures, uses physical space effectively, students are warmly greeted almost every day.	Daily threshold routine is warm, engaging, and sets a serious tone for exit and entrance procedures. Teacher simultaneously monitors both spaces masterfully and is a model for other teachers.
Tracking The Teacher	On average, less than 65% of Students are tracking the teacher when teacher is speaking.	On average, 65-80% of students are tracking the teacher when the teacher is speaking.	On average, 80%-90% of students are tracking the teacher when the teacher is speaking	On average, 90-100% of students instinctively track the teacher or the appropriate classroom tool (map, board, overhead, etc.) without the need for redirection. A clear model for others.
Tracking Peers	On average, less than 65% of Students are tracking their peers teacher when a peer is speaking.	On average, 65-80% of students are tracking their peers when a peer is speaking.	On average, 80%-90% of students are tracking a peer when a peer is speaking	On average, 90-100% of students instinctively track their peers without the need for redirection because the classroom culture expects it. A clear model for others.
STAR Posture	On average, less than 75% of Students are sitting in STAR posture at their desks. Heads are	On average, 75-85% of students are sitting in STAR Posture at their desks. Occasionally, heads are	On average, 85%-95% of students are sitting in STAR posture at desks and students who slump or fade are	On average, 90-100% of students instinctively sit in STAR posture without the need for redirection because the classroom

	often down on desks.	down on desks and students slump.	redirected quickly and firmly.	culture expects it. A clear model for others.
Student Engagement	On average, less than 50% are raising their hands on 80% of questions asked. Students often appear disengaged.	On average, 50-70% of students are raising their hands on 80% of questions. Most students appear engaged in the lesson behaviorally.	On average, 70%-85% of students are raising their hands on 80% of the questions demonstrating and eagerness to participate in the work.	On average, 85%+ of students are raising hands to 80% of questions asked because they are passionate about the material and engaged in rigorous work. A clear model.
Review Area	**Level 0 Does Not Meet Expectations**	**Level 2 Approaches High Expectations**	**Level 3.5 Meets High Expectations**	**Level 5 Exceeds Highest of Expectations**
Neatness and Cleanliness of Student Space	Student space is often poorly maintained, papers are left on floor, portfolios are in wrong place, room looks unkempt	Students demonstrate systems for physical space that are attempted but inconsistently maintained. Room is occasionally unkempt	Students demonstrate neat, clean physical space with binders, pencils, papers, & portfolios in an obvious & clear place due to teacher direction.	Students demonstrate an expectation of neat and clean physical space with all materials in clear places. Classroom is regularly left cleaner than it was found. A clear model.
100%	When whole-class directions are given, teacher rarely expects 100% adherence to the direction	Teacher attempts to get 100% adherence to specific whole-class directions but often settles for less.	Teacher expects that whole class directions are adhered to by all and comments on stragglers to encourage 100%.	Teacher gives whole class instructions and rarely settles for less than 100% adherence. When a teacher gives a direction, students immediately respond. A model for others.
Do it Again	Teacher rarely asks individual students or groups to repeat something even if it was not done correctly at first.	Teacher occasionally asks students or groups to do something again but does not always require that students repeat it perfectly before moving on to the next activity.	Teacher often asks students to do it again when they fail to follow directions or make a mistake on a specific behavioral task.	Teacher regularly requires that students do something again individually or as a group if they fail to meet high expectations. Rarely moves on until behavioral expectations are met and is comfortable waiting to get it right.
Strong Voice & Strong Presence	Teacher rarely attempts to have a strong voice or presence in the classroom and allows students to speak over his or her voice. Body & verbal language doesn't communicate high expectations	Teacher attempts to use a strong voice but occasionally accepts student interruptions or forgets to use body and verbal language to communicate high expectations	Teacher is economical with his/her words and does not tolerate student interruptions by using clear body and verbal language to carry a strong presence in the classroom almost all the time.	Teacher efficiently uses words and body language precisely to demonstrate strength in the classroom and to show that there is no tolerance for student interruptions. Can signal a class to give silence without a word. A clear model for others.
Discipline Collaboration	Rarely collaborates with the Dean, leadership team, or other teachers on disciplinary strategies and suggestions.	Occasionally collaborates with the Dean, leadership team, and other teachers to discuss disciplinary strategies, consequences, and interventions attempted.	Often collaborates with the Dean, leadership team, and other teachers to discuss disciplinary strategies, consequences, and interventions attempted.	Regularly collaborates with the Dean, leadership team, and other teachers to discuss disciplinary strategies, consequences, and interventions attempted. Is a model of collaboration and citizenship;
Appropriate Redirections	Often avoids giving consequences, and instead, issues warnings such as "Next time you will lose DD…" or other cues such as "shhh" or idle threats of punishment to attempt to contain negative behaviors.	Occasionally uses warnings as a tool without issuing consequences to a student who is doing the wrong thing based on clearly identified rules. Rarely uses redirection strategies such as "What to Do" or "Positive Framing"	Rarely uses individual warnings as a tool for behavior modification; Instead gives whole class directions and immediate consequences for failure to comply. Almost always uses redirection strategies such as "What to Do" or "Positive Framing"	Is a model of strict and fair teaching, all expectations are clearly articulated and students are held accountable. Always uses appropriate redirection strategies such as "What to Do," "Whole Class Redirections," "Positive Framing" and "Proximity" to positively affect classroom behavior and culture.
Classroom as	Classroom tone is usually	Classroom is occasionally a	Classroom is engaging and	Classroom behaviors and attitudes mirror

a Mirror	established and changed by changes in student behavior not teacher behavior. Not engaging.	representation of the teacher but students sometimes set the tone of the class.	enthusiastic as a result of explicit teacher efforts to make it energetic, calm, or serious, when appropriate	those of the teacher on a regular basis through the skillful manipulation of self to affect classroom cultural shifts. Clear model.
Appropriate Handling of Classroom Disruptions	Often loses his/her composure when handling disruptions; disruptions in class are frequent; usually consequences are unclear or ineffective.	At times loses his/her composure when handling disruptions; consequences are not always clear and effective	Calmly and assertively handles situations quickly and effectively with clear and appropriate consequences	Rarely has disruptions due to student engagement in lesson; calmly and assertively handles the situation quickly and effectively with clear and effective consequences; model for other teachers
Behavioral support for SPED students	SPED students are often ignored or managed in ways that lead to greater behavioral issues.	SPED students are held to high standards but often passed off to other staff to manage	SPED students are usually supported appropriately in terms of behavioral rewards & consequences	Ensures that SPED students are provided support and encouragement as well as appropriate consequences when needed.
No Excuses & No Exceptions	Often allows exceptions or excuses to classroom or school rules for individual students.	Maintains a policy of no-excuses, but occasionally makes exceptions to the rule in individual cases.	Usually holds students to high standards and does not accept excuses when offered by a student.	Holds all students to extremely high standards regardless of circumstances and does not even entertain excuses.
Positive Tone	Teacher is often negative and negativity loses its effect because of its commonality.	Teacher is positive only 70% of the time and does not fully accomplish goals when using a negative tone.	Teacher is positive 80% of the time while still maintaining high behavioral standards.	Teacher is Positive 90% of the time and negativity is reserved for specific uses and to accomplish behavioral goals.
Clarity of Behavioral directions	Directions are often vague, unclear, or unhelpful. "e.g. everybody pay attention"	Directions are sometimes clear and precise but lack consistency. (e.g. "I need all eyes on me"	Directions are clear, consistent, and precise (e.g. "feet on the floor, pencils down, tracking Jose."	Directions are almost always crisp, efficient, and precisely crafted to accomplish the goal. Teacher is a model for clarity of directions.
Joy Factor	Teacher rarely or never uses chanting, rhythm, call and response or competition to bring joy to the class. Students do not equate learning with fun.	Teacher sometimes uses chanting, rhythm, call and response, or competition to bring joy to the class. Students sometimes think learning is fun.	Teacher regularly makes learning fun through chanting, cheers, rhythm, call and response, celebration of achievement, or competition. Joy is a usual part of the class; students regularly show that learning is fun by laughing and smiling.	Nearly every single class is full of joy. Teacher is the model for leading students through cheers, chants, rhythm, call and response and competition. Accomplishments are celebrated every day. Learning is always fun.
Total Categories = 18				

Team Oriented Behaviors

Review Area	Level 0 Does Not Meet Expectations	Level 2 Approaches High Expectations	Level 3.5 Meets High Expectations	Level 5 Exceeds Highest of Expectations
Attendance at School	Absent from school more than 3 times in a trimester.	Absent from school 2-3 times in a trimester	Absent from school 1 time and only for good reasons	Never absent for any reason.
Timeliness to Meetings & Events	Occasionally is late for meetings, events, or appointments causing others to wait for them.	Almost always arrives for staff meetings, professional development, and other events early or on time	Arrives on-time or early for most meetings but occasionally is a few minutes late.	Is a model of timeliness. All meetings, events, and appointments are taken seriously and staff always arrives early or on time.

Timeliness to School	Usually arrives to school after 7:30 or is never prepared for student arrival into advisory/homeroom.	Occasionally arrives with just a minute or two to spare before students enter the building or is occasionally unprepared for student arrival into homeroom.	Almost always arrives on or before student arrival and is prepared for advisory/homeroom.	Is a model of timeliness. Always arrives on or before student arrival and is completely prepared for advisory/homeroom.
Advisory Performance & Communication With Advisees	Infrequently engages in advisory activities and doesn't often collaborate with co-advisors to create a strong advisory culture.	Is present and engaged in all advisory activities but does not yet accomplish advisory goals of building a strong community.	Is an excellent advisor working closely with co-advisors to create a positive and supportive group dynamic with close relationships.	Is a model advisor who helps build a close-knit and team oriented advisory group using closer relationships, family contact, and effective competition to support advisory.
Review Area	**Level 0 Does Not Meet Expectations**	**Level 2 Approaches High Expectations**	**Level 3.5 Meets High Expectations**	**Level 5 Exceeds Highest of Expectations**
Community Systems Support	Rarely supports arrival, dismissal, transitions, bathrooms and/or assigned lunch duties. Often is absent for scheduled transitions or arrives late.	Usually is present for assigned duties (including arrival, dismissal and transitions), but often does not actively engage in managing students. Rarely assists with duties s/he is not assigned to.	Almost always actively engages in assisting with student arrival and dismissal as well as all transitions, bathrooms, or lunch support when present and/or assigned.	Always actively engages in every student transition. Actively assists with student movement including arrival, dismissal, transitions, bathroom, lunch duty, etc. Teacher proactively creates solutions and makes suggestions for better transitions.
Going Above and Beyond	Rarely does more than what is asked of them, leaves on a time schedule, not when the job is done to the highest quality.	Occasionally goes above and beyond what was asked of them and volunteers to work harder than others every now and then..	Regularly goes the extra mile to get the job done with a high degree of quality regardless of what was asked of them or what the barriers may be.	Always goes above and beyond what is asked of them personally and professionally. Arrives early, stays late, and doesn't stop until the job is done to high standards.
Professional Dress	Occasionally fails to dress professionally such that visitors would not know this is serious.	Dresses professionally regularly(e.g. men in ties)but occasionally doesn't look like teaching is a serious job	Dresses professionally every single day and is always presentable to visitors, families, and students.	Is a model of professional dress. Uses dress to consistently demonstrate that education is important business that is taken seriously
General Collaboration	Rarely collaborates with staff or does not follow through on team discussions.	Occasionally initiates attempts to collaborate with other staff but is inconsistent about follow-through.	Is a good model of collaboration with staff often meeting with others to discuss school issues.	Is a model of collaboration for the entire staff regularly scheduling time to collaborate on academics, discipline, and school culture.
Organization and Neatness of Public Space	Routinely leaves public spaces less organized and neat than they were found. Spaces often require others to tidy them.	Attempts to leave public spaces clean, neat and organized but occasionally leaves copies, papers, or other materials unorganized.	Leaves public spaces cleaner than they were found on a regular basis such that papers, files, personal items, etc. are all neat and clean.	Is a model of organization and cleanliness. Ensures that all items in public view (copier, desk, room, chair, etc.) are straightened regularly and helps others to become neat.
Email & Mailbox Responsiveness	Occasionally gets behind on email or mail or fails to respond to essential communication.	Usually responds to email within 12 hours and checks both email and mailbox twice a day.	Always responds to necessary email within 12 hours and checks and empties mail box at least twice a day.	Is a model of appropriate responsiveness to email and written communication, mailbox is emptied often. Never "buried or swamped"
Extroverted Nature	Occasionally appears to be reclusive from the life of the school or fails to engage others.	Usually engages with other staff and visitors on a daily basis but occasionally is in their own world.	Makes sure to be extroverted and actively involved in the public issues of school life with visitors and staff.	Is a model of appropriate extrovertedness; involved in the public life of the school and makes an effort to engage with everyone.
Professional Development Participation	Participates in PD, but rarely is actively engaged in topical conversations or fails to ask good questions. Occasionally brings a negative attitude to PD	Usually participates in PD opportunities provided by the school but occasionally disengages or does not demonstrate a positive approach to PD.	Actively participates in all PD opportunities provided through the school (e.g. workshops, visits, Friday sessions, surveys, etc.; always maintains a positive attitude.	Actively participates in all PD opportunities provided through the school, always maintains a positive attitude; seeks outside PD opportunities to develop his/her expertise and shares experiences with others.
Whole School	Occasionally involved in whole	Usually willing to participate in	Always actively involved in whole	Always involved in whole school events and

Events, Skits, Activities, etc.	school events, but often sits on the side-lines while others take the lead in creating activities.	whole school events, but rarely taking the lead unless specifically asked to do so.	school events, skits, activities etc. Regularly suggests new ideas and ways that they can be helpful.	regularly takes a leadership role in creating opportunities for community-wide celebration of success, messaging, etc.
Total Categories = 13				

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Department of Education

Progress Report 2009-10

MIDDLE

This Progress Report is for:

SCHOOL	**Democracy Prep Charter School (84M350)**
SCHOOL LEADER	**Seth Andrew**
ENROLLMENT	**326**
SCHOOL TYPE	**MIDDLE**
PEER INDEX	**2.71**

Progress Report Grade

A

What does this grade mean?

Schools are assigned letter grades based on their overall Progress Report score. Monetary bonuses may be given to principals and teachers at high-scoring schools. Schools that get Ds and Fs, or 3 Cs in a row, may face consequences, including change in school leadership or school closure.

How did this school perform?

- This school's overall score for 2009-10 is 88.9
- This school did better than 100% of all Middle schools citywide.

Category	Calculated Score	Category Grade
School Environment	**14.3** out of 15	A
Student Performance	**13.5** out of 25	B
Student Progress	**55.8** out of 60	A
Additional Credit	**5.3** (15 max)	
Overall Score	**88.9** out of 100	A

How scores translate to grades:

- Schools receive letter grades based on their overall score.
- Schools with an overall score of 62.1 or higher receive a letter grade of A
- 25.1% of schools earned an A in 2009-10

Middle Table – Overall Grades

Grade	Score range	City summary
A	62.1 or higher	25.1% of schools
B	42.6 - 62.0	35.1% of schools
C	30.6 - 42.5	34.2% of schools
D	18.5 - 30.5	5% of schools
F	18.4 or lower	0.6% of schools

In light of changes in State tests and Progress Report methodology, schools cannot drop more than two letter grades from last year to this year. Further, schools with top quartile performance in ELA and Math cannot receive a grade lower than C.

In This Report:

Each school's Progress Report (1) measures student year-to-year progress, (2) compares the school to peer schools and (3) rewards success in moving all children forward, especially children with the greatest needs. The Progress Report measures four areas:

School Environment
uses parent, teacher and secondary student surveys and other data to measure necessary conditions for learning: attendance, academic expectations, communication, engagement and safety and respect.

Student Performance
measures student skill levels in English Language Arts and Math.

Student Progress
measures median student improvement from last year to this year in English Language Arts and Math.

Closing the Achievement Gap
gives schools additional credit for exemplary gains among high-need students.

The second page provides specific information about how

Quality Review Score
This school has not received a Quality Review.

State Accountability Status
Based on its performance, this school's State accountability status is:
In Good Standing (2009-10)
This status is determined by the New York State Department of Education under the No Child Left Behind (NCLB) Act. It is separate from the school's Progress Report Grade.

Additional Information

Closing the Achievement Gap

Schools earn additional credit when their high-need students make exemplary gains. These gains are based on the percentage of high-need students who are in the 75th growth percentile or higher in English Language Arts or Math. Schools can also earn additional credit when their students with disabilities meet the goal of proficiency in English Language Arts or Math.

This component can only improve a school's Progress Report score. It cannot lower a school's score.

Credit	Exemplary Proficiency Gains	Student Group
		Percent at Proficiency
	-	Self-Contained (ELA)
	-	CTT (ELA)
	-	SETSS (ELA)
	-	Self-Contained (Math)
	-	CTT (Math)
	-	SETSS (Math)
		Percent at 75th Growth Percentile or Higher
	50.0%	English Language Learners (ELA)
+0.75	57.9%	Lowest Third Citywide (ELA)
	38.1%	Self-Contained/CTT/SETSS (ELA)
+1.5	77.8%	English Language Learners (Math)
+1.5	84.3%	Lowest Third Citywide (Math)
+1.5	60.0%	Self-Contained/CTT/SETSS (Math)

(-) indicates less than 15 students in this category

Peer Schools

Each school's performance is compared to the performance of schools in its peer group. Peer schools are those New York City public schools with a student population most like this school's population. Each school has up to 40 peer schools.

For Elementary and K-8 Schools, peer schools are determined based on the percentage of students at each school that are English Language Learners, students with disabilities, Black/Hispanic students and Title I eligible students. For Middle Schools, peer schools are determined based on the average ELA and Math proficiency levels of the school's students before they entered Middle School, and the school 's percentage of students with disabilities.

The peer schools for Democracy Prep Charter School are:

DBN	School Name	DBN	School Name
10X243	West Bronx Academy for the Future	16K393	Frederick Douglass Academy IV Secondary School
32K349	I.S. 349 Math, Science & Tech.	17K531	School for Human Rights, The
08X448	SOUNDVIEW ACADEMY FOR CULTURE AND SCHOLAR	31R061	I.S. 061 William A Morris
19K292	J.H.S. 292 Margaret S. Douglas	13K592	Khalil Gibran International Academy
12X316	Kappa III	01M345	Collaborative Academy of Science, Technology, & Language-
08X131	J.H.S. 131 Albert Einstein	11X180	M.S. 180 Dr. Daniel Hale Williams
30Q204	I.S. 204 Oliver W. Holmes	11X270	Academy for Scholarship and Entrepreneurship: A College Bc
08X376	Antonia Pantoja Preparatory Academy, A College Board Sc	84M336	Kipp Infinity Charter School
11X272	Globe School for Environmental Research	11X127	J.H.S. 127 The Castle Hill
32K296	J.H.S. 296 The Halsey School	19K302	J.H.S. 302 Rafael Cordero
08X371	Urban Institute of Mathematics	28Q072	Catherine & Count Basie Middle School 72
12X242	Mott Hall V	24Q077	I.S. 077
11X468	PELHAM ACADEMY OF ACADEMICS AND COMMUNITY	09X327	Comprehensive Model School Project M.S. 327
23K644	Eagle Academy for Young Men II	10X045	Thomas C. Giordano Middle School 45
10X368	In-Tech Academy (M.S. / High School 368)	31R002	I.S. R002 George L. Egbert
31R051	I.S. 051 Edwin Markham	31R027	I.S. 027 Anning S. Prall
11X462	CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDD	84M726	KIPP S.T.A.R. College Preparatory
06M293	City College Academy of the Arts	84K710	Brownsville Collegiate Charter School
17K533	School for Democracy and Leadership	06M528	I.S. 528 Bea Fuller Rodgers School
09X241	Urban Assembly School for Applied Math and Science, The	29Q059	I.S. 059 Springfield Gardens
84M350	Democracy Prep Charter School		

The Progress Report is a key component of Mayor Michael R. Bloomberg's and Chancellor Joel I. Klein's Children First reforms. The Progress Report is designed to assist administrators, principals and teachers in accelerating the learning of all students. The Progress Report also enables students, parents and the public to hold the NYC Department of Education and its schools accountable for student achievement and improvement and for ensuring a high quality education for every student in NYC's public schools.
If you have any questions or comments about the Progress Report, please visit http://schools.nyc.gov/Accountability/tools/report/default.htm, or send us an email at pr_support@schools.nyc.gov

Results by Category

SCHOOL **Democracy Prep Charter School (84M350)**
SCHOOL LEADER **Seth Andrew**

MIDDLE

HOW TO INTERPRET THIS CHART

A school is evaluated by asking how far its score in each category has moved along the range of scores for all schools. These charts show that movement as a percentage. In the example to the right, the school's score is 75% of the way from the lowest to the highest score in the City.

If a school performs at the top end of the range, the bar will be fully shaded. If a school performs at the low end of the range, the bar will not be shaded. If a school performs in the middle of the range, half the bar will be shaded

		0% Min	25%	50%	75%	100% Max
Engagement 9.0	**75.0%**	6.0				10.0

In this example, the school's engagement score is 9.0. This is 75% of the way from the lowest engagement at any school (6.0) to the highest engagement (10.0).

Below, the green charts on the left compare the school to its peer group. The blue charts on the right compare the school to schools Citywide. Peer scores count three times as much as City scores. Peer and City ranges are based on the outcomes of schools from 2008-09 and 2009-10.

School Environment

Comprises 15% of the Overall Score

This Year's Score: **14.3 out of 15**

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
Survey Scores (10 points)								
Academic Expectations:	8.5	**87.0%**	6.5	8.8	**87.0%**	6.5	8.8	
Communication:	7.6	**84.0%**	5.5	8.0	**84.0%**	5.5	8.0	
Engagement:	7.8	**82.6%**	5.9	8.2	**80.0%**	5.8	8.3	
Safety and Respect:	8.2	**82.8%**	5.8	8.7	**81.5%**	6.0	8.7	
Attendance (5 points)	98.7%	**122.4%**	88.3%	96.8%	**103.5%**	87.0%	98.3%	

Student Performance

Comprises 25% of the Overall Score

This Year's Score: **13.5 out of 25**

B

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
English Language Arts								
Percentage of Students at Proficiency (Level 3 or 4):	34.2%	**34.4%**	8.0%	84.2%	**35.3%**	0.0%	96.8%	316
Median Student Proficiency (1.00-4.50):	2.81	**46.8%**	2.30	3.39	**45.1%**	2.17	3.59	316
Mathematics								
Percentage of Students at Proficiency (Level 3 or 4):	76.3%	**71.4%**	17.1%	100.0%	**70.5%**	19.6%	100.0%	316
Median Student Proficiency (1.00-4.50):	3.34	**65.8%**	2.38	3.84	**58.9%**	2.21	4.13	316

Student Progress

Comprises 60% of the Overall Score

This Year's Score: **55.8 out of 60**

A

	Your School's Score	Your School Relative to Peer Horizon:	Peer Min	Peer Max	Your School Relative to City Horizon:	City Min	City Max	Number of students
English Language Arts								
Median Growth Percentile	72.0	**68.6%**	54.1	80.2	**62.4%**	53.6	83.1	274
Median Growth Percentile for School's Lowest Third	82.5	**79.5%**	63.9	87.3	**70.2%**	63.4	90.6	94
Mathematics								
Median Growth Percentile	90.0	**111.5%**	37.8	84.6	**106.1%**	39.4	87.1	274
Median Growth Percentile for School's Lowest Third	94.0	**119.0%**	45.7	86.3	**114.0%**	47.7	88.3	94

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Department of Education

NYC School Survey 2009-2010 Report

Democracy Prep Charter School

Principal	Seth Andrew
School Type	Middle School
School Number	84M350

Dear Members of the School Community,

This report tells you what parents, teachers and students said about learning conditions at your school in our annual survey. This information is designed to support a dialogue among all members of the school community on how to make the school a better place for learning.

Taking the time to reflect on how well we serve children is an important step in improving our schools. Special thanks to all parents, teachers, and students who filled out a survey this year, and to those who work year-round to improve student learning.

Joel I. Klein
Chancellor

What do the colors mean?

Green indicates high levels of parent, teacher, or student satisfaction compared to other schools. Red indicates low levels of satisfaction. In reviewing your school's results, you might look at how well the school performed in each survey category, how well the school did overall, where it has the greatest strength (green), and where it needs the most improvement (red).

Highest
Average
Lowest

How did your school perform on the survey compared to all middle schools?

	Score out of 10	Your School's Comparison	Change from Last Year
Academic Expectations	*8.5*		↓
Communication	*7.6*		↓
Engagement	*7.8*		↓
Safety & Respect	*8.2*		↓

What are your school's strengths and areas for improvement?

	Parents	Teachers	Students
Academic Expectations			
Communication			
Engagement			
Safety & Respect			

Democracy Prep Charter School

School Number 84M350

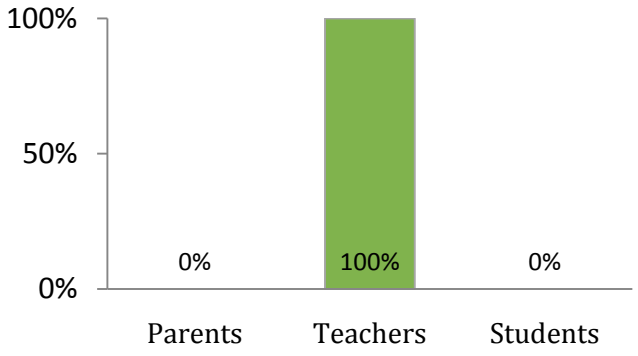
Department of Education

NYC School Survey 2009-2010 Report

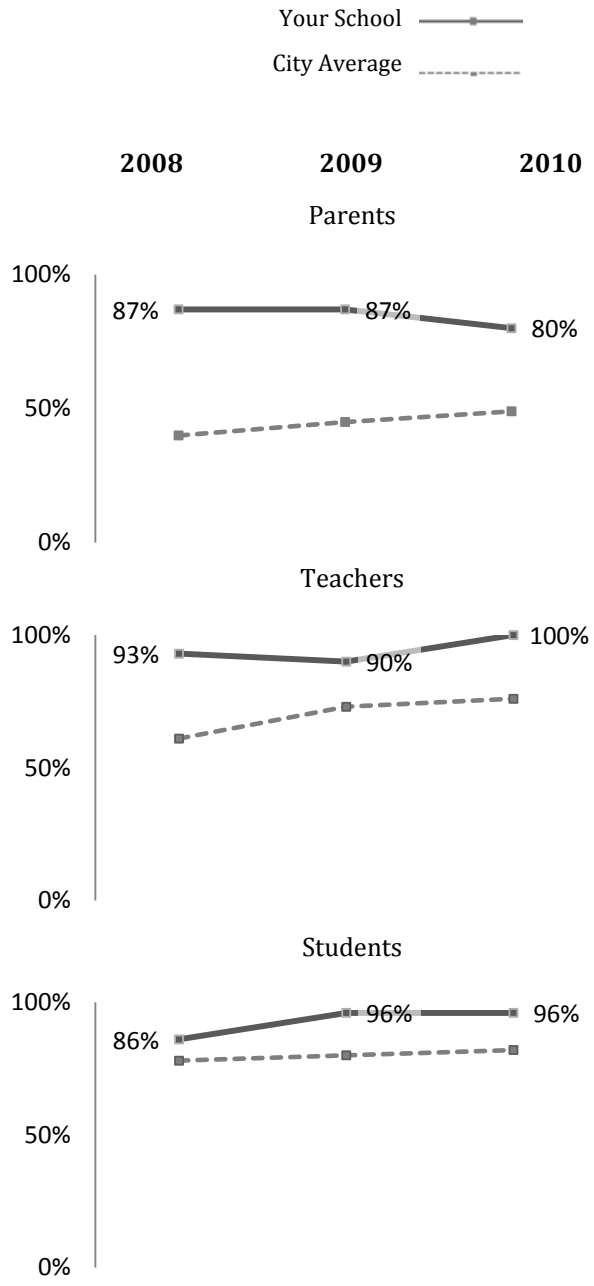
How do survey response rates at your school compare to the City average (2010)?

	Your School	City Average	% Points Difference
Parents	80%	49%	*31*
Teachers	100%	76%	*24*
Students	96%	82%	*14*

Who took the survey **online**?



How have response rates at your school changed over time?



For more information about response rates and other survey results, go to www.nycschoolsurvey.org

Democracy Prep Charter School

School Number 84M350

Department of Education

NYC School Survey 2009-2010 Report

How has your school community answered important survey questions?

Your School
City Average

P **Percent of parents at your school who were satisfied or very satisfied with:**

		2008	2009	2010
96%	The education my child has received this year.	99%	99%	96%
98%	My opportunities to be involved in my child's education.	97%	98%	98%
95%	How well the school communicates with me.	98%	96%	95%

T **Percent of teachers at your school who agreed or strongly agreed that:**

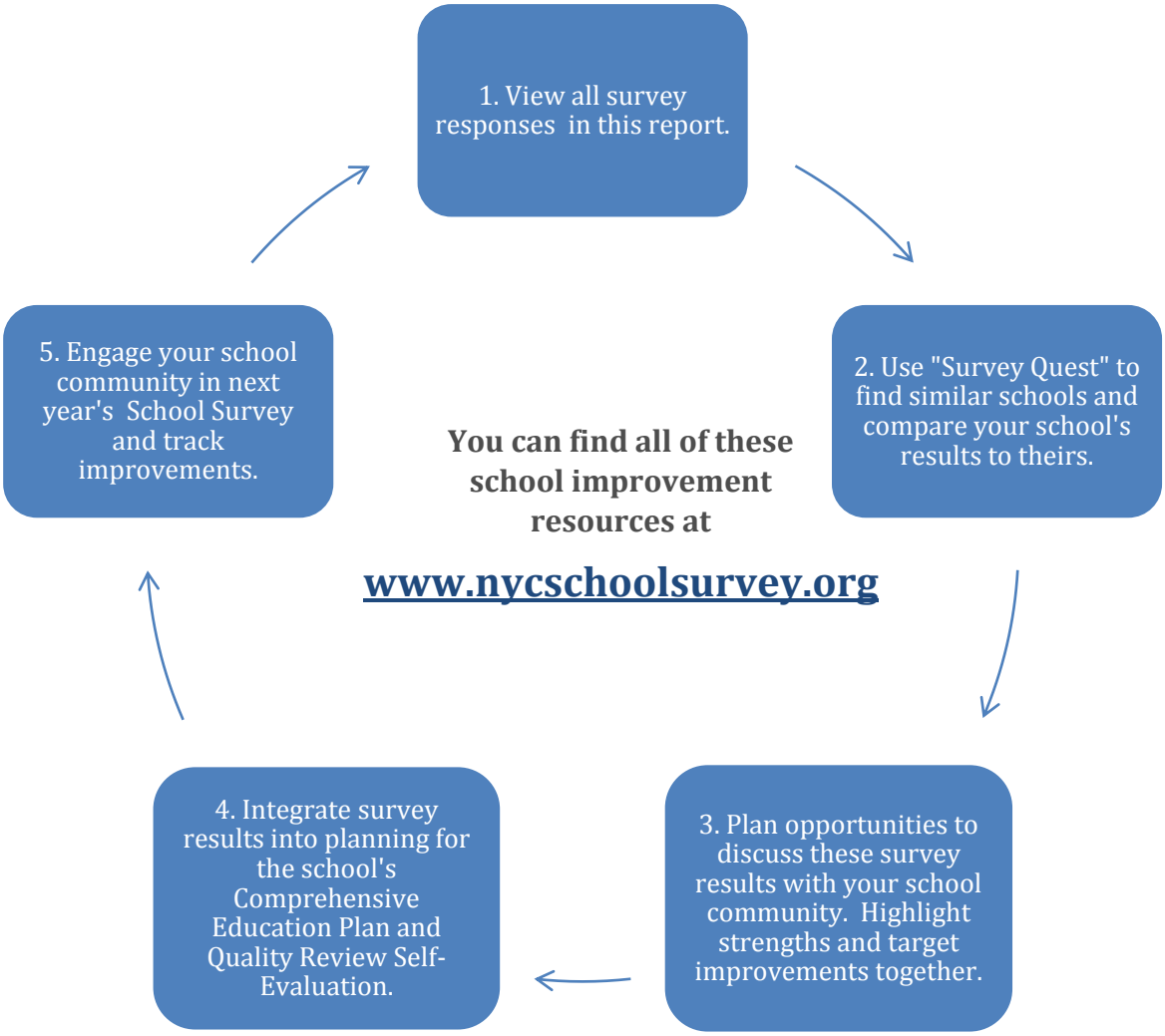
100%	School leaders let staff know what is expected of them.	100%	93%	100%
78%	School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school.	85%	86%	78%
100%	Order and discipline are maintained at my school.	100%	100%	100%

S **Percent of students at your school who agreed or strongly agreed that:**

89%	Most of the adults I see at school every day know my name or who I am.	91%	91%	89%
82%	My teachers inspire me to learn.	84%	91%	82%
89%	I am safe in the hallways, bathrooms, and locker rooms at my school.	64%	94%	89%

How can you use survey results to improve your school?

You and your school community can use resources created by the Department of Education and the steps listed below to apply survey results to improve the school.



1. **Survey Question-By-Question Results** provide details about how parents, teachers, and students at your school answered all of the survey questions, where your school earned the highest marks, and where your school most needs to improve.

2. **Survey Quest** allows you to compare your school to similar schools that may have performed higher on particular survey questions or groups of questions. Your school can reach out to school leaders at high-performing schools to learn what they have done to get strong results.

3. **The Survey Worksheet for School Leaders** helps schools set goals to improve response rates and increase parent, teacher, and student satisfaction. Communicating survey results to the school community, demonstrating changes made as a result of survey feedback, and setting goals with input from parents, teachers, and students is essential to improving learning conditions at schools.

4. The **Comprehensive School Education Plan (CEP)** and **Quality Review** are two opportunities for all members of the community to come together and examine school-wide improvement goals. In these and other planning activities, survey results provide useful information about conditions at schools that support learning and can help identify areas for improvement.

NYC Department of Education NYC School Survey 2009-2010	Your School's Question-By-Question Survey Results	**Democracy Prep Charter School** Principal: Seth Andrew School DBN: 84M350 Enrollment: 404 School Type: Middle School

This report provides all survey questions and a summary of the responses that parents, teachers, and students at your school provided on the 2010 NYC School Survey.

Parent survey responses are listed first, followed by student and teacher responses. Questions are sorted by four categories: Academic Expectations, Communication, Engagement, and Safety and Respect.

Responses to each question are reported as percentages. The most common response to each question is displayed in bold print.

Scores for each question are reported as a number in parentheses between 0 and 10; the highest possible score for each question is 10.

Who took the survey at your school?

		Your School	*City Average*
P	Parents	80% (287)	49%
S	Students	96% (377)	82%
T	Teachers	100% (37)	76%

Please visit www.nycschoolsurvey.org to learn more about the School Survey.

P Academic Expectations: *Parents feel that the school encourages students to do their best by developing rigorous and meaningful academic goals.*

How much do you agree or disagree with the following statements about your child's school or teacher?	Percent % Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The school has high expectations for my child. *(9.3)*	**77**	22	1	0	0
My child is learning what he or she needs to know to succeed in later grades or after graduating from high school. *(9)*	**67**	30	2	1	1
Answer this question only if you are a high school parent: This year, staff at my child's high school helped my child to select courses that he or she needs to graduate and to succeed after graduating. *(NA)*	NA	NA	NA	NA	NA

How satisfied are you with the following things about your child's school?	Percent % Very Satisfied	Satisfied	Unsatisfied	Very Unsatisfied
The quality of your child's teacher(s) this year. *(8.6)*	**62**	34	3	1
The education your child has received this year. *(8.6)*	**63**	33	3	1
The level of assistance your child receives when he or she needs extra help with classwork or homework. *(8.6)*	**63**	32	5	1

P Communication: *Parents feel that the school provides them with information about the school's educational goals and offers appropriate feedback on each student's learning outcomes.*

How much do you agree or disagree with the following statements about your child's school or teacher?	Percent % Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
The school clearly communicates its expectations for my child's learning to me and my child. *(9)*	**69**	27	3	0	1
My child's teacher(s) give helpful comments on class work and tests. *(8.6)*	**56**	37	5	0	2

Your School's Question-By-Question Survey Results

School DBN: 84M350

How much do you agree or disagree with the following statements about your child's school?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree	Does Not Apply
I am satisfied with the response I get when I contact my child's school with questions or concerns. *(8.2)*	**55**	37	6	2	0
The school keeps me informed about my child's academic progress. *(8.8)*	**66**	31	1	1	0
The school contacts me when my child breaks school rules. *(8.8)*	**68**	28	2	1	1
The school contacts me to tell me about my child's achievements and successes. *(8.2)*	**55**	38	6	1	0
My child's school communicates with me in a language that I can understand. *(8.6)*	**59**	39	0	1	0

How often during this school year have you:	More than once a month	Percent % About once a month	Once every few months	Once or twice this school year	Never
received information about what your child is studying in school? *(9)*	**74**	17	5	3	1
received information on services for your child or for you, such as: tutoring, after school programs, or workshops you can attend to help your child? *(8.5)*	**59**	28	8	4	1

How satisfied are you with the following things about your child's school?	Very Satisfied	Percent % Satisfied	Unsatisfied	Very Unsatisfied
How well your child's school communicates with you. *(8.5)*	**61**	34	4	1

P **Engagement**: *Parents feel engaged in an active and vibrant partnership to promote student learning.*

How much do you agree or disagree with the following statements about your child's school?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree	Does Not Apply
I feel welcome in my child's school. *(8.7)*	**65**	32	2	1	0
My child's school makes it easy for parents to attend meetings by holding them at different times of day, providing an interpreter, or in other ways. *(8.2)*	**51**	44	3	1	0
Students with disabilities are included in all school activities. *(8.3)*	**40**	34	1	1	24

How often during this school year have you:	More than once a month	Percent % About once a month	Once every few months	Once or twice this school year	Never
been invited to a workshop, program, performance, or other event at your child's school? *(9)*	**55**	27	13	3	2
talked with a teacher or other adult at your child's school to share with them important information about your child's academic progress? *(Not Scored)*	**51**	26	16	5	1

My child participates in the following school activities or courses before, during, or after school. *(Please mark all that apply.)* *(7.9)*

Percent %

47	Art	10	Music	7	Dance	39	Theater	17	Foreign language
15	Computer skills/ Technology	17	Health	**56**	Physical education	29	Team sports and clubs	51	Tutoring/ Enrichment activities

Your School's Question-By-Question Survey Results

School DBN: 84M350

How much do you agree or disagree with the following statement?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree	Don't Know
My child's school offers a wide enough variety of courses and activities to keep my child interested in school. *(8.2)*	**49**	40	9	0	1

How satisfied are you with the following things about your child's school?	Very Satisfied	Percent % Satisfied	Unsatisfied	Very Unsatisfied
Your opportunities to be involved in your child's education. *(8.5)*	**59**	39	1	1
How well your child's school helps you understand what you can do to support your child's learning needs. *(8.5)*	**59**	36	3	1

P **Safety and Respect**: *Parents feel that the school creates a physically and emotionally secure environment in which everyone can focus on student learning.*

How much do you agree or disagree with the following statements about your child's school?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree	Does Not Apply
There is an adult at the school whom my child trusts and can go to for help with a school problem. *(8)*	**48**	43	6	1	2

How much do you agree or disagree with the following statements about your child's school?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree	Don't Know
My child is safe at school. *(8.9)*	**66**	30	2	1	0
My child's school is clean. *(9.1)*	**68**	31	1	0	0
Discipline is enforced fairly at my child's school. *(8.6)*	**66**	23	8	3	1
Answer this question only if your child's school has School Safety Agents: The presence and actions of School Safety Agents help to promote a safe and respectful learning environment. *(8.1)*	**48**	32	5	3	13

How often do you think the following problems occur at your child's school?	Never	Once in Awhile	Percent % Fairly Often	Very Often	Don't Know
Students threaten or bully other students. *(8.3)*	**51**	25	3	3	18
School staff are disrespectful to students. *(8.9)*	**68**	13	3	3	13
There is racial or cultural bias by school staff. *(9.5)*	**76**	6	2	1	16
Students in my child's school are threatened or harassed by other students based on race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. *(9.4)*	**74**	8	2	1	15
Students use alcohol or illegal drugs during school. *(9.8)*	**85**	4	1	0	11
There is gang activity in my child's school. *(9.9)*	**83**	3	0	0	14

Your School's Question-By-Question Survey Results	School DBN: 84M350

Not Scored: *These questions appeared on the survey, but answers were not scored and did not affect the School Survey or Progress Report scores.*

In which grade is your child at this school? Percent %

0	Pre-Kindergarten	0	Kindergarten	0	1st grade	0	2nd grade	0	3rd grade	0	4th grade	1	5th grade
23	6th grade	27	7th grade	**28**	8th grade	19	9th grade	0	10th grade	0	11th grade	0	12th grade

Which of the following improvements would you *most* like your school to make? *(Choose ONE.)* Percent %

4	More effective school leadership	13	More hands-on learning	**19**	More or better enrichment programs	13	More or better arts programs	13	More challenging courses
10	Better communication with parents	2	More teacher training	13	Smaller class size	12	More preparation for state tests	3	Less preparation for state tests

What are the BEST ways for your child's school or teachers to get information to you about your child's education? *(Please mark all that apply.)* Percent %

45	Mail	52	E-mail	2	ARIS Parent Link (arisparentlink.org)
41	Paper sent home with your child	13	School Website	6	Parent Association, Parent Teacher Association, or similar meetings
77	Phone	6	Parent Coordinator	4	School bulletin board
38	Parent Teacher Conferences	3	Other parents	2	Community or Citywide Education Councils

Your School's Question-By-Question Survey Results	School DBN: 84M350

S **Academic Expectations**: *Students feel that the school encourages them to do their best by developing rigorous and meaningful academic goals.*

How much do you agree or disagree with the following statements about being successful at your school?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree
The adults at my school help me understand what I need to do to succeed in school. *(8.5)*	**63**	31	4	2
My teachers encourage me to succeed. *(8.6)*	**64**	31	3	2
I need to work hard to get good grades at my school. *(9)*	**74**	22	2	1
Students who get good grades in my school are respected by other students. *(6)*	20	**50**	22	8
My school helps me to develop challenging academic goals. *(8)*	**52**	38	7	2
Someone at my school helps me understand what courses I need to be promoted to the next grade or graduate. *(7.9)*	**48**	43	7	2
My teachers expect me to continue my education after high school. *(9.1)*	**78**	18	2	2
These questions are for high school students only. Middle school students should skip these questions.				
My high school provides helpful counseling on how to get a good job after high school **or** how to get into college. *(NA)*	NA	NA	NA	NA
Someone at my high school can talk with me about my plans after high school. *(NA)*	NA	NA	NA	NA

Approximately how often, during this school year, have your teachers asked you to:	Never	Percent % 1 or 2 Times	3 or 4 Times	5 or More Times
Complete an essay or research project using multiple sources of information? *(8.6)*	4	20	31	**46**
Complete an essay or project where you had to use evidence to defend your own opinion or ideas? *(8.9)*	4	16	25	**56**

S **Communication**: *Students feel that the school provides information about the school's educational goals and offers appropriate feedback on each student's learning outcomes.*

How much do you agree or disagree with the following statement about your school?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree
Most of the teachers, counselors, school leaders, and other adults I see at school every day know my name or who I am. *(8)*	**52**	37	8	2

On a scale of 1 to 4, how COMFORTABLE are you talking to teachers and other adults at your school about:	Uncomfortable	Percent %		Comfortable
a problem you are having in a class? *(6)*	15	21	**35**	29
something that is bothering you? *(5)*	24	24	**30**	21

In how many of your classes during the past two weeks have you:	None of My Classes	One of My Classes	Percent % Some of My Classes	Most of My Classes	All of My Classes
worked in groups of 2 to 6 students? *(6.4)*	7	20	**48**	15	10

Your School's Question-By-Question Survey Results

School DBN: 84M350

In how many of your classes during the past two weeks have you:	Percent %				
	None of My Classes	One of My Classes	Some of My Classes	Most of My Classes	All of My Classes
had whole-class discussions? *(7.2)*	8	16	25	14	**36**
participated in hands-on activities such as science experiments? *(4.1)*	22	**46**	19	5	7

S Engagement: *Students feel engaged in an active and vibrant partnership to promote learning.*

How much do you agree or disagree with the following statements about your school?	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
I feel welcome in my school. *(7.6)*	44	**45**	7	4
The adults at my school look out for me. *(7.1)*	34	**50**	12	4
My school offers a wide enough variety of classes and activities to keep me interested in school. *(6.3)*	30	**42**	16	12
Students with disabilities are included in all school activities. *(6.6)*	35	**40**	14	11

On a scale of 1 to 4, how AVAILABLE are teachers and other adults at your school to talk about:	Percent %			
	Unavailable			Available
a problem you are having in a class? *(6.2)*	13	18	**39**	29
something that is bothering you? *(6)*	12	25	**35**	28

In how many of your classes during the past two weeks have you:	Percent %				
	None of My Classes	One of My Classes	Some of My Classes	Most of My Classes	All of My Classes
worked by yourself (independently) during class? *(Not Scored)*	2	3	17	24	**54**

How much do you agree or disagree with the following statements about your teachers?	Percent %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
My teachers enjoy the subjects they teach. *(8.2)*	**51**	28	3	1	17
My teachers inspire me to learn. *(7.8)*	**45**	37	10	2	6
My teachers give me extra help when I need it. *(8.3)*	**52**	37	6	2	3
My teachers connect what I am learning to life outside of the classroom. *(7)*	33	**37**	16	5	9

During this school year, have you taken or had a chance to take a class in the following subjects? *(9.3)*	Percent %		
	I took one or more classes in this subject	I was offered but did not take a class in this subject	I was NOT offered a class in this subject
Art	**91**	7	3
Music	13	19	**68**
Dance	12	25	**63**
Theater	**87**	10	3

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During this school year, have you taken or had a chance to take a class in the following subjects? *(9.3)*	Percent % I took one or more classes in this subject	I was offered but did not take a class in this subject	I was NOT offered a class in this subject
Foreign Language	23	13	**64**
Computer skills/Technology	23	7	**70**
Health	**66**	7	26
Physical Education	**93**	4	3

During this school year, which of the following activities did you participate in either before or after school or during free periods? *(7.7)*	Percent % I participated in this activity	I did not participate in this activity although it was offered	I was NOT offered this activity
Art	**61**	15	24
Music	18	25	**57**
Dance	16	35	**49**
Theater	**55**	23	22
Foreign Language	18	19	**63**
Computer skills/Technology	17	10	**73**
School Sports Teams or Clubs	**51**	31	18
Tutoring/Enrichment Activities	**77**	11	12

S **Safety and Respect**: *Students feel that their school ensures that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning.*

How much do you agree or disagree with the following statements about your teachers?	Percent % Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Teachers in my school treat **students** with respect. *(7.2)*	35	**40**	12	5	9
Most students in my school treat **teachers** with respect. *(5.5)*	15	**39**	27	11	9
Adults in my school treat **each other** with respect. *(8.5)*	**59**	27	3	0	10

How much do you agree or disagree with the following statements about students in your school?	Percent % Strongly Agree	Agree	Disagree	Strongly Disagree
Most students in my school help and care about each other. *(5.7)*	15	**52**	23	10
Most students in my school just look out for themselves. *(4.2)*	21	**40**	30	9
Most students in my school treat each other with respect. *(5.6)*	12	**53**	27	9

How often are the following things true about you or about your school?	Percent % Never	Some of the Time	Most of the Time	All of the time
I stay home because I don't feel safe at school. *(9.6)*	**91**	6	2	1

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How often are the following things true about you or about your school?	Percent % Never	Some of the Time	Most of the Time	All of the Time
Students threaten or bully other students at school. *(7.6)*	**45**	43	6	5
Students get into physical fights at my school. *(8.3)*	**56**	38	3	2
Adults at my school yell at students. *(6.4)*	28	**47**	14	11
Students in my school are harassed or threatened based on race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. *(8.9)*	**75**	20	3	2
Students use alcohol or illegal drugs while at school. *(9.7)*	**94**	3	1	1
There is gang activity **in** my school. *(9.5)*	**90**	7	2	1

How much do you agree or disagree with the following statements about your school?	Strongly Agree	Percent % Agree	Percent % Disagree	Strongly Disagree
There is a person or program in my school that helps students resolve conflicts. *(7.2)*	**42**	40	10	7
Discipline in my school is fair. *(6.5)*	**35**	**35**	18	12
I am safe in my classes. *(8.3)*	**61**	30	5	4
I am safe in the hallways, bathrooms, and locker rooms at my school. *(8.1)*	**59**	30	5	6
I am safe on school property outside my school building. *(7.2)*	**42**	39	12	7
My school is kept clean *(7.7)*	**51**	35	9	5
Answer this question only if your school has School Safety Agents: The presence and actions of School Safety Agents help to promote a safe and respectful learning environment. *(6.5)*	**40**	30	14	16

S **Not Scored:** *These questions appeared on the survey, but answers were not scored and did not affect the School Survey or Progress Report scores.*

Which grade are you in? Percent %

26	6th Grade	27	7th Grade	29	8th Grade	18	9th Grade	0	10th Grade	0	11th Grade	0	12th Grade

Your School's Question-By-Question Survey Results	School DBN: 84M350

T **Academic Expectations**: *Teachers feel that the school develops rigorous and meaningful academic goals that encourage students to do their best.*

How much do you agree or disagree with the following statements about your school?	Percent % Strongly Agree	Agree	Disagree	Strongly Disagree
The principal places the learning needs of children ahead of other interests. *(7.9)*	**53**	33	11	3
Curriculum, instruction, and assessment are aligned within and across the grade levels at this school. *(7.6)*	38	**54**	5	3
My school has high expectations for all students. *(8.7)*	**65**	32	3	0
Teachers in this school set high standards for student work in their classes. *(8.8)*	**65**	35	0	0
My school has clear measures of progress for student achievement throughout the year. *(8.9)*	**67**	33	0	0
This school makes it a priority to help students **develop** challenging learning goals. *(7.9)*	**47**	42	11	0
This school makes it a priority to help students find the best ways to **achieve** their learning goals. *(8)*	**51**	38	11	0
The principal has confidence in the expertise of the teachers. *(7.3)*	**43**	38	14	5
For high school teachers only: This school makes it a priority to help students select the best courses to achieve their college or career goals. *(NA)*	NA	NA	NA	NA

Which of the following courses or activities are available to students at your school – and when are they available during the day?	Percent % Offered as a regular school activity/course *(10)*	Offered before or after school or during free periods *(8.8)*	Not offered at all *(Not Scored)*
Art	**100**	8	0
Music	16	**70**	19
Dance	3	**68**	32
Theater	**100**	24	0
Foreign Language	**41**	30	30
Computer skills/Technology	16	5	**78**
Health	41	14	**46**
Physical Education	**100**	8	0
Sports Teams or Clubs	14	**86**	0
Tutoring/Enrichment Activities	**68**	51	0

How much do you agree or disagree with the following statements?	Percent % Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
I have sufficient materials to teach my class(es), including: books, audio/visual equipment, maps, and/or calculators. *(7.4)*	35	**49**	14	0	3
My instructional materials are in good condition. *(8.1)*	**49**	43	5	0	3

Your School's Question-By-Question Survey Results

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How much do you agree or disagree with the following statements?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree
School leaders visit classrooms to observe the quality of teaching at this school. *(8.4)*	**57**	38	5	0
School leaders place a high priority on the quality of teaching at this school. *(8.8)*	**68**	30	3	0
School leaders celebrate learning successes at this school. *(8.6)*	**59**	41	0	0
Most teachers in my school work together on teams to improve their instructional practice. *(8.6)*	**59**	38	3	0
Teachers in my school use student achievement data to improve instructional decisions. *(9.3)*	**78**	22	0	0

T **Communication**: *Teachers feel that the school provides them with information about the school's educational goals and offers appropriate feedback on each student's learning outcomes.*

How much do you agree or disagree with the following statements about your school?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree
Schools leaders communicate a clear vision for this school. *(8.3)*	**54**	41	5	0
School leaders let staff know what is expected of them. *(8.4)*	**51**	49	0	0
School leaders encourage open communication on important school issues. *(7.5)*	**46**	41	5	8
The principal is an effective manager who makes the school run smoothly. *(8.1)*	**58**	31	8	3
I trust the principal at his or her word. *(8.3)*	**65**	22	11	3

Based on your experiences during the current school year, how much do you agree or disagree with the following statement?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree
My school communicates effectively with parents when students misbehave. *(8.8)*	**66**	31	3	0

How much do you agree or disagree with the following statement?	Strongly Agree	Percent % Agree	Disagree	Strongly Disagree
School leaders give me regular and helpful feedback about my teaching. *(7.7)*	**46**	43	8	3

How often during this school year have you:	More Than Once a Week	Percent % Once a Week	About Once a Month	About 3 or 4 Times Each Year	Rarely or Never	Does Not Apply
communicated with **students** about their progress in class? *(Not Scored)*	**54**	41	5	0	0	0
communicated with **parents** about their children's progress in class? *(9.2)*	27	**54**	14	5	0	0
sent parents written information on what you are teaching and what students are expected to learn? *(6.7)*	14	**33**	22	8	19	3

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How often during this school year have you:	Percent %					
	More Than Once a week	Once a Week	About Once a Month	About 3 or 4 Times Each Year	Rarely or Never	Does Not Apply
sent home information on services to help students or parents such as: tutoring, after-school programs, or workshops adults can attend to help their children in school? *(7.6)*	24	**27**	24	24	0	0
had a conversation or corresponded with a parent of a student about the student's behavior? *(NA)*	**43**	24	27	3	3	0

T Engagement: *Teachers feel engaged in an active and vibrant partnership to promote learning.*

To what extent do you feel supported by:	Percent %				
	To a great extent	To some extent	To a small extent	To no extent	Does Not Apply
your principal? *(8.2)*	**60**	26	14	0	0
assistant principals at your school? *(8.6)*	**49**	19	5	0	27
other teachers at your school? *(9.2)*	**76**	24	0	0	0

How much do you agree or disagree with the following statements?	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
My school offers a wide enough variety of courses to keep students at my school engaged. *(6.8)*	28	**53**	14	6
Students with disabilities are included in all school activities. *(8.2)*	**59**	30	8	3
School leaders invite teachers to play a meaningful role in setting goals and making important decisions for this school. *(6.8)*	32	**46**	14	8
School leaders encourage collaboration among teachers. *(8.5)*	**57**	41	3	0

Based on your experiences during the current school year, how much do you agree or disagree with the following statements?	Percent %			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Obtaining information from parents about student learning needs is a priority at my school. *(7.2)*	33	**53**	11	3
Teachers and administrators in my school use information from parents to improve instructional practices and meet student learning needs. *(7.2)*	36	**47**	14	3

How much do you agree or disagree with the following statements?	Percent %				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Does Not Apply
This year, I received helpful training on the use of student achievement data to improve teaching and learning. *(7.1)*	38	**41**	14	5	3
The professional development I received this year provided me with content support in my subject area. *(6.1)*	**35**	24	19	16	5
The professional development I received this year provided me with teaching strategies to better meet the needs of my students. *(7.1)*	**38**	**38**	19	3	3

Your School's Question-By-Question Survey Results	School DBN: 84M350

T **Safety and Respect**: *Schools ensure that all members of the school community feel physically and emotionally secure, allowing everyone to focus on student learning.*

How much do you agree or disagree with the following statements?	Percent % Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers in my school respect teachers who take the lead in school improvement efforts. *(8.8)*	**68**	30	3	0
Teachers in my school trust each other. *(8.3)*	**54**	41	5	0
Teachers in my school recognize and respect colleagues who are the most effective teachers. *(9)*	**69**	31	0	0
Order and discipline are maintained at my school. *(8.5)*	**54**	46	0	0
I can get the help I need at my school to address student behavior and discipline problems. *(8.2)*	**51**	43	5	0
I am safe at my school. *(9.3)*	**78**	22	0	0
Crime and violence are a problem in my school. *(8.6)*	5	5	14	**76**
Students in my school are often threatened or bullied. *(7.6)*	3	0	**65**	32
Adults at my school are often disrespectful to students. *(8)*	3	3	**47**	**47**
Most students at my school treat teachers with respect. *(8.1)*	44	**53**	3	0
Most parents treat teachers at this school with respect. *(7.6)*	41	**46**	14	0
Students' use of alcohol and illegal drugs in school is a problem at my school. *(8.8)*	3	0	27	**70**
There are conflicts at my school based on race, color, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation or disability. *(8.1)*	3	3	43	**51**
There is a person or a program in my school that helps students resolve conflicts. *(6.8)*	35	**41**	16	8
Gang activity is a problem **in** my school. *(9.1)*	0	0	27	**73**
My school is kept clean. *(9.3)*	**78**	22	0	0
Answer this question only if your school has School Safety Agents: The presence and actions of School Safety Agents help to promote a safe and respectful learning environment. *(7.1)*	**43**	**43**	0	14

T **Not Scored:** *These questions appeared on the survey, but answers were not scored and did not affect the School Survey or Progress Report scores.*

How much do you agree or disagree with the following statements?	Percent % Strongly Agree	Agree	Disagree	Strongly Disagree
Teachers in my school use formative assessment data to improve instructional decisions *(formative assessments include Periodic Assessments, classroom assessments, interim or benchmark assessments, etc.)*	**76**	24	0	0
Teachers in my school select or build assessments aligned to their curriculum.	**73**	27	0	0

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How long have you been a teacher?

Percent %

11	Less than one year	30	1-3 years	**54**	4-10 years	5	11-15 years	0	More than 15 years

This year, what percentage of your students had at least one parent attend your Parent-Teacher Conferences?

Percent %

6	0-25%	22	26-50%	8	51-75%	**64**	76-100%	0	Does Not Apply