

**Rhode Island Charter Public Schools
Charter Proposal Cover Sheet**

Name of Proposed Charter School: Kent County Prep Mayoral Academy

Proposed Location of School: 1675 Flat River Road, Coventry RI

Proposed Sending District(s): Coventry, Warwick, and West Warwick

Primary Contact: Jessica M. Waters

Proposed Role with Charter School: Head of School

Address: 6 Stagecoach Road

City/State/ZIP: Cumberland, RI 028

Phone: 401.258.8701

Email: jwaters1607@gmail.com

Proposed enrollment during initial five-year charter term:

School Year	Grade Levels	Total Enrollment	# of school sites
2015/16	6,7	144	1
2016/17	6,7,8	216	1
2017/18	6,7,8,9	288	1
2018/19	6,7,8,9,10	360	1
2019/20	6,7,8,9,10,11	432	1

Proposed grade levels when fully expanded: 6,7,8,9,10,11, and 12

Total student enrollment when fully expanded: 504

Total number of school sites when fully expanded: 1

Charter School Type: Mayoral Academy

Establishing persons or entities (in accordance with RIGL § 16-77.2-1, 16-77.3-1 or 16-77.4-1):

Warwick Mayor Scott Avedisian

Person or Representative of Entity Establishing the School:

Signature: 
Print Name: Scott Avedisian
Position/Title: Mayor of Warwick
Date: 3/27/14

Additional Representative from Applicant Group:

Signature:  Ph.D.
Print Name: John D. Butler, Ph.D.
Proposed Role with Charter School: Founding Board Member
Date: 3/31/14

Kent County Prep Mayoral Academy

**A Proposed 6-12 Public Charter School serving the Communities of
Coventry, Warwick, and West Warwick**

Submitted to Office of Charter Schools
Rhode Island Department of Education

TABLE OF CONTENTS

Executive Summary	3
I. Mission Statement	5
II. Community Need and Support	6
III. Goals	12
IV. Educational Program	14
IV(a). Guiding Principles	14
IV(b). Curriculum and Coursework	16
IV(c). Learning Environment and Pedagogy	30
IV(d). Specific Populations	32
IV(e). Assessment System	38
IV(f). Promotion and Graduation Policy	45
IV(g). School Culture	46
V. Personnel	48
V(a). Establishing Persons or Entities	48
V(b). Applicant Group	48
V(c). Board Development and Duties	51
V(d). Personnel Structures	52
V(e). Leadership	54
V(f). Teachers	56
V(g). Management Organizations and Other Essential Partners	61
V(h). Family-School Partnership	61
VI. Schedule & Calendar	62
VII. Student Enrollment, Outreach, and Demand	67
VIII. Facilities	69
IX. Operations	69
X. Startup Timeline	72
XI. Variances	73
XII. Finance and Budget	73
XIII. Additional Requirements	78
Required Attachments	79
Attachment 1. Resumes of Founding Group/Prospective Board Members	79
Attachment 2. Draft bylaws	87
Attachment 3. Head of School Job Description	102
Attachment 4. Draft School Calendar	103
Attachment 5. Five-Year Budget Projection	104
Attachment 6. Letter of Support: Warwick Mayor Scott Avedisian	106
Voluntary Attachments	108
Voluntary Attachment A. Letter of Support: Coventry Town Manager Gary Cote	108
Voluntary Attachment B. Example of a Keyboard Lab	109
Voluntary Attachment C. Summit Public Schools “4 Elements of Success”	110
Voluntary Attachment D. Summit Public Schools “Habits of Success”	112
Voluntary Attachment E. References	113

Executive Summary

MISSION & GOALS *Kent County Prep Mayoral Academy will inspire and educate young people of diverse backgrounds to become the stewards of their own education through mentoring relationships, blended-learning, and character education.* KCPMA is committed to providing a rich and diverse learning environment so that all students are prepared for post-secondary success. All students will be self-directed learners, exhibiting the key habits that are invaluable for college and life success. KCPMA will inspire students to: reason and engage deeply with complex ideas and issues, be intellectually curious, and identify and build upon their academic and character strengths. KCPMA will become a thriving example of national best practices in blended learning, demonstrating the potential of dramatic changes in pedagogy to drive dramatically improved student outcomes, expanding the window of possibility.

NEED The proposed Kent County Prep Mayoral Academy will enroll students from three districts in the Kent County region: the urban/urban-ring communities of Warwick and West Warwick and the suburban/rural community of Coventry. Though students in this region perform on par with the state average, and above their urban counterparts, there is still a real need to be met, in particular with respect to preparing students in middle and high school for college and career.

Forty percent of 8th grade students in the region did not meet proficiency in math, and a fifth did not meet proficiency in reading on the 2013 NECAP. At the high school level, two thirds of students did not meet proficiency in math. Further evidence suggests that many students in the three communities are not being prepared to succeed post graduation. Students perform below the national average across all three subjects on the SAT. Of the small number of high school students who take Advanced Placement tests (less than 6 percent compared to nearly a quarter in Barrington, one of Rhode Island's highest performing districts), less than half scored at a college mastery level, which would earn them course credit at Rhode Island's public post-secondary institutions.

Preparation for success in college is more important than ever before and the future of Rhode Island and its economic recovery depends largely on adequate preparation of its young adults. College completion is associated with higher earnings and lower unemployment and these gaps have grown wider in recent years. The unemployment rate for individuals with a bachelor's degree or higher is nearly half of those with just a high school diploma. The focus on preparing students to compete for jobs in the global economy is vital to the local economic health of the state. If Rhode Island is to be competitive, more of our schools need to focus on college and career readiness.

EDUCATIONAL PROGRAM KCPMA will serve a total of 504 students in grades 6 to 12. The school's educational program is guided by four principles: **1) all students achieving college readiness matters; 2) connections matter; 3) character education matters; and 4) personalization matters.** With these guiding principles in mind, the breadth and depth of the KCPMA program of study and curriculum is designed for students to: (1) develop the cognitive skills of deeper learning, critical thinking, communication, and problem solving needed to succeed in and engage with today's world; (2) develop the social, personal, and interpersonal skills needed to succeed in college and the working world; (3) gain the content knowledge that must be learned in a variety of disciplines; and, (4) engage with the world through structured opportunities such as expeditions and internships to discover their passions and apply their

learning in an authentic environment.

MISSION-SPECIFIC PROGRAM FEATURES Students at KCPMA will have a blended learning experience, engaging with technology through online learning courses and more traditional learning modalities (e.g. teacher led presentations, group projects, etc.). We envision the use of several blended learning modalities to better optimize instruction and create an environment that enables students to truly drive their own learning, including the “Station-Rotation” and the “Flipped Classroom” models. All students will leverage co-curricula opportunities to engage in the four basic phases of the design process: understand the problem, devise a plan, carry out the plan, and look back. KCPMA will integrate character education with academics, building character education into every student’s program of study, creating a solid foundation for student success. All students will also be supported to build productive relationships with teachers, peers, and community organizations.

TEACHING, SUPPORT, & SUPERVISION As part of KCPMA’s emphasis on nurturing a student-centered, personalized learning environment for every student, KCPMA has a clear and compelling vision for every teacher: *Every KCPMA teacher is an empowered, self-directed and continuous learner.* There will be an emphasis on culture and professional development at Kent County Prep Mayoral Academy. KCPMA will develop a learning model for teachers that provides them with the professional development experiences that are personalized to meet their needs, goal-driven, supported by high-quality tools and resources and directly linked to student success. KCPMA will create a professional, collaborative work environment. Rather than working in a top-down, labor–management relationship, school leaders and teachers will work together, engaging in shared reflection, problem solving, and planning.

APPLICANT GROUP The applicant group consists of Jessica Waters, Dr. John Butler, Mayor Scott Avedisian, and Rhode Island Mayoral Academies as a partner organization. Jessica Waters, founding Head of School and 2013 RI Teacher of the Year, and Dr. John Butler, founding board member, have worked together in the conceptual development of the new mayoral academy, which has grown from research conducted in 2011 when Butler audited Waters’ high school chemistry class to study student engagement and teacher best practices. Waters reached out to Mike Magee, CEO of the Rhode Island Mayoral Academies (RIMA), a nationally recognized “incubator” of new charter schools, to help realize the concept for the school and facilitate the relationship with Mayor Avedisian and other municipal leaders. Mayor Scott Avedisian will serve as founding Board Chair for KCPMA. During his tenure as the longest-serving mayor in Warwick history, he has been a champion of human services reform, environmental protection, and has placed an emphasis on children and their success.

GOVERNANCE & MANAGEMENT STRUCTURES The proposed charter will be held by Kent County Prep Mayoral Academy and led initially by Warwick Mayor Scott Avedisian with the committed participation of elected officials and other stakeholders from KCPMA’s enrolling cities and towns. The governance structure is intended to ensure the board of directors remains focused on its core role, including: 1) investing in and supporting a highly qualified staff that can efficiently and effectively manage the day-to-day work of the initiative; 2) ensuring that the school fulfills its mission and achieves academic success for all its students; and 3) developing strategic long range financial and facilities plans in order to meet the needs of students from all enrolling communities. The Board will be responsible for hiring, overseeing, and evaluating the head of school who is responsible for the academic excellence, mission advancement and organizational viability of KCPMA.

I. Mission Statement

Our Mission

The mission of Kent County Prep Mayoral Academy is to inspire and educate young people of diverse backgrounds to become the stewards of their own education through mentoring relationships, blended-learning, and character education.

Kent County Prep Mayoral Academy is committed to serving a socio-economically diverse student body, providing a rich learning environment in which all students thrive, no matter their background. KCPMA will blend face-to-face with e-teaching and learning to promote 21st century learners prepared for multiple career paths. KCPMA will inspire students to: reason and engage deeply with complex ideas and issues, be intellectually curious, and identify and build upon their academic and character strengths.

Close mentoring relationships

All KCP Mayoral Academy students will be supported to build productive relationships with teachers, peers, and community organizations.

1. Every student will have one assigned advisor for the duration of his or her KCPMA experience. Students and advisors will meet—at a minimum—once a week.
2. At the beginning of each year, every student will be administered the “Connection Survey,” which measures critical elements such as school climate, student support, and social-emotional learning. Survey information will let KCPMA staff know if students feel like they have friends and at least one adult in the building with whom they feel they can connect.
3. As part of their graduation requirements, KCPMA students will participate in a Expedition Program, adapted from Summit Public Schools’ model. Students will explore diverse interests and apply a multi-disciplinary mindset while working with local businesses and professionals. Through workshops, internship opportunities, and a final project presentation, students will further cultivate the necessary skills—problem solving, critical thinking, collaboration, creativity, and persistence towards excellence—to meet our mission.

Unique blended-learning framework

Blended learning involves the combination of traditional face-to-face instruction with an online component (Tucker, 2012). The typical KCPMA classroom’s physical configuration will consist of three distinct areas allowing teachers to differentiate instruction to meet individual student needs and enable students to be stewards of their own educational experience:

- a) A lecture area with an interactive whiteboard for whole-class instruction and Socratic seminars
- b) An area for small group, one-on-one instruction and project work
- c) A bank of computer workstations for online virtual instruction and supports

Leveraging technology in the classroom can fall within a continuum ranging from between 0% (i.e., full face-to-face) to 100% (i.e., full e-learning). Students at KCPMA will have a blended learning experience, engaging with technology through online learning courses and more traditional learning modalities (e.g. teacher led presentations, group projects, etc.). Recognizing that higher-education institutions are leveraging the power of online courses, KCPMA will support students with face-to-face teachers to gain the self-directed skills to successfully complete college-level online courses by their senior year (i.e., college and career readiness). Key partnerships with higher education institutions will allow KCPMA students to take courses for college credit. Every senior will have their own work area reflective of the project-based spaces they will occupy in college and the 21st century workplace. We also envision having an Early Graduation Program for students who have demonstrated academic proficiency at a pace that allows course completion in less than the traditional timeframe.

Co-curricula opportunities to engage in the design process

KCP Mayoral Academy will provide multiple opportunities, in every classroom for students to engage in the four basic phases of the design process: understand the problem, devise a plan, carry out the plan, and look back (Polya, 2004). Every KCPMA student will take technology and coding (i.e. programming) courses as part of their program of study. These experiences will provide students with opportunities to explore new technologies such as designing and building models with 3-D printers. Interdisciplinary projects (i.e., across content areas) will be emphasized.

Integrated character education

“If the development of character strengths are woven into the very DNA of how our schools operate, we believe that not only will it lead to positive life outcomes for each and every kid, we believe it will lead to positive outcomes for ourselves as a collective” (Dave Levine, co-founder of the Character Lab).

Research has shown that character strengths are predictive of living healthy, successful, fulfilling lives and help students master academic content. KCPMA will integrate character education with academics, building character education into every student’s program of study. KCPMA will focus on the 24 character strengths identified by Seligman (2011): appreciation of beauty and excellence; bravery; citizenship; creativity; curiosity; fairness; forgiveness and mercy; gratitude; grit; hope; humility and modesty; humor; integrity; kindness; leadership; love; love of learning; open-mindedness; perspective; prudence/discretion; self-control; social intelligence; spirituality; and, zest. KCPMA will use a Character Education research-based curriculum for grades 6–12 developed by Learning for Life and widely used by schools and school districts across the U.S.

II. Community Need and Support

Enrollment Districts & Need

The proposed Kent County Prep Mayoral Academy will enroll students from three districts in the Kent County region: the urban/urban-ring communities of Warwick and West Warwick and the

suburban/rural community of Coventry. As with all charter schools, KCPMA will be a free, public school and open to all age eligible students residing in the three communities.

The proposed enrollment region currently enrolls approximately 18,000 students, of which 36% qualify for free and reduced priced lunch, 1% are students with limited English proficiency, and 17% have an individualized education program.¹

	Students Eligible for Free/Reduced Lunch	Students with Limited English Proficiency	Students with an Individualized Education Program
KCPMA Region	36%	1%	17%
Rhode Island	46%	6%	15%

Despite serving fewer disadvantaged students on average than the state, students from the KCPMA region perform similar or only slightly better on the New England Common Assessment Program (NECAP) tests.

2013-2014 NECAP

	Reading % Proficient		Math % Proficient	
	<i>KCPMA Region</i>	<i>Rhode Island</i>	<i>KCPMA Region</i>	<i>Rhode Island</i>
4th	77%	70%	67%	63%
8th	77%	74%	59%	57%
11th	88%	81%	34%	35%

Source: MeasuredProgress, Rhode Island NECAP Reporting

Though students in this region perform on par with the state average, and above their urban counterparts, there is still a real need to be met, in particular with respect to preparing students in middle and high school for college and career.

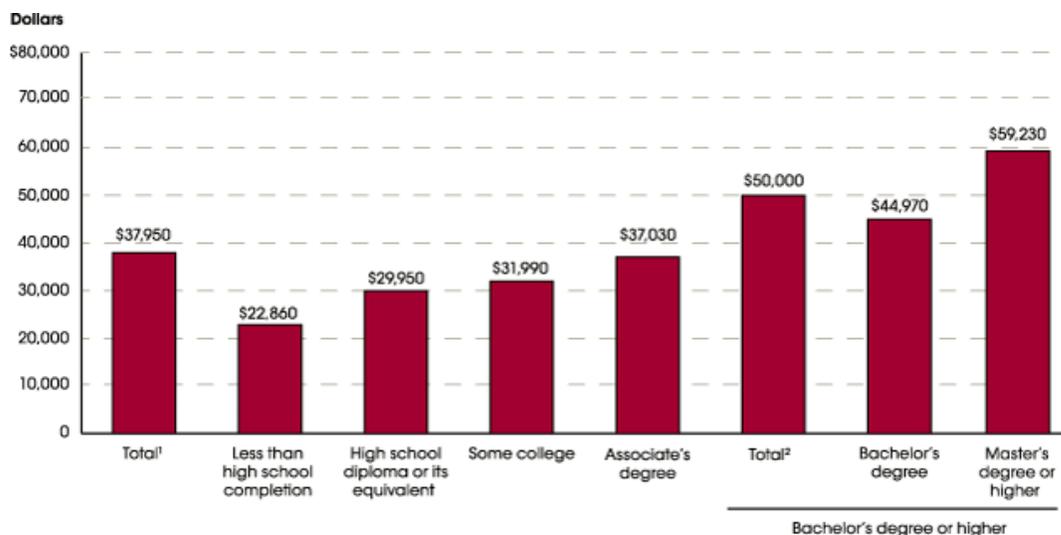
As shown in the table above, 40 percent of 8th grade students in the region did not meet proficiency in math, and a fifth did not meet proficiency in reading on the 2013 NECAP. At the high school level, two thirds of students did not meet proficiency in math. Further evidence suggests that many students are not being prepared to succeed post graduation. Students perform below the national average across all three subjects on the SAT. Of the small number of high school students who take Advanced Placement tests (less than 6 percent compared to nearly a quarter in Barrington, one of Rhode Island’s highest performing districts), less than half scored at a college mastery level, which would earn them course credit at Rhode Island’s public post-secondary institutions.²

¹ RIDE’s Frequently Requested Education Data (FRED) website. File Name: enroll_oct1st_program

² RIDE’s Frequently Requested Education Data (FRED) website. File Name: 2013 AP Participation by School

A recent analysis by the RI Data Hub explores the link between secondary math proficiency and a Rhode Island student's postsecondary success. The data tells a sobering story. Only 24% of students in the study who scored a 1 enrolled in and persisted to a third semester of college, compared to 47% of Level 2 students and 66% of Level 3 and 4 students. Even students that do enroll in college are unprepared to meet the coursework challenges. Roughly 80% of students who scored a Level 1 on the math NECAP needed substantial remediation in math, as measured by Accuplacer at CCRI. Of all students enrolled in a public, in-state institution, 54% of the Level 1 students took a remedial math course, in contrast to only 4% of the proficient students.³

Preparation for success in college is more important than ever before. College completion is associated with higher earnings and lower unemployment and these gaps have grown wider in recent years. For young adults ages 25-34 who worked full time throughout a full year, higher educational attainment was associated with higher median earnings. Young adults with a bachelor's degree earned almost twice as much as those without a high school diploma or its equivalent (97 percent more), 50 percent more than young adult high school completers, and 21 percent more than young adults with an associate's degree. Additionally, the median of earnings for young adults with a master's degree or higher was \$59,200, some 32 percent more than the median for young adults with a bachelor's degree.⁴



SOURCE: U.S. Department of Commerce, Census Bureau, Current Population Survey (CPS), "Annual Social and Economic Supplement," 2012. See Digest of Education Statistics 2012, [table 439](#).

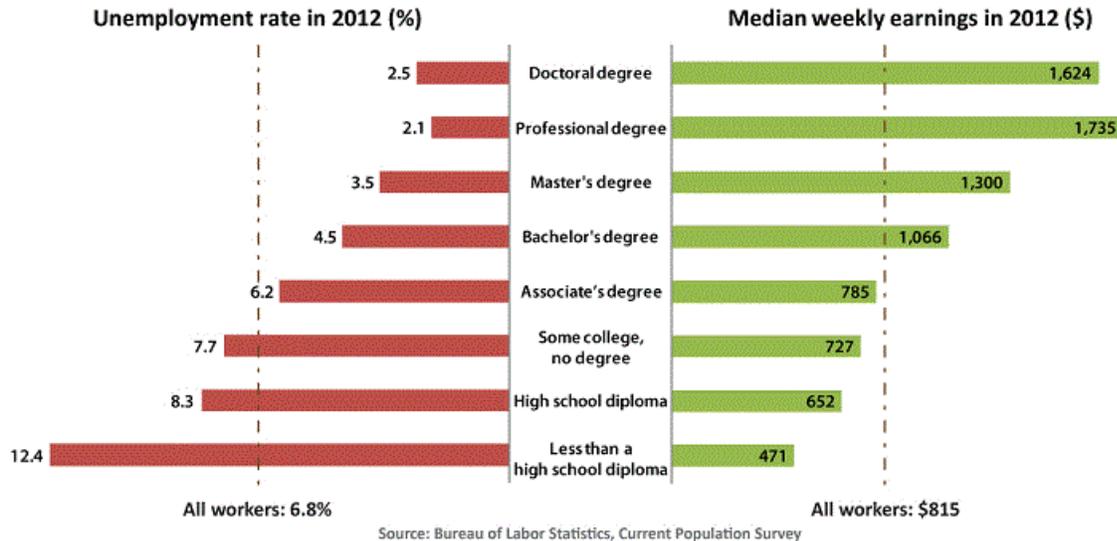
The unemployment rate for individuals with a bachelor's degree or higher is nearly half of those with just a high school diploma. Those with less than a high school diploma fare the worst, with an unemployment rate of 12.4%. In a state with the highest rate of unemployment the relationship between postsecondary attainment, unemployment and earnings matters.⁵

³ "Data Stories: Math Preparation and Post- Secondary Success." *RI DataHUB*. N.p.. Web. 16 Mar 2014.

⁴ U.S. Department of Education, National Center for Education Statistics. (2013). *The Condition of Education 2013* (NCES 2013-037), [Annual Earnings of Young Adults](#).

⁵ United States. Bureau of Labor Statistics. *Unemployment Rates for States*. Web. <<http://www.bls.gov/web/laus/laumstrk.htm>>.

Earnings and unemployment rates by educational attainment



The future of Rhode Island and its economic recovery depends largely on adequate preparation of its young adults. In 2010, the state was awarded the Race to Top grant by the U.S. Department of Education. As part of its ambitious plan to improve education, RIDE set its target college enrollment at 75%. In school year 2011-2012, the college enrollment rate was only 62.8%, a 0.7% decrease from the previous year.⁶ Rhode Island cannot lose sight of that goal however. Between 2008 and 2018, new jobs in Rhode Island requiring postsecondary education and training will grow by 19,000 while jobs for high school graduates and dropouts will grow by only 6,000. By 2018, 61% of all jobs in Rhode Island (321,000) will require some postsecondary training beyond high school. The demand for higher skills will only increase in this global economy.

The focus on preparing students to compete for jobs in the global economy is also vital to the local economic health of the state. Rhode Island ranks 12th in Census data for “persons 25 years old and over with a Bachelor’s degree or more.” Its neighbors (and economic competitors) Massachusetts ranks first and Connecticut ranks second.⁷ Analysis by the RI DataHub also seems to suggest that Rhode Island is losing some of its brightest students. Rhode Island's highest math achievers in our public schools are attending college out of state, potentially breaking existing ties with their home state. Of the students who enrolled in postsecondary education, more than one third (37%) of the Level 3 students and nearly two-thirds (63%) of the Level 4 students, attended out-of-state institutions. For comparison, 85% of Level 1 and 77% of Level 2 students enrolled in RI institutions. If Rhode Island is to be competitive, more of our schools need to focus on college and career readiness.

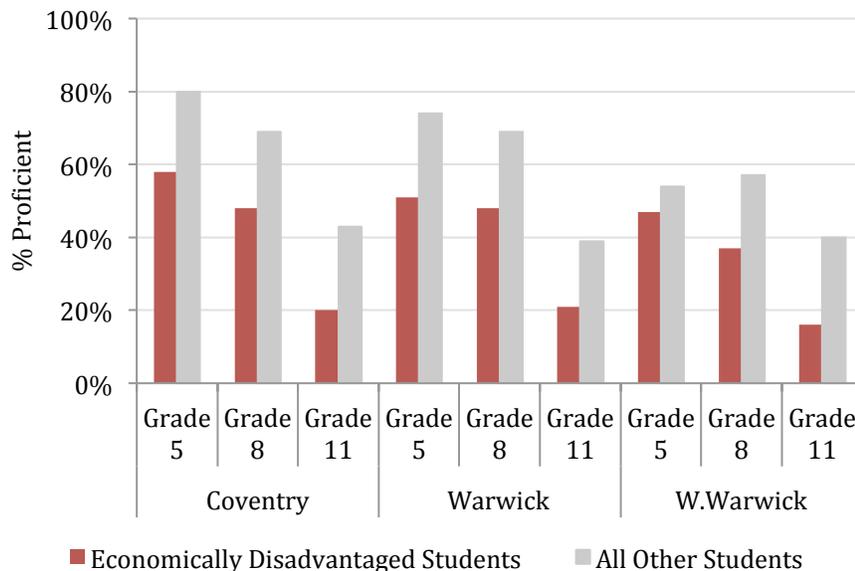
⁶ United States. Department of Education. *Race to the Top Rhode Island Report Year 2: School Year 2011– 2012*. 2013. Web. <<https://www2.ed.gov/programs/racetothetop/performance/rhode-island-year-2.pdf>>.

⁷ United States. Census Bureau. *Persons 25 years old and over with a Bachelor’s degree or more, 2008*. Web.<<http://www.census.gov/compendia/statab/2012/ranks/rank19.html>>.

Target student population

In keeping with the goals of the Mayoral Academy law, Kent County Prep Mayoral Academy will be a high-performing regional program with a socio-economically diverse student body: it will randomly draw students from both urban and non-urban communities, with a selection preference for low-income students designed to ensure that they comprise at least 50% of total student population, since these students are disproportionately at risk for academic underperformance. In each of the three proposed enrollment communities, economically disadvantaged students are more likely to not be proficient in math, compared to all other students. By 11th grade no more than 20% of disadvantaged students meet proficiency in math. A student body that is at least 50% low-income would significantly exceed the 36% of FRL students that currently reside in the region.

Math 2013 NECAP Levels 3 & 4



Expanding choice and opportunities

The number of charter schools has grown steadily since Rhode Island lifted the charter school cap in 2010 as part of the Race to the Top initiative. Though overall school choice has increased since then as new charter schools have opened, the growth of charters has not expanded options for all families throughout the state. Kent County families and students in particular have limited public school choice options. Less than 2% of the 5,950 students enrolled in charter schools reside in the three Kent County communities. Furthermore, evidence seems to suggest that the lack of families exercising choice may be more due to the geographic location of schools rather than a real lack of demand. Students from the three communities are eligible to enroll in half the charter schools in Rhode Island, due to the widespread use of statewide enrollment. Despite this fact, over half of all Warwick, West Warwick and Coventry students who do attend charter

schools are enrolled at The Greene School, located in nearby West Greenwich. Locating KCPMA in the communities from which the school will enroll will go a long way in removing an important hurdle to increasing school choice for families and students across Rhode Island.

KCPMA will strive not only to offer families a high performing option, but will also utilize a unique school model that will be highly attractive. Details of KCPMA’s school and academic programs are found in Section IV. Blended learning and the use of technology to drive student learning has shown great promise in many schools throughout the country, including Summit Public Schools, with whom the KCPMA founding team has developed a practice-sharing partnership. Summit schools are college-preparatory schools serving heterogeneous student populations while “blending” both face-to-face and online-based education. Summit currently operates six schools enrolling approximately 1,600 students. To date, 100% of Summit graduates have been eligible to apply to a four-year college, with 96% of them being accepted to at least one. All Summit students, and all student subgroups, outperform their district counterparts on state measures, including California’s Academic Performance Index, which is determined using a compilation of measures, including the California Standards Tests and California High School Exit Exam. Summit graduates are on track to complete college within six years at double the national average. Finally, Summit schools have also enjoyed numerous accolades, including being named a Newsweek Top 10 Miracle School. In addition to Summit Public Schools, KCPMA will continue to learn from the growing number of blended-learning public schools throughout the nation, especially those being supported by grants from the “Next Generation Learning Challenge”. Adapting best practices from such successful programs, KCPMA will implement an academic program that meets the unique needs of its proposed student population and ensure that every student has the opportunity to not only attend, but succeed in, a four-year college or university.

Innovation in education is not entirely new to Rhode Island. The education community in Rhode Island has taken important steps to support the implementation of innovative pedagogies and technologies to further student learning. These include, but are not limited to, the 2012 Regulations of the Board of Regents Governing Virtual Learning Education in Rhode Island⁸ and the work of a number of charter schools—The Village Green Virtual School, Highlander Charter School, and Blackstone Valley Prep Mayoral Academy. However, with the field of blended learning still relatively new to the state, Rhode Island can do more.

KCPMA will become a thriving example of national best practices in blended learning and an important communicator of the value of next generation learning strategies. As a key partner in the RIMA network, which includes Blackstone Valley Prep and Achievement First mayoral academies, KCPMA will be able to directly share its successes and learn from the successes within this portfolio. KCPMA will also be an important communicator of the value of next generation learning strategies to the broader Rhode Island public education system. Rhode Island has the potential to bring next generation learning to scale, and KCPMA, through its RIMA partners and partnerships with other blended learning schools in the state, can play a key role. The goal of KCPMA, like sister mayoral academies, is to demonstrate the potential of dramatic

⁸ Regulations of the Board of Regents Governing Virtual Learning Education in Rhode Island. Accessed on December 19, 2013: <http://sos.ri.gov/documents/archives/regdocs/released/pdf/DESE/6874.pdf>

changes in pedagogy to drive dramatically improved student outcomes, expanding the window of possibility in communities where students are underperforming their potential.

Community Support

KCP Mayoral Academy, with the support of Rhode Island Mayoral Academies, is implementing a multi-level strategy for garnering the support and input of the community for the proposed mayoral academy. The mayoral academy model—in which a mayor from one of the school’s enrolling districts chairs the school board and other majors are invited to sit on the board and engage in the work—is an important vehicle for the sustained involvement and engagement of communities. KCPMA has already garnered the support of a coalition of community leaders, including Mayor of Warwick Scott Avedisian, Coventry Town Council President Gary Cote, and Coventry Town Manager Tom Hoover. KCPMA has also engaged with a number of community members to discuss and solicit input on the educational and programmatic needs of the enrollment region. Letters expressing support for the mayoral academy are included as attachments.

KCPMA believes that the continued engagement of students, families, and the community is integral to the school’s sustained success. Mayoral academies have a history of devoting substantial resources to community outreach and engagement to ensure positive and productive relationships with a diverse array of community stakeholders and to ensure that every family in the enrollment communities are well-informed about the school. Like Blackstone Valley Prep Mayoral Academy, KCPMA hopes to cultivate positive relationships with community districts. Conversations with district leaders have already taken place and will continue to mature as the charter is finalized and later on, as the school grows. Community members from the enrolling communities will have the opportunity to be part of the school’s governance model by serving on the school governing board. In addition to elected officials, we expect to identify residents from the enrolling community to serve on the board. The Founding group’s long history in the enrolling communities, particularly Warwick, will serve as an asset as KCPMA establishes and nurtures ties with the communities. KCPMA has already begun building relationships with key community leaders and institutions in order to create broader opportunities for students. KCPMA will partner with dozens of community-based organizations and businesses for execution of its Expeditions program (detailed in Section IV(b).) As part of the Expedition Program, students will have the opportunity to explore diverse interests and gain important skills while engaging with local businesses and professionals.

III. Goals

KCP Mayoral Academy will meet or exceed the target goals developed by the Rhode Island Department of Education in the areas of academic performance, school-level conditions, and organizational viability. We will meet **academic goals** (standard 1) by making measurable gains on state assessments each year and outperforming sending districts. Our middle school students will have growth scores higher than the states median, and students with Limited English Proficiency will make typical growth in English fluency as measured by ACCESS. KCPMA will provide **appropriate conditions for success** (standard 2). The school leadership team will make sure all stakeholders share in the same mission and vision for our scholars. The team will lead

the focus on student success by monitoring curricula and using information to meet the needs of all learners. Leadership will recruit, support, and retain highly effective staff and engage families and communities. We will ensure that we provide a safe, healthy, and supportive learning environment. KCPMA will also prove to be a **viable organization** (standard 3). We will maintain good fiscal health and fulfill all legal obligations related to ESL and students with disabilities services. We will maintain low rates of absenteeism and implement a fair and appropriate pupil enrollment process. We will meet state and federal reporting and regulatory compliance and school-specific organizational and management performance goals.

In addition to the RIDE goals mentioned above, KCPMA has identified the following additional goals:

Academic Goals

Goal 1: *100% of students will enroll in college credit courses*

KCPMA's goal is to promote 21st century learners prepared for multiple career paths, including enrolling and successfully graduating from a college of their choosing. At KCPMA, all students will have the opportunity to enroll and complete online courses and Advanced Placement courses their junior and senior years, in preparation for the rigor of post-secondary schooling. Our goal is to have at least 75% of students enrolled in these college courses earn a college credit, helping to prepare them for later college success.

Goal 2: *100% of students will exhibit the 24 character strengths that are part of KCPMA's character education program*

Integral to KCPMA's academic program will be its character education programing. All students will successfully complete the character education program offered in all grades. KCPMA will develop the necessary assessment tools to track and measure student progress in developing and cultivating the desired character strengths.

Goal 3: *100% of students will earn an IC³ (Internet and Computing Certification)*

KCPMA recognizes that school success and college/career readiness in the 21st Century demands development of strong digital literacy skills. With this in mind, all students will have a Digital Literacy Plan (DLP). As part of the DLP, students will earn the Internet and Computing Core Certification (IC³)—a globally recognized and highly valuable credential to use in their academic and professional pursuits.

Organizational Goals

Goal 1: *KCPMA will receive twice as many applications for every available seat*

KCPMA will generate high demand for its successful program offerings. At full enrollment, we will continue to recruit and enroll scholars for 6th grade while filling available spots in other grades. In order to maintain high satisfaction, results from surveying families and students will inform the implementation of strategies to help maintain and strengthen a strong and positive school culture.

Goal 2: *By 2015 KCPMA will have identified additional funding to support our long-term goals*

As a new charter, KCP Mayoral Academy will seek additional initial investments for startup costs required to create a school from scratch. Fundraising will be limited to school-based fundraising for the core of the program and areas of growth, such as building capacity, reaching full scale, and paying for facilities. At full enrollment, KCPMA will operate on recurring public revenue only, and all facets of the proposed blended learning model will be sustainable through these funds alone.

Goal 3: *KCPMA will forge partnerships and collaborative structures with middle schools and high schools from the enrolling communities to share expertise and leverage resources* KCPMA plans to put in place a number of systems and structures to facilitate the success of its teaching and learning model. These will also be instrumental in disseminating best practices and forging strong, meaningful collaborations with other schools/educators looking to implement a blended learning model. These include:

- a state-of-the-art classroom outfitted with the technology necessary for creating professional instructional videos;
- a dedicated classroom outfitted with the technology to facilitate the creation of instructional digital media for use in-house and sharing online with other educational entities;
- an online depository of research (e.g., technical briefs, white papers) conducted within KCPMA (e.g., <http://www.beaconart.org/research.php>); and
- an e-library of teacher-created resources developed, maintained, and shared online.

As a RIMA school, KCP Mayoral Academy also has the opportunity to join a small, but growing, blended learning space in Rhode Island looking to change the way we think about teaching and learning. KCPMA along with its sister school and future collaborating partner, Blackstone Valley Prep Mayoral Academy, will be spurring important conversations, building partnerships with other schools and organizations, and sharing best practices to continue to drive change statewide.

IV. Educational Program

IV(a). Guiding Principles

Kent County Prep Mayoral Academy is scheduled to open in September 2015. The school will serve students in grades 6 to 12 from the Rhode Island communities of Coventry, Warwick, and West Warwick. In its first year, the school will enroll grades 6 and 7 and expand by one grade each successive year. At the end of the first charter term, the enrollment across all grades will be 432 students. At full enrollment, KCPMA will enroll a total of 504 students. As a mayoral academy, KCP Mayoral Academy will enroll a socio-economically diverse student population and will involve municipal leaders in school governance.

KCPMA will blend face-to-face with e-teaching and learning to promote 21st century learners prepared for multiple career paths. KCPMA will inspire students to: reason and engage deeply with complex ideas and issues, be intellectually curious, and identify and build upon their academic and character strengths.

Guiding Principles

*“A charter school’s guiding principles should define a set of core beliefs and values that forms the basis for the rest of the program, including the pedagogical approach, curriculum decisions, assessment practices, school culture, and academic and organizational goal-setting. **The principles should be informed by research, experience, and proven practice [boldface added]**”* (Office of Charter Schools, 2014, p.25).

KCPMA’s guiding principles are founded on the extensive research, experience, and proven practice of the co-authors of this charter school proposal, who have a combined 14 years of experience as educators in Rhode Island charter schools and four years in traditional Rhode Island public schools. Specifically, much of the following guiding principles have been adapted from their research, experience and practice at the Beacon Charter High School (Butler 2011a, 2011b, 2011c, 2011d, 2011e; Butler & Waters, 2014).

Every student can graduate “college ready”

Many high quality charter schools across the country, and in Rhode Island, have proven that ALL children, regardless of their prior preparation or background, are capable of high levels of learning, and that they can be prepared for success in college, career and life. KCPMA will prepare a socio-economically diverse student body to be on the path to college and career and future success. Everyone in the KCPMA school community will be committed to high quality learning and high expectations and standards for all students, regardless of their background.

Connections Matter

For students to achieve their highest potential requires thriving, genuine, and trusting relationships. All KCPMA students will be supported to build productive relationships with teachers, peers, and community organizations. KCPMA will create opportunities for close mentorships and for students to engage in real world projects that enable them to learn while working on problems of interest and concern to the larger community.

Character Education Matters

We will propel student success by developing both academic learning and character development. Research has shown that character strengths are predictive of living healthy, successful, fulfilling lives and help master academic content. We believe integrating social and emotional learning with rigorous academic preparation is essential to students’ success in college and life. KCPMA will use a Character Education research-based curriculum for grades 6–12 developed by Learning for Life and widely used by schools and school districts across the U.S.

Personalization Matters

KCPMA will personalize learning to the unique needs of individual students by operating a small school where all students are known well by multiple adults in the school. Teachers will encourage students to explore their personal interests and customize learning to the unique abilities of all students. KCPMA will implement a blended-learning framework which will facilitate meeting students where they are academically, and spark and nurture their intellectual pursuits and remove arbitrary limits on the speed with which they learn or their own potential.

IV(b). Curriculum and Coursework

Kent County Prep Mayoral Academy's mission is to prepare and inspire a socio-economically diverse student population to be successful in college and/or career and to be thoughtful, contributing members of society. To accomplish this, the breadth and depth of the KCPMA program of study and curriculum is designed for students to: (1) develop the cognitive skills of deeper learning, critical thinking, communication, and problem solving needed to succeed in and engage with today's world; (2) develop the social, personal, and interpersonal skills needed to succeed in college and the working world; (3) gain the content knowledge that must be learned in a variety of disciplines; and, (4) engage with the world through structured opportunities such as expeditions and internships to discover their passions and apply their learning in an authentic environment.

All curriculums, whether purchased or developed internally, will be aligned to pertinent standards adopted by the state of Rhode Island such as the Common Core Standards and the Next Generation Science Standards. KCPMA is committed to setting rigorous standards for our students and providing high-quality curriculum and ongoing professional development. A team of experienced teachers and school leaders will be responsible for building unit overviews and suggesting curricular frameworks that meet the school's requirements and will adjust the curriculum for new developments in content and innovations in pedagogy. Revisions to the list of courses offered will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with KCPMA's mission.

Integrated character education

"If the development of character strengths are woven into the very DNA of how our schools operate, we believe that not only will it lead to positive life outcomes for each and every kid, we believe it will lead to positive outcomes for ourselves as a collective" (Dave Levine, co-founder of the Character Lab).

We plan on offering a robust integrated character education program in order to meet our mission of helping KCPMA students "... to become the stewards of their own education," and to be thoughtful, contributing members of society. Research has shown that character strengths are predictive of living healthy, successful, fulfilling lives and help master academic content. KCPMA will integrate character education with academics, building character education into

every student's program of study. KCPMA will focus on the 24 character strengths identified by Seligman (2011): appreciation of beauty and excellence; bravery; citizenship; creativity; curiosity; fairness; forgiveness and mercy; gratitude; grit; hope; humility and modesty; humor; integrity; kindness; leadership; love; love of learning; open-mindedness; perspective; prudence/discretion; self-control; social intelligence; spirituality; and, zest. KCPMA will use a Character Education research-based curriculum for grades 6–12 developed by Learning for Life and widely used by schools and school districts across the U.S.

Expeditions

KCP Mayoral Academy's curriculum will also include a hallmark of Summit's model: an eight-week Expeditions program. Expeditions are an authentic, real-world opportunity for students to develop the cognitive and character skills that ready a student for success in college, career, and life. Students will engage in a course, internship, or project that explores areas of interest or passion as well as investigate potential careers. During Expeditions, students work full-time on courses ranging from digital arts and theater to robotics and community-service projects.

For a total of 8 weeks each year, students will be engaged full time (8am-3pm daily) in the Expeditions program. These real world experiences support character development and teach content in the strands of 1) Health and Wellness, 2) College and Career, 3) Cultural Awareness and the Arts, and 4) Leadership and Active Citizenship. In addition to gaining hands-on experiences, Expeditions are also an opportunity for students to reconnect with their communities and give back through service projects in a culturally responsive way. Expeditions may take several forms, from a yearlong course covering one subject (for example, to meet a visual or performing arts requirement), to a series of related but unique workshops, to an internship or independent study opportunity, to a community service project.

Students' learning will be assessed using publishable and publicly presented performances that students will produce. These products will require students to apply their content knowledge and cognitive skills to earn passing grades. Successful completion of the Expeditions program will be a requirement for high school graduation.

Double Math and ELA classes for grades 6, 7 and 8

Results from the Fall, October 2013 test administration of Rhode Island's NECAP Math, Reading, and Writing assessments supports the need for a different approach to how and what curriculum is delivered. The averaged performance across the three communities KCPMA will draw from (i.e., Coventry, Warwick, West Warwick) shows that approximately two-thirds of grade 11 students are below proficient in mathematics, one in eight students is below proficient in reading, and one in every four students is below proficient in writing. In order to address low student achievement, KCPMA will require all students in grades 6, 7, and 8 to take double math and double ELA classes each day.

Table IV(b)–1 KCPMA Program of Study

Middle School (MS)			Upper School (H.S.)			
6 th Grade	7 th Grade	8 th grade	9 th Grade	10 th grade	11 th grade	12 th grade
CC ELA 6 (Double block)	CC ELA 7 (Double block)	CC ELA 8 (Double block)	CC ELA 9 (1.0)	CC ELA 10 (1.0)	CC ELA 11 (1.0)	CC ELA 12 (1.0)
CC Math 6 (Double block)	CC Math 7 (Double block)	CC Math 8 (Double block)	CC Algebra I (1.0)	CC Geometry (1.0)	CC Algebra II (1.0)	CC Pre-calculus/ Calculus (1.0)
General Science	Life Science	Earth Science	Physics (1.0)	Biology (1.0)	Chemistry (1.0)	Environmental Sci. (1.0)
MS U.S. History	MS Civics, Gov., & Economics	MS World Cultures & Geography	World History (1.0)	U.S. History (1.0)	Human Geography (1.0)	Expedition/ Capstone (1.0)
Coding & Tech 6	Coding & Tech 7	Coding & Tech 8	Tech 9 (0.5)	Tech 10 (0.5)	Tech 11 (0.5)	Tech 12 (0.5)
Music 6	Music 7	Music 8	Music 9 (0.5)	Music 10 (0.5)	Music 11 (0.5)	Music 12 (0.5)
Character Ed. 6	Character Ed. 7	Character Ed. 8	Character Ed. 9 (0.5)	Character Ed. 10 (0.5)	Character Ed. 11 (0.5)	Character Ed. 12 (0.5)
PE & Health	PE & Health	PE & Health	PE & Health (0.5)	Online Elective (0.5)	PE & Health (0.5)	Intro to Business (1.0)
Art 6	Art 7	Art 8	Digital Arts I (0.5)	Digital Arts II (0.5)	3D Art I Modeling (0.5)	3D Art II Animation (0.5)
			Microsoft Office (1.0)	Coding I (1.0)	Coding II (1.0)	Coding III (1.0)
			World Lang. (1.0)	World Lang. (1.0)	World Lang. (1.0)	Online Elective (0.5)
			8.5	8.5	8.5	8.5
Minimum Credits to graduate High School = 32 (34 credits are scheduled)						

English Language Arts Curriculum (grades 6 – 12)

Common Core English Language Arts 6: This sixth-grade course includes a variety of literary texts to develop students' understanding of plot, setting, characterization and theme. Instruction also helps students to transition from reading the narrative texts most common in elementary school to argumentative and informational texts, with a strong focus on the common structures of these text types. Informative lectures and targeted lesson plans engage students in a variety of literary genres. Students develop the skills to succeed on standardized tests through analyzing and evaluating numerous texts.

Common Core English Language Arts 7: With targeted lessons that teach the conventions of literature, this seventh-grade course introduces real-life topics connected to literary text in a highly relatable and interesting format. Grammar and writing lessons develop students' writing skills through argumentative essays, expressive writing, expository essays, and research papers. With a variety of literary elements, as well as a comprehensive overview of learned skills, this course leads students on an exploration of visual literacy, effective listening skills, censorship, propaganda, and ethical reasoning.

Common Core English Language Arts 8: This eighth-grade course develops strong skills in literary analysis and argumentative writing as it exposes students through diverse and contemporary texts. Interactive lessons on grammar and writing enhance student control of English conventions. Writing lessons scaffold the writing process for students and provide opportunities for practice through argumentative essays, informative essays, literary analysis, a compare-contrast essay, personal narrative, and a research paper. The course also integrates communication lessons that explore topics related to public speaking, effective listening, interviews, and media analysis.

Common Core English Language Arts 9: Dedicated to creating effective and adaptable readers and writers, this course provides rigorous training in the foundations of English Language Arts skills and strategies. Using the core foundation, the course expands on and applies traditional concepts to modern, 21st-century demands. Offering practical lessons in techniques such as visualizing, making inferences and predictions, and recognizing organizational patterns in texts, this course delivers hands-on training in applying the writing process, evaluating essays, and using MLA style and documentation. Over the course of two semesters, grammar lessons will strengthen students' grasp of language and improve writing skills.

Common Core English Language Arts 10: Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction, application resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, 21st-century career skills, and the essentials of grammar and vocabulary. Students will also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays.

Common Core English Language Arts 11: This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students will master the comprehension and literary analysis strategies that the Common Core State Standards require. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students will read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

Common Core English Language Arts 12: This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the Modern Period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

Mathematics Curriculum (grades 6 – 12)

Common Core Mathematics 6: This course develops students' number fluency and understanding of the rational number system, extending students' understanding of fractions and decimals to the introduction of rates, ratios, proportions, and percent. Students also write, simplify, and evaluate numerical and algebraic expressions and they explore the meanings of variables and formulas. Students generalize their understanding of inverse operations as they learn to solve one-step equations and inequalities and model real-world situations using this algebraic notation. After a targeted exploration of area and volume, measures of spread, and graphs and plots, the course concludes with an in-depth study of numbers and their opposites represented numerically, algebraically, and graphically.

Common Core Mathematics 7: This course begins with a thoughtful review of operations on rational numbers. Students then turn their focus to expressions and equations, as they solve two-step and multi-step equations and model increasingly complex real-world situations. Students extend and apply their understanding to percent problems and other problems of proportional reasoning, including the geometric contexts of scale and similarity. In statistics, students focus on making inferences from samples and measures of variation, before moving on to the geometry of two- and three-dimensional figures. The course concludes with a study of probability, building abstract reasoning from concrete examples.

Common Core Mathematics 8: Students start this course with a unit on transformations, congruence, and similarity before turning their attention to a conceptual understanding of exponents and scientific notation. Then students review equations in one variable, building to solving proportions when cross products result in multi-step equations. Students explore roots and rationals, building a foundation for applications such as the Pythagorean Theorem, distance

and midpoint, and volume. Students study functions with a special focus on linear functions and their graphs, including slope. Students use linear functions to model real-world relationships between quantities before wrapping up the course with an introduction to systems of linear equations.

Common Core Algebra I (grade 9): This course begins with a brief review of what students should already know about linear equations, with a focus on analyzing and explaining the process of solving equations. Students develop a strong foundation in working with linear equations in all forms, extending solution techniques to simple equations with exponents. Students explore functions, including notation, domain and range, multiple representations, and modeling. Through the comparison of linear and exponential functions, students contrast the concepts of additive and multiplicative change. Students then apply what they have learned to linear models of data, analyzing scatterplots and using lines of best fit to apply regression techniques. The course closes with an exploration of rational exponents, quadratic and exponential expressions, and an introduction to non-linear functions, with a heavy emphasis on quadratics.

Common Core Geometry (grade 10): This course formalizes what students have learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs, and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right triangle trigonometry, and the Laws of Sines and Cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

Common Core Algebra II (grade 11): This course focuses on the four critical areas of the Common Core model pathways for Algebra II: functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students will make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies between the operations and field properties of real numbers and those of complex numbers and algebraic expressions. The Common Core practice standards are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

Common Core Precalculus (grade 12): Exploring the relationship between advanced algebra topics and trigonometry, Precalculus is an informative introduction to calculus that challenges students to discover the nature of graphs, nonlinear systems, and polynomial and rational functions. With an emphasis on mathematical reasoning and argument, this advanced course

scaffolds rigorous content with clear instruction and an array of scaffolds for learning, providing students with a deep understanding of topics such as matrices, functions, graphing, logarithms, vectors, and conics. The course concludes with a brief introduction to calculus that exposes students to limits, continuity, derivatives, and the Fundamental Theorem of Calculus.

Calculus (grade 12): Calculus is a college-level, yearlong course designed to prepare students for the Advanced Placement Calculus exam. The goal of this course is to provide students with new tools to solve problems. Through a combination of direct instruction, videos, and readings, students will explore limits, derivatives, and integrals and the ways to apply them to mathematical and real-world problems. Topics covered include graphs of functions, limits, differentiation, and integration. Students will demonstrate their understanding and acquisition of skills through practice problems, discussion questions, and practice AP exams.

Science (grades 6 – 12)

General Science (grade 6): This sixth grade science course is a year of science process skills and science fair focusing on engaging students in the diverse areas of science. The curriculum includes: electricity, dynamic earth, earth science, oceanography, matter, and science fair. The curriculum is aligned with the state's new science framework. Emphasis is on making the connections and seeing the relationships between concepts and ideas. The interdisciplinary thematic teaching approach helps students investigate high interest problems that show students the scientific thinking processes and how scientific principles are applied. Students develop critical thinking skills with problem solving, decision-making, and research and inquiry. As students move through the program, they are challenged by more sophisticated thinking processes using experimental manipulatives and other laboratory-oriented projects that are related to current scientific issues. Authentic assessment tools, such as oral presentations, science fair projects and cooperative activities are incorporated into the program. A comprehensive science project is required of all 6th grade students.

Life Science (grade 7): Examining a broad spectrum of the biological sciences, Life Science is a two-semester course for middle school students that builds on basic principles of scientific inquiry and translates those skills to more complex overarching biological themes. The course includes units that help students understand the definition, forms, and classifications of living organisms and learn to analyze the diversity of each unique group of living organisms. Other units introduce students to the structures and functions of cells, cell theory, and cell reproduction. These larger themes are then applied to other topics, such as genetics, Darwinian Theory, and human biology and health. An introduction of ecology draws all of these concepts together to examine the interrelationships that help to maintain life on Earth.

Earth Science (grade 8): Students enrolled in this dynamic course will explore the scope of Earth sciences, covering everything from basic structure and rock formation to the incredible and volatile forces that have shaped and changed our planet. As climate change and energy conservation become increasingly more prevalent in the national discourse, it will be important for students to understand the concepts and causes of our changing Earth. Earth Science is a two-semester course that will provide a solid foundation for understanding the physical characteristics that make the planet Earth unique and will examine how these characteristics

differ among the planets of our solar system.

Physics (grade 9): Combining scientific inquiry with advanced mathematics, Physics is a stimulating, two-semester high school-level course that will challenge students to understand and explain how energy, matter, and motion are all related. Engaging lessons introduce theories and experiments and encourage students to develop the knowledge and understanding necessary to support conclusions with numerical results. Inspiring students to relate knowledge to real-world applications, the course connects basic principles to more complex ideas in many fascinating areas: thermal energy, vibrations and waves, light and refraction, sound, electricity, and magnetism.

Biology (grade 10): This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology.

Chemistry (grade 11): This rigorous full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes 18 virtual laboratory experiments that encourage higher-order thinking applications. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

Environmental Science (grade 12): Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many different aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

Social Studies Curriculum (grades 6 – 11)

MS U.S. History (grade 6): Offering an interactive and comprehensive overview of American history, this course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization and settlement in America, and the creation of a new nation through the American Revolution. Middle school students enrolled in this course will closely examine major changes brought about by the nation's reconstruction, industrialization, urbanization, and progressive reforms and will consider the implications each of these events had on the expansion of the United States' global influence through modern times. Over the course of two semesters, interesting course content encourages students to think carefully about the challenges and opportunities facing the United States in the 21st century.

MS Civics, Government, and Economics (grade 7): Exploring the structure of the United States government on a national, state, and local level, this course challenges students to learn and understand fundamental concepts and philosophies that led to the creation of the United States Constitution. Students enrolled in this two-semester course analyze the political process, political parties, and influences that affect them both. Engaging, interactive content introduces economic concepts and encourages students to explore government and economics on a global scale. By instilling a thorough understanding of government and economics, this course inspires students to investigate what it means to be an American citizen.

MS World Cultures and Geography (grade 8): Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography. Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.

World History (grade 9): This year-long course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

U.S. History (grade 10): This one-year high school course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization as they assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

Human Geography (grade 11): Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems,

human understanding of the world, and human social organization. Divided into two semesters, this high school-level course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

Introduction to Business (grade 12) In this two-semester introductory course, students will learn the principles of business using real-world examples—learning what it takes to plan and launch a product or service in today's fast-paced business environment. This course covers an introduction to economics, costs and profit, and different business types. Students are introduced to techniques for managing money, personally and as a business, and taxes and credit; the basics of financing a business; how a business relates to society both locally and globally; how to identify a business opportunity; and techniques for planning, executing, and marketing a business to respond to that opportunity.

World Languages Curriculum (grades 10 – 12)

KCPMA will offer the following languages online through the Language Lab:

Chinese I and II
French I, II, and III
German I and II
Latin I and II
Spanish I, II, and III

Arts Curriculum (grades 9 – 12)

Digital Arts I (grade 9): The Digital Arts I course focuses on building a solid foundation of the basic elements of visual art: line, shape, form, color, value, space, and texture. This course teaches core skills using Inkscape, a free open-source alternative to Adobe Illustrator. Topics include learning processes for evaluating artworks, and identifying selected artists' works, styles, and historical periods. Student learn 3D space in a 2D environment; filters, gradients and highlights; and methods of working with color. Students express themselves creatively in original digital drawings and artwork.

Digital Arts II (grade 10): The Digital Arts II course focuses on the more advanced principles and elements of art and design. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Projects include creating movement with objects; images emphasized through the use of color, shape, and size; and the principles of art including: repetition and pattern, contrast, movement and rhythm, proportion and balance, and harmony and unity. Students advance their skills using Inkscape tools and learn new tools such as the Spiral, Bezier, and Paint Bucket Tools. (Prerequisite: Digital Arts I).

3D Art I – Modeling (grade 11) The 3D Art I – Modeling design course focuses on the fundamental concepts of 3D modeling and explores the basic concepts and skills of 3D animation. Students learn Blender. software to create 3D models such as a house, a creature, an animation of the creature walking, and a landscape terrain. Activities include using points on a grid to create mountains and a color gradient to create a sun and a moon. Students learn 3D space and 3D objects; creating, scaling, and rotating objects; materials and textures; poses and key frames; extruding and mirroring 3D objects; rendering animations; and appending materials, textures, objects, armatures, and animations.

3D Art I – Animation (grade 12) The 3D Art II Animation design course focuses on building animation skills including realistic movement and lighting. Students learn the Blender. software workspace and tools; location and rotation properties; scripts; IP curves; vector handles; rendering and baking animations and simulations; and particle systems and emitters. Activities and projects promote key 3D animation concepts including frames and key frames, squash and stretch, action strips, walk cycles and poses, and trajectories. Students develop the skills needed to design and create animations with an understanding of the skills needed to succeed as professional animators. (Prerequisite: 3D Art I: Modeling).

Coding Curriculum (grades 6 – 8)

SCRATCH is a programming language that makes it easy to create your own interactive stories, animations, games, music, and art -- and share your creations on the web. SCRATCH can be used in 50 different languages. Scratch is a development of the Lifelong Learning Group at MIT Designing SCRATCH projects encourages creative thinking skills, problem solving and builds confidence. These skills give you an advantage in life.

Coding Curriculum (grades 9 – 12)

Mathematica is a world-renowned software product. It is widely used in colleges and universities around the world. The software helps students visualize concepts including plots, charts, and other graphics in lessons, quizzes, and instructional materials. It allows the creation of 2D and 3D graphical images. Students have immediate access to mathematical, geographical, linguistic, scientific, and financial data to include in lessons. The software is well supported by ready-made examples including, online videos, demonstrations, tutorials, and “How to use *Mathematica*.” Further, the software is designed for a quick start for beginning learners with point-and-click pallets. It is envisioned that the 2D and 3D modeling capabilities of Mathematica will help create a dynamic classroom in which students will be provided unprecedented opportunities of exploring their areas of interest, ideas, designs, etc. through “state-of-art” mathematical modeling.

Technology (grades 6 – 12)

All KCPMA students will take a technology course that includes exposure to various types of devices that help problem solve. An example would be a 3-D printer that enables the prototyping, modeling, and manufacturing of student ideas. Bringing 3D printing into the classroom exposes learners to the same cutting-edge technologies they’ll encounter in their careers. A model shop is also planned enabling students to pursue their ideas with the use of various types of equipment and materials. Further, exposure to robotics will be built into the curriculum.

Character Education Curriculum (grades 6 – 12)

In order to support and fulfill the KCPMA mission, a very comprehensive research/evidence-based curriculum in character education is planned across all grades that blends curriculum developed by the Learning for Life and the continuing research by the Character Lab in character education. **We have chosen these organizations because of the close alignment of their missions with KCPMA’s and the research-based evidence that supports their success with student achievement.**

Learning for Life Mission

“To develop and deliver engaging, research based academic, character, leadership and career focused programs aligned to state and national standards that guide and enable all students to achieve their full potential.”

Learning for Life Curriculum

Major features:

- Harassment, Bullying & Cyber-intimidation online educational videos
- Bullying Prevention & Intervention – Staff Development
- Character Education programs
- Engaging, research based content & curriculum
- Aligned to State and National standards
- Special Education – Life Skills & Transition Skills program

Learning for Life offers 36 digital lessons in the 6th grade and high school programs, for an average of one lesson/week. Two class periods per week gives students 2 days to complete one digital lesson. There are 24 digital lessons in 7th & 8th grade, with access to 20-22 additional pdf lesson plans of the lessons not digitized. Through the digital program teachers will also have pdf access to 24 additional lesson plans for the lessons that are not digitized as well as access to teacher guides for Career Exploration for students in grades 6-8.

The Learning for Life lessons lend themselves for the open discussion of topics as well as opportunities for collaborative learning and additional online research. Every student will have their own login, and will be able to access the program from any device, anywhere.

Learning for Life Career Exploring Program

Major features:

- Real-world career experiences for 14-20 yr. olds
- Delivered through partnerships with thousands of businesses, organizations, state, local and federal agencies
- Mentoring, internships, and community service
- Social and career Networking opportunities
- Aligned to the 16 US Dept. of ed career clusters
- Proven Leadership development program

The **Character Lab (CL)** is an early-stage non-profit venture with a mission to select, support, and disseminate evidence-based character interventions. Founded in 2012, CL emerged from conversations between Dave Levin, co-founder of KIPP, the Relay Graduate School of Education, Dominic Randolph, Head of Schools at Riverdale Country School, and Angela Duckworth of the University of Pennsylvania. Its mission is based on evidence that character – defined as a specific set of skills beyond the academic that contribute to human development – greatly impacts a student’s academic results and overall long-term life outcomes and that specific teacher-led interventions can have a major impact on character formation

Music Curriculum (grades 6 – 12)

All KCPMA students will take music in grades 6 through 12. The Arts Education Partnership (AEP) reviewed an extensive body of high-quality, evidence-based studies that document student learning outcomes associated with an education in and through music. The results show that music education prepares students to learn (e.g. cultivates better thinking skills), facilitates student academic achievement (e.g. advances math achievement), and develops the creative capacities for lifelong success (e.g. supports better study habits and self-esteem).⁹

Beginning in grade 6, all students will take a keyboarding class in a state-of-the-art keyboard lab. An example of a classroom lab layout is shown in Figure IV(b)–1 (Voluntary Attachment B). KCPMA will utilize the SoundTree Keyboard Lab Curriculum. Unlike any other music technology curricular offering, the SoundTree Keyboard Lab Curriculum provides a comprehensive, vertical K-12 music curriculum that focuses on the keyboard as a tool for both learning piano skills and reinforcing musical concepts, skills, and general music integration. These in-depth, keyboard-based curricula include powerful resources for teaching in the group piano instructional environment. Each includes a variety of materials that make it easy to incorporate technology in the music classroom. These curricula will serve as an integral resource for the KCPMA music educator who will be teaching music in the keyboard lab. Each level has two distinct components:

Keyboard Component: The core keyboard component of the curriculum includes the most popular group piano methods available from Alfred. Each curriculum level is age appropriate. The sequential materials from this course included in the SoundTree Keyboard Lab Curriculum include:

- Elementary School Level: Alfred's Basic Piano Library Group Piano Course Levels 1-4
- Middle School Level: Alfred's Basic Piano Library Complete Levels 1-3
- High School Level: Alfred's Piano 101 Levels 1 & 2

In addition to these methods, all associated teachers materials (including MIDI files and CD ROMs) are included. There are also exclusive Reproducible Worksheet Books that contain Theory and Ear Training worksheets to correlate with each unit of Alfred’s Piano resources.

⁹ Arts Education Partnership, *Music Matters: How Music Education Helps Students Learn, Achieve, and Succeed*, Washington, D.C., September 2011.

General Music Component: In addition to the keyboard materials listed above, the Curriculum Book includes 60 lesson plans written specifically for the Korg Group Education Controller (GEC) from SoundTree. These lesson plans serve as a guide for incorporating a GEC keyboard lab into the general music classroom setting. Written by experienced teachers who teach in a keyboard lab environment, these classroom-tested lessons include lessons in the following areas:

- Music Fundamentals (Rhythm, Notation, Music Reading)
- Composition
- Ear Training (Melodic and Rhythmic Dictation)
- Improvisation
- Listening Skills
- Notation
- Performance

In addition to the SoundTree materials, there are a number of grade level specific materials published by Alfred included. The lessons are not presented in a specific order, but are intended to give the teacher maximum flexibility to include them in the curriculum based on the needs of students in the individual classes. The musical experiences in each lesson address the National Standards for Music Education. Each individual lesson is organized in the following manner:

- Keyboard Skills Required
- MENC National Standards
- Objectives
- Materials
- Procedure (This step-by-step procedure includes specifics on how to use the GEC)
- Extensions
- Reproducible student handouts (Included with most lessons)

Beyond the KCPMA keyboard lab, the exact progression of music courses, curriculum, and extra-curricula opportunities have not yet been established for upper grades. However, it is envisioned that the KCPMA music program extending into the high school level will include the following:

- Music Theory: Basic note reading (both treble and bass clefs) simple durations, chord construction, aural listening exercises (diatonic and chromatic intervals, major, minor, augmented, diminished triads, seventh chords, rhythmic dictation) Major and Minor scale construction. Resources in the classroom include use of Sibelius (notation software), audacity, band in the box, and web-based sources like teoria.com.
- Music Appreciation/History: beginning with the jazz era (1920's), roaring twenties, swing, bebop, cool jazz, funk, rock n roll, (artists and styles with aural examples).

IV(c). Learning Environment and Pedagogy

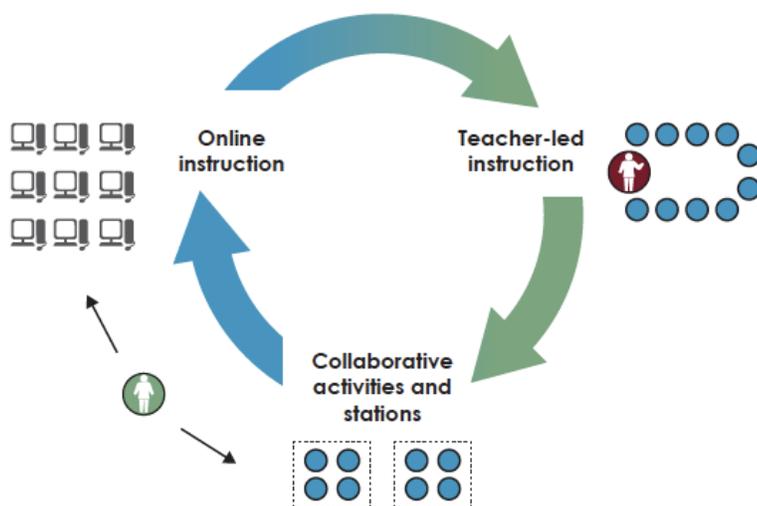
At the beginning of the school year, Kent County Prep Mayoral Academy students are administered diagnostic assessments to establish a baseline for student growth overtime. We will use different assessments (see Section IV(e)) to inform the development of each student’s ILP (Individual Learning Plan), which will detail strategies for students who may require remediation (e.g. reading below grade level) or advanced work. In grades 6, 7, and 8, all students will attend double blocks of mathematics and double blocks of ELA. Each class will have a maximum of 24 students, a RIDE certified teacher and another certified teacher or aid/paraprofessional.

Leveraging technology in the classroom can fall within a continuum ranging from between 0% (i.e., full face-to-face) to 100% (i.e., full e-learning). Students at KCPMA will have a blended learning experience, engaging with technology through online learning courses and more traditional learning modalities (e.g. teacher led presentations, group projects, etc.). Recognizing that higher-education institutions are leveraging the power of online courses, KCPMA will support students with face-to-face teachers to gain the self-directed skills to successfully complete college-level online courses by their senior year (i.e., college and career readiness).

We envision the use of several blended learning modalities to better optimize instruction and create an environment that enables students to truly drive their own learning, including the “Station-Rotation” model and the “Flipped Classroom” model. In a “Flipped Classroom” model, students have online delivery of content and instruction of the same subject from a remote location (e.g., home) after school and then face-to-face teacher-guided practice during the school day.

The general layout of KCPMA classrooms (not labs) will follow a blended learning Station Rotation model as described in Staker and Horn (2012) and shown in Figure IV(c)–1 below. The layout consists of three distinct instructional/learning areas: (1) an area for teacher–led whole class instruction outfitted with desks and chairs and an interactive whiteboard; (2) a small group collaboration section consisting of tables and chairs that will be used for small group work, projects, and/or one-on-one instruction; and, (3) an e-learning center consisting of a bank of computers for such purposes as independent online research and preparing written assignments and presentations. In practice, students within the same classroom can be simultaneously immersed in three different learning modalities at the teacher’s discretion.

Figure IV(c)–1 Example of a Station Rotation Blended Learning Model
(Adapted from Staker and Horn, 2012: The KIPP LA Academy)



All students will have a DLP (Digital Literacy Plan). KMCA recognizes that school success and college/career readiness in the 21st Century demands development of strong digital literacy skills and all professions use computers to some extent. As part of the DLP, students will earn the Internet and Computing Core Certification (IC3) —a globally recognized and highly valuable credential for today’s professional world.

The founders of KCPMA believe that the integration of character education in every classroom and across content areas is foundational to the success of students in the Station Rotation model. The KCPMA model of developing student educational autonomy makes the development of character strengths such as self-control, grit (i.e., perseverance), integrity, and social intelligence, etc. equally essential to success. These character traits, most importantly, play a pivotal role in preparing students for college, career, and life, and represent values core to the culture of the KCPMA learning environment.

All teachers will be expected to implement the 30 “best classroom practices” detailed in Chapter 8 (Waters’ Best Classroom Practices) in *Who’s the New Kid in Chemistry? Exploring Uncharted Waters* (Butler & Waters, 2014). Additionally, teachers will be given extensive professional development on the teacher evaluation (EPSS) expectations (i.e., rubrics). Teachers will also receive on-going professional development around the eight components of RIDE’s Professional Practice and Professional Foundations based on Charlotte Danielson’s Framework. The Framework provides a common language and a shared understanding of effective teaching practice. This common understanding promotes deep professional conversation about teaching that is ultimately reflected in student learning.¹⁰ Teachers will employ effective time management strategies (e.g., minimal transition time) to maximize learning and time on task.

¹⁰ Charlotte Danielson, <http://www.danielsongroup.org/>

Based on the research conducted in the Spring of 2011 and presented in Butler and Waters (2014), students will have a voice in designing their own homework and projects—a practice found to produce significant student engagement. Teachers will encourage active student participation in all classes, with some engagement techniques being universal, such as beginning each class with a problem or question of the day. KCPMA will also provide multiple opportunities, in every classroom for students to engage in the four basic phases of the design process: understand the problem, devise a plan, carry out the plan, and look back (Polya, 2004).

IV(d). Specific Populations

KCPMA educators will develop and continuously refine an entire school model that attempts to meet the needs of all learners, regardless of prior preparation or specific needs. KCPMA recognizes its legal and ethical requirements to meet the needs of all learners, specifically for students identified as having special needs, who are English Language Learners, who are at risk of academic failure or dropping out, or who are gifted. KCPMA will always be in compliance with all applicable state and federal law regarding the provision of services to special populations and at-risk students, including Section 504 of the Rehabilitation Act, The Americans With Disabilities Act, and The Individuals With Disabilities in Education Act. KCPMA intends to provide special education instruction and related services in accordance with federal and state law.

Implied in KCPMA’s mission is the goal to prepare every single student for success in college and life. There are no exceptions to this mission. All adults in the KCPMA community believe that it is their responsibility to help every KCPMA student to achieve this goal. To that end, all of the structures and systems discussed in the academic program are designed to provide each and every student with exactly the right type of instruction or support, based on their individual level of preparation and learning needs. KCPMA’s commitment to constantly collecting and reporting data will allow teachers to identify students that are struggling immediately, rather than long after the ideal time to intervene. The high levels of differentiation, structure, and targeted support that are the highlights of many schools’ programs for struggling/at-risk students are a key part of KCPMA’s model for all students. KCPMA recognizes, however, the need to be especially thoughtful about how to support the most at-risk learners. KCPMA will always aim to provide all special needs students with what they need in the least restrictive environment possible, following an “inclusion” model for providing services in class. For example, KCPMA will encourage co-teaching, collaboration between Special Education teacher and core teachers, small group work, etc., all based on students’ individual needs. To that end, KCPMA will offer a range of differentiated structures in the regular academic program to meet the unique needs of all students. All interventions and supports will be provided to and accessible by students throughout the course of their regular school day, as they need it, rather than in exclusive “support classes” for special needs students. Students can access extra support during the WIN (Whatever I Need) period and the “extended day” time before or after regular school hours. Supports needed by struggling students will, for the most part, be provided to them in their regular classes. For example, a resource specialist (special education teacher) may “push in” to classes with high-needs to offer extra support to those students and teachers. As necessary, “pull out” classes will also be provided for students who need the extra support.

Special Education services are most effective when they are tailored specifically to the needs of each student. The high level of support provided by the KCPMA program is indeed beneficial to all students, but it is especially beneficial to those students with special needs. KCPMA's robust assessment system will ensure that all struggling students will be identified early, so that appropriate steps can be taken to ensure they are provided the supports they need. All students will meet weekly with their mentor/advisor to discuss their Individualized Learning Plan (ILP) and choose appropriate goals and strategies with regards to his or her specific learning needs.

Staffing

All special education services at KCPMA will be delivered by individuals or agencies qualified to provide special education services as required by state and federal law. KCPMA will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The school shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to KCPMA students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists. Resource specialists at KCPMA will be the initial providers of services and support to students with special needs, and KCPMA will contract with other professionals, such as school psychologists, youth counselors, speech pathologists, etc. to provide those services to students as they are needed. The precise makeup of this team will be reevaluated on a year-to-year basis based on the anticipated student population. KCPMA's initial plan is to hire one resource specialist during its first year of operation, as all other Rhode Island charter schools have done in the past. KCPMA believes that this plan will be adequate for the expected population, since the percentage of all special needs student subgroups in the three communities affected is equal to or less that at other Rhode Island charter schools with similar demographics; and, where the program has been successfully serving those students.

Notification and Coordination

KCPMA shall follow state and federal law for responding to implementation of special education services. KCPMA will adopt and implement policies relating to all special education issues and referrals.

Identification and Supports

KCPMA will employ a Response to Intervention (RtI) framework that facilitates the identification of students with disabilities in compliance with the Child Find requirements of IDEA. KCPMA will then utilize the RtI process to ensure the appropriate interventions are delivered to each student. RtI is the ideal philosophy for KCPMA's mission, since it supplants the antiquated "wait to fail" methods of identifying students with disabilities. KCPMA places a great emphasis on the collecting and reporting of data (through its assessment system), and this process allows teachers to identify struggling students early. The RtI process aims to provide targeted, research-based interventions to students as early as possible after they are identified—a goal that we refer to as the Reduction of Response Time to Intervention (RTtI).

At KCPMA, RtI is integrated as part of each Grade Level Team (GLT). GLTs meet on a weekly basis to identify students of concern based on individual student performance on daily and

weekly assessments, as well as qualitative observation. When standard, common-practice (Tier 1) interventions do not address a student's needs, the GLT will invite parents, the student, a school leader, and/or a Special Education teacher to their weekly meeting to develop more intense (Tier 2) interventions. (See chart on next page for a *description of the supports* provided in each tier.) If students do not respond to those interventions, another more formal SST meeting is called to implement the most intense interventions (Tier 3) of the general education program. Any parent can refer his or her student to the RiT Team at any time. In such instances, the GLT will communicate with the parents to understand their concerns and plan interventions as necessary. If a student does not respond to Tier 3 interventions, a referral is made to assess for Special Education to gather more information about the student's learning needs. Tier 4 or 5 interventions would be considered at that point, and they may include services from external contracted professionals, such as psychologists, counselors, or therapists.

1. For struggling students:

KCPMA's commitment to constantly collecting and reporting data will allow teachers to identify students that are struggling immediately, rather than long after the ideal time to intervene. The high levels of differentiation, structure, and targeted support that are the highlights of many schools' programs for struggling/at-risk students are a key part of KCPMA's model for all students.

KCPMA recognizes, however, the need to be especially thoughtful about how to support the most at-risk learners. KCPMA will always aim to provide all special needs students with what they need in the least restrictive environment possible, following an "inclusion" model for providing services in class. For example, KCPMA will encourage co-teaching, collaboration between Special Education teacher and core teachers, small group work, etc., all based on students' individual needs. To that end, KCPMA will offer a range of differentiated structures in the regular academic program to meet the unique needs of all students. All interventions and supports will be provided to and accessible by students throughout the course of their regular school day, as they need it, rather than in exclusive "support classes" for special needs students. Extra support can be accessed by students during the mid-day "WIN" (Whatever I Need) period or the "extended day" before or after regular school hours. Supports needed by struggling students will, for the most part, be provided to them in their regular classes. For example, a resource specialist (special education teacher) may "push in" to classes with high-needs to offer extra support to those students and teachers. As necessary, "pull out" classes will also be provided for students who need the extra support.

2. For students learning English:

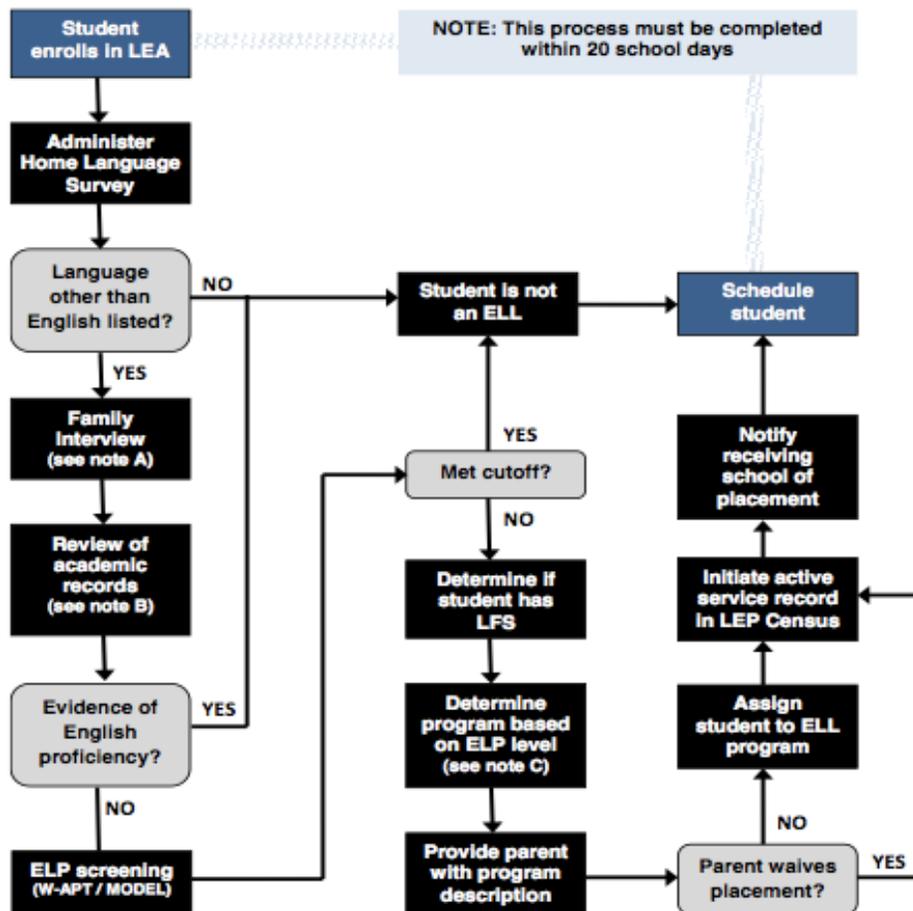
In the event that there are ELL students who attend KCPMA, then an ELL Coordinator staff position will be created. It will be the ELL Coordinators responsibility to ensure that the state regulations (R.I.G.L. 16-54) regarding the education of ELLs are adhered to as well as the federal regulations including Title III of NCLB, Title VI of the Civil Rights Act of 1964, EEOA of 1974, and any other laws and court precedents.

KCPMA will follow the recommended English Language Learner Identification Procedure developed by RIDE and released April 4, 2011 —refer to Figure IV(d)–1. KCPMA will complete the process shown within 20 days school days of the student enrolling as required.

From RIDE: “The English Language Learner Identification Procedure document outlines the state-recommended procedure for identifying English Language Learners in accordance with Title 16, Chapter 16-54, sec. L-4- 3,4. This procedure was developed by RIDE and a group of stakeholders from several LEAs, based on a review of current research and best practices from other states, in an effort to standardize and eliminate uncertainty in the process by which students are identified as ELLs. This will serve many purposes including reducing unnecessary English language proficiency re-screening of students and introducing added stability and predictability for students and parents who move from one LEA to another within the state.”

Figure IV(d)–1 ELL Identification Procedure Flowchart

(Retrieved from: RIDE’s Guidance concerning identification and enrollment procedures for ELLs, April 2011)



KCPMA will hire an Admissions/Parent Engagement Coordinator with dual language capability to facilitate engaging parents of ELLs in the school's information loop. All pertinent school materials and correspondence will be translated. Translation services that cannot be performed in-house will be outsourced for a fee to a community based organization when possible.

3. For students with disabilities:

Individualized Education Programs

KCPMA is committed to serving students with Individualized Education Programs (IEPs). For all newly enrolled students, KCPMA resource specialists will review the student's record from the previous school year to determine whether the student has previously been evaluated or classified as a student with special needs. For students who enroll from another school with a current IEP, the school will conduct a transitional IEP meeting within 30 days. Prior to a pending agreement on the new IEP, the school shall implement the existing IEP, to the extent practicable or as otherwise agreed upon between the school and the parent. For students already enrolled at the school, KCPMA may decide to refer any student for an IEP assessment at any point during the RtI process described above. A copy of that referral along with the procedural safeguards notice will be sent to the student's parents. The resource specialist teacher will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's Special Education eligibility, and to secure written parental consent to conduct such testing. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened. At that time, a decision will be made as to the student's eligibility for special education services. Evaluations and decision about eligibility will be made within 35 school days after the date that written consent for the evaluation is provided by the parent. If the student is eligible for special education services, an IEP team will be formed, and an IEP for that student will be developed within 30 days.

Parents may also request an assessment for Special Education at any point throughout the school year. This request must be made in writing. The school will have 25 days from the date that a written request is submitted to determine whether or not to evaluate the student. If the decision is made to assess the student, then the appropriate consents will be obtained from the parent and the process will proceed (in adherence to the timelines) as described above. KCPMA will always strive to provide these supports in the least restrictive environment.

Section 504 of the Rehabilitation Act

KCPMA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of KCPMA. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the school. A 504 team will be assembled by the Head of School and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or

related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities, as well as other tests and evaluation materials. The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team. If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff. The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary. All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

4. For gifted or advanced students:

KCPMA defines "gifted or advanced students" as those who have been assessed to have superior intellectual ability as demonstrated by one or more of the multiple assessments given to KCPMA students (e.g., NWEA MAP, PARCC). KCPMA's wide range of assessment methods, administered to all students, will allow teachers to identify highly capable students early in the year and tailor projects so that they continue to learn and be challenged. Teachers differentiate projects for highly capable students by facilitating deeper exploration of the topic or helping them create a product of publishable quality. KCPMA will use an adaptation of the Cognitive Skills and Habits of Success Rubrics developed by Summit Public Schools that include descriptors for skills developed through the "pre-professional" level. This allows all student work to be assessed beyond the school and state requirements, and allows all students to continuously pursue challenging academic material. The differentiated curriculum regularly provides academically high-achieving students with opportunities to deepen their study of concepts and subject matter, via specialized projects and assignments. The progress of intellectually gifted students will be monitored and evaluated through the individual learning plans. At the high school level, all of the core content areas will offer at least one, if not two, Advanced Placement (AP) Courses. Further, these highly capable students will be invited to use Expeditions period(s) to complete additional units of independent study that extend the curriculum and prepare the student to earn higher scores on advanced placement exams. KCPMA teachers will facilitate such additional challenges. All teachers will participate in extensive

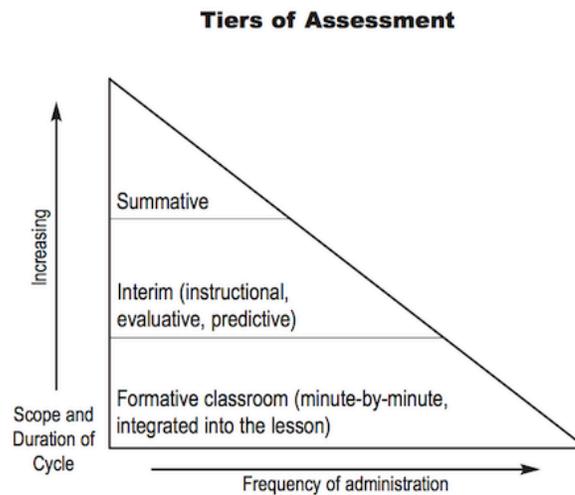
professional development that will enable them to identify needs and strengths, provide challenging curriculum and instruction, and evaluate progress for all students, including highly capable ones. Finally, KCPMA’s personalized learning structure encourages academically high-achieving students to concurrently enroll in college courses for more advanced study, and it provides them with the resources to pursue those opportunities.

IV(e). Assessment System

Kent County Prep Mayoral Academy will use a comprehensive integrated assessment system that will measure the progress of individual students, cohorts of students over time, and the school as a whole. In addition to progress monitoring, the assessment system will provide critical information to a variety of stakeholders about whether the school is an academic success and whether students are being prepared for college and careers.

To assess “college readiness,” KCPMA will measure the “4 Elements of Readiness,” which focus on helping students develop in four areas that form the foundation for a lifetime of success. These include the acquisition of Content Knowledge, development of Cognitive Skills, growth in Habits of Success (Non-cognitive Skills), and exposure to Expeditions (real-world experiences that bring together multiple skills).¹¹ See Voluntary Attachment C. for definitions and assessment of the 4 Elements of Readiness.

The KCPMA assessment system will use multiple types of formative, interim, and summative assessments in core academic subjects.



Source: *The Role of Interim Assessments in a Comprehensive Assessment System*

¹¹ Summit Public Schools “Our Model: 4 Elements of Readiness”

Definitions:

Assessments: A variety of methods used by educators to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students.

Formative Assessments: A type of assessment used to collect data as students are learning, as opposed to after, so that educators can assess whether or not students are “getting it” and make adjustments in the instruction if need be. Refer to Table IV(e)–1 for examples.

Table IV(e)-1 Examples of Formative Assessments

Formative Assessment	Reference Code
Asking students questions	A
On-line Discussion Boards	D
Exit Tickets	E
Homework	H
Hand Signals (e.g., Fist of Five strategy)	HC
Journal entries	J
Daily participation grades	P
Peer assessments	PA
Problem or Question of the Day	POD
Papers, presentations, and projects	PPP
Pre-test for baselines	PT
Quizzes	Q
Rubrics	R
Surveys/Questionnaires	S
Student reflections	SR
Worksheets	W

Interim Assessments: are a form of assessment normally administered periodically during a course or school year (for example, every six or eight weeks) that educators use to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to mastering academic goals and standards (often measured future assessments, such as standardized tests or end-of-course exams).

Example: Chapter or Unit Tests (C)

Summative assessments: are used to evaluate learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, semester, program, or school year. Refer to Table IV(e)–2 for examples.

Table IV(e)-2 Examples of Summative Assessments

Summative Assessment	Reference Code
Final Exam	F
PARCC	PARCC
PSAT	PSAT
Writing Assessment	WA

In Table IV(e)–3, a scenario of how the different types of assessments may be used across core academic content areas.

Table IV(e)-3 Example of KCPMA Integrated Assessment System Used Across Core Academics

	English Language Arts	Mathematics	Science	Social Studies
Formative	A, H, P, PPP, PT, SR, R	A, H, J, P, POD, PPP, PT, SR, R, W	A, D, H, P, POD, PPP, Q, PT, SR, R, W	A, E, H, P, PPP, PT, Q, R, SR
Interim	C, NWEA,	C, NWEA,	C, NWEA,	C
Summative	F, PARCC, PSAT(gr10), WA	F, PARCC, PSAT(gr10)	F, NECAP	F

Table IV(e) – 1 Overview of KCPMA Assessments

	Grade Level	Externally or Internally developed	Externally or Internally scored	Purpose	Frequency of Administration
NWEA MAP	6 – 12	External	External	Baseline, longitudinal growth, RTI, ILP	Fall, Winter, Spring
PARCC	6 – 12	External	External	Proficiency level, longitudinal growth, RTI, ILP	Per RIDE requirements
PSAT	11	External	External	Preparation for SAT college entrance exams, AP readiness	One time in grade 10
ASVAB	11	External	External	Career readiness and exploration	One time in grade 11
Formative assessments (Table IV(e)–1)	6 – 12	Internal or External	Internal	See definition	Daily
Connection Survey	6 – 12	External	Internal	Ensure every student has at least one adult he or she can talk to	Mid-year
Expeditions Project	12	Internal	internal	Senior Project	grade 12
Teacher evaluations – EPSS	6 – 12	External	Internal	Measure/improve teacher effectiveness	On-going
Teacher evaluations – student surveys	9 – 12	Internal	Internal	Teacher effectiveness from students’ perspective	End-of-course
Student questionnaires and surveys	6 – 12	Internal	Internal	Student perspectives	On-going
Parent/Guardian questionnaires and surveys	6 – 12	Internal	Internal	Parent/Guardian perspectives	On-going

Description of Some Major Assessments

NWEA MAP Assessments

All students to KCPMA will be administered the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessments in the areas of reading, mathematics, and language usage. The assessments are aligned with the CCSS (Common Core State Standards). The specific assessments are:

- MAP: Reading 6+ Common Core 2010
- MAP: Math 6+ Common Core 2010
- MAP: Language 2–12 Common Core 2010

(The NWEA Science assessment may be used at the high school level—TBD)

6th graders and any new students to KCPMA will take the assessments at the beginning of the year to help inform intervention strategies decisions and recommendations for the student's ILP (Individual Learning Plan). All students will take the assessments three times each year—during the fall, winter, and spring. This data will be used to assess the degree of student growth in achievement in the respective assessed areas as measured against NWEA national norms. Every three years, NWEA checks all of their data collected from students taking the assessments across the country. They call this a “normative” study. They make adjustments when necessary and then publish a reference chart of RIT scores and approximate grade level equivalents. The results of the 2011 (latest) NWEA normative study was based on 5.1 million students, from over 13,000 schools in more than 2,700 school districts in 50 states.

How the test works (excerpted from Butler, 2011e): Students take the tests on a computer. Each test consists of about 42 to 64 questions. The tests are designed as *adaptive assessments*: As the student answers correctly, questions become more difficult. If the student answers incorrectly, the questions become easier. This back-and-forth process of question (referred to as an *item*) difficulty continues until, ideally, a student answers approximately half the items correctly and half incorrectly. Although the tests are not timed, it usually takes students about one hour to complete each content area. The final score is an estimate of the student's achievement level and is called the RIT score or RIT value.

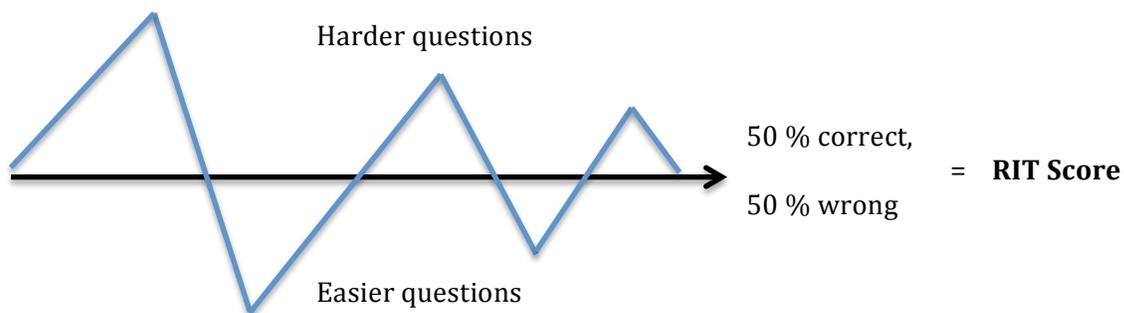


Figure IV(e)–1 adaptive assessment

NWEA uses the RIT scale to measure student achievement and growth. RIT is an acronym for the *Rasch Unit* named in honor of Georg Rasch (1901-1980) the Danish mathematician, statistician, and psychometrician who developed the underlying theory for this type of measurement – the modern test theory that is the basis for the SAT (Scholastic Aptitude Test), GRE (Graduate Record Exam), and the LSAT (Law School Admission Test). The RIT scale is a subject area curriculum scale with equal intervals that uses individual item difficulty values to estimate student achievement. The equal intervals (i.e., Rasch Units) are marked along a continuum ranging from zero to infinity as shown in Figure 3. However, the majority of students have RIT scores ranging from 140 to 300 depending on the scale and test season.

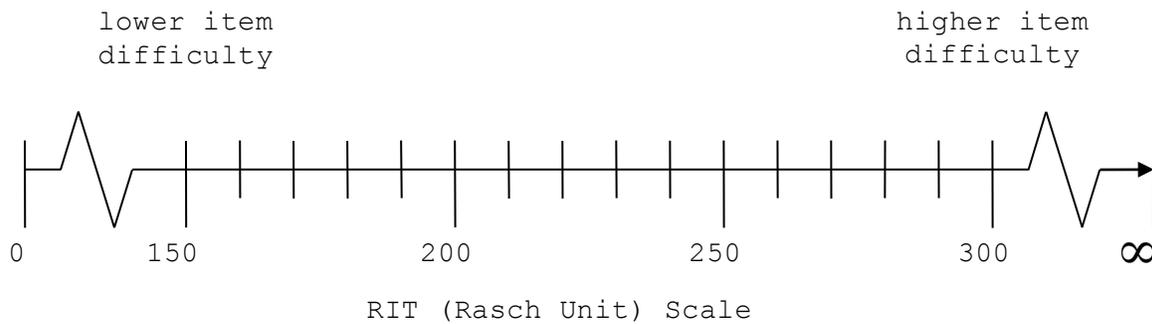


Figure 2. The RIT Scale

Five characteristics of the RIT scale are:

- it is an achievement scale;
- it is an accurate scale;
- it is an equal interval scale – the difference between scores is the same regardless of position along the continuum;
- it helps to measure growth over time - the scale intervals mean the same thing today as they did twenty years ago thus facilitating measurement of growth over several years;
- it is both grade-independent and age-independent. With regards to the latter, for example, a ninth grade student achieving a RIT score of 205 is learning at the same level as a third grader achieving the same RIT score of 205.

The NWEA MAP assessments have been used in Rhode Island schools for a number of years (e.g., ACES, Beacon Charter High School, and more recently, Village Green Virtual charter School). NWEA can also be useful for teachers when developing Student Learning Objectives.

PARCC Assessments

KCPMA will be prepared for the PARCC (Partnership for Assessment of Readiness for College and Careers) assessments. The PARCC assessments are being developed by a group of states (including Rhode Island) and measure whether students are on track to be successful in college and their careers. These high quality, computer-based K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information

whether students are on track in their learning and for success after high school, and tools to help teachers customize learning to meet student needs.

PSAT/NMSQT (Preliminary SAT/National Merit Scholarship Qualifying Test)

The PSAT/NMSQT is a program cosponsored by the College Board and National Merit Scholarship Corporation (NMSC). It's a standardized test that provides firsthand practice for the SAT®. It also gives students a chance to enter NMSC scholarship programs and gain access to college and career-planning tools. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills.

ASVAB (Armed Services Vocational Aptitude Battery)

It was developed by the Department of Defense as an entrance exam to the military and provides prospective recruits with a list of their potential occupational specialties and the signing bonuses they might qualify for. Critical areas tested are arithmetic, reasoning, vocabulary, paragraph comprehension and mathematical knowledge. We use the test as a diagnostic tool for identifying those areas in which the student may need improvement. It also identifies their strengths—all of which are helpful in pointing them to possible career paths. It takes about two-and-a-half to three hours. KCPMA will administer these assessments to all grade-11 students.

Connection Survey

KCPMA will administer the Connection Survey to all students and adults approximately mid-year. The purpose of the survey is to ensure that every student feels they have at least one adult in the building that they can talk to about any issue. The first section asks students to list any adults in the building with whom they have a good personal connection “These should be people that you trust, you know care about you, and you feel you can talk to if you have a problem. Remember to consider any adult in the building including classroom teachers, special education teachers, administrators, counselors, reading specialists, secretaries, custodians, staff members, etc.”

The second section asks students to “consider any peers or classmates in the building with whom you have a good personal connection. These should be peers that you trust, you know care about you, and you feel you can talk to if you have a problem. Remember to consider any student in the building, including those in different grades and different classes.” Teachers and other adults in the school are also given a survey in which they are asked to list students they feel they have a connection with. The goal is to identify those students that feel they have no connection with either other students or adults in the building—these students would be considered high risk for dropping out of school. Hopefully, a match could be made between these students and an adult.

Collection, Analysis, and Dispersion of Data

Success in a blended classroom hinges on an ability to use data and a flexibility to adjust instruction quickly and efficiently. Teachers in a blended learning classroom are more like

intervention specialists and facilitators, addressing individual challenges that prevent students from learning independently.

During class time, teachers will be able to respond to the real-time data accessible to them. This may include coaching a student struggling with a particular problem, placing students in need of assistance with a peer tutor, or redirecting students who finish their exercises early. After class is over, teachers will receive generated detailed reports and graphs that provide them with student performance organized by standard at the classroom and student level. Teachers then identify gaps in student progression, and compare student and class performance against State and Common Core Standards as well as student progress in other blended math classes. Teachers will view this information alongside data from a range of additional assessments – including daily exit tickets, weekly quizzes, benchmark and unit tests, and other formative and summative data. The dashboard that will enable this process will be adopted from Summit Public Schools. The LMS that will be used will have assessments built into the course playlists.

At the school-wide level, KCPMA’s Data Manager will be responsible for the collection, analysis, and dispersion of data of major assessments such as NWEA, PARCC, PSAT/NMSQT, and ASVAB. Further, the Data Manager will be responsible for preparing reports for pertinent stakeholders. A Data Team will be formed from teachers and administrators that will analyze data and report findings and make recommendations for use at department meetings, RTI meetings, as well as informing reports for the Board of Trustees, parents and students when applicable, etc.

IV(f). Promotion and Graduation Policy

KCP Mayoral Academy’s grading and promotion system will be based on students demonstrating mastery of standards. Students will progress from standard to standard as they achieve proficiency, with teachers providing appropriate coaching, scaffolding, and support to help students stay on pace to meet each year’s requirements. For students to earn passing grades and be promoted from one grade to the next, they must demonstrate mastery in the necessary skills and content for each course.

If a student’s IEP sets specific criteria or targets for promotion, KCPMA will use these criteria; without such criteria specifically outlined on an IEP, the school will hold all students – including those in special education – to the same rigorous academic promotion criteria.

To pass a course with a 70% (C-, the minimum standard of college readiness required to graduate), students must accomplish all three of the following:

- 1.) **Score** 80% or higher on all “need to know” Content Assessments assigned to the course (measure of content acquisition)
- 2.) **Average** 70% on all Performance Tasks in a course (measure of skills acquisition)
- 3.) **Complete** all Performance Tasks in a course. “Complete” is defined as “of a quality indicating the student authentically attempted to complete the entire project.”

Students will be able to track what grade they are on track to receive in each course based on their completed content assessments and their progress on performance tasks, which will help students take ownership of their learning and identify specific ways to improve.

KCP Mayoral Academy will not “socially promote.” For example, students will not be promoted to the next grade simply because they are “old enough” to be in that grade. The school may also choose to not promote a student even if he or she has been retained before. In the instances where a student may need another year to fully master content and skills, the school is committed to ensuring that a student’s second year in a grade involves a clear plan to provide the student additional supports.

Specific high school graduation requirements will include the following:

- Demonstrated proficiency in 6 core areas (English Language Arts, math, science, social studies, the Arts and technology)
- Successful completion of 20 courses (at a minimum)
- Completion of 2 performance assessments (exhibitions, portfolios and/or comprehensive course assessments)
- Meeting the required level of proficiency on the state assessments in reading and mathematics.
- Completion of the IC³ assessment
- Successful completion of Expeditions with a final portfolio in grade 12
- Successful completion of character education course work
- Minimum of a 2 on the science state assessment

Students and parents will be informed of how each course taken meets graduation requirements in the Student and Parent Handbook and posted on the school website. The school will also share promotion-in-doubt status with parents half way through the school year.

IV(g). School Culture

There is a subtle spirit that can be sensed the moment one walks into a school...that subtle spirit is the school culture.

—California School Leadership Academy

We often think of curriculum, assessment, staff, and leadership as the indicators of a quality school and while they are all important, without an “inner, unspoken set of values and purposes that weave quality into the daily routine and motivate everyone to do his or her best” a school can never move toward excellence.¹² KCPMA, recognizing culture as one of the most important aspects of a school, will prioritize creating a safe, welcoming, and productive school environment. Without a strong culture that fosters a shared sense of purpose and values; norms of continuous learning and improvement; collaborative relationships, innovation, and teamwork; and most importantly, student learning; we will not be successful.

¹² Robbins, Pamela, and Harvey Alvy. *The Principal's Companion: Strategies for Making the Job Easier*. 3rd ed. Corwin, 2009.

Creating a community in which students, staff, and families feel safe, respected, and like they have a voice, is foundational to KCPMA's success. School leaders at KCPMA will not tackle symptoms like unacceptable attendance and graduation rates or dissatisfied faculty and families, but rather identify the root causes of those symptoms, address, and solve them. Staff and family will have a voice in the many school decisions made at KCPMA, creating greater buy-in, community, and cohesion. KCPMA will strive to have high levels of parent participation, creating comprehensive and meaningful partnerships between families and the school (see section V(h). Family School Partnership).

Students will feel as though they are an integral part of the school and its culture. KCPMA teachers and staff will be trained to help students have a voice in creating a culture that fosters their success. We will use student surveys to inform the leadership team and staff of students' perceptions of climate and culture and act on that information to meet their social and emotional needs. Research shows that when students have a sense of ownership, behavior problems are greatly minimized. With that said, it is unrealistic to think that no behavior problems ever will occur. Therefore, it is imperative that a clear and comprehensive behavior policy be established. We will look to our sister mayoral academies, Achievement First Providence Mayoral Academy and Blackstone Valley Prep Mayoral Academy, and Summit Public Schools in California, when drafting a discipline plan.

As with the rest of the program, the discipline policy at Kent County Prep Mayoral Academy will be designed to help all students move towards college readiness. Teachers will always approach discipline issues as "teachable moments," focusing on providing growth opportunities for students. The research-based "Habits of Success" (see Voluntary Attachment D) adopted from Summit Public Schools are essential to good discipline. Students will be learning and practicing these skills throughout each day, and they will have opportunities to assess and discuss their growth along the continuum with their mentors every week. Students with particular issues or areas of needed growth can work with their teacher and family to build a behavioral growth plan into their learning goals and individual learning plans. Program elements such as Community Time and one-on-one check-ins will be specifically structured to focus heavily on these Habits of Success.

Dress Code

KCPMA students will be required to wear uniforms in order to:

- Denote and symbolize our students' identities as part of a special group of students of whom great things are expected;
- Relieve financially strapped parents of the burden of purchasing an entire wardrobe of school clothing and minimize the differences in economic background between children;
- Reduce the stress level associated with children's desires to keep up with expensive fashion trends; and
- Minimize distractions to learning in our school

With few exceptions, students will be required to wear their school uniforms at all times when at school. Students must also wear their uniforms as they travel to and from school. On occasions when students will be permitted to dress down for certain field trips or school activities, they will

be given specific dress guidelines. We will make the requirements of our uniform policy clear to parents in information sessions, both before and after our lottery. It will also be clearly delineated in the school's Family Handbook. Following the school lottery, new families will receive information regarding the cost of and procedure for ordering uniforms. We will identify and contract with a vendor for the purchase of uniforms. While part of the intent of our uniform policy is to alleviate financial pressure on parents, there may be instances in which families truly cannot afford to buy uniforms. No student will be denied access to the school because a family cannot afford to purchase the uniform. KCPMA will keep reserves on hand to assist families who cannot afford uniforms.

V. Personnel

V(a). Establishing Persons or Entities

In accordance to RIGL16-77.4-1 the proposed charter will be established by Warwick Mayor Scott Avedisian, acting through Rhode Island Mayoral Academies, a 501c3 non-profit organization. If the charter for KCMA is approved, Mayor Avedisian will serve as founding board chair. Mayor Avedisian was an early advocate for the mayoral academy model and has supported its growth across the state as one important strategy in the broader effort to improve Rhode Island public education. As a native Rhode Islander and longest serving Mayor of Warwick, Mayor Avedisian welcomes the opportunity to work with another Rhode Island native, proposed school founder Jessica Waters, to create greater access to high quality school options for families and students.

V(b). Applicant Group

The applicant group consists of Jessica Waters, founding school leader, Dr. John Butler, founding board member, Mayor Scott Avedisian, establishing person, and partner organization Rhode Island Mayoral Academies.

Jessica Waters is an Educator Specialist at the Rhode Island Department of Education, and Dr. John Butler is currently the Director of Academic Planning and Logistics at the new Village Green Charter School—which utilizes a blended learning model. They have worked together in the conceptual development of the new mayoral academy, which has grown from research conducted in 2011 when Butler audited Waters' high school chemistry class to study student engagement and teacher best practices. Major findings included: students are more engaged and do more if given a voice in creating assignments; and, "flipping" classrooms is a "best practice" in time management. Butler's research experience and direct involvement in blended learning strategies make him the ideal co-partner in the development and continued success of the new school. He plays a critical role in the development and writing of the full application proposal. Butler is a longtime Warwick resident and will continue his advisory role as a founding board member.

Waters' many experiences drive her passion for creating and leading an innovative top performing school. As the Rhode Island 2013 Teacher of the Year, she has attended many

conferences, committees, and networking opportunities to learn and better understand what others do well. As board member of the Blackstone Valley Prep Mayoral Academy, she engages in the governance and decision-making processes that have helped create three top performing public schools in the state.

Waters reached out to Mike Magee, CEO of the Rhode Island Mayoral Academies (RIMA), a nationally recognized “incubator” of new charter schools, to help realize the concept for the school and facilitate the relationship with Mayor Avedisian and other municipal leaders. RIMA has helped found two charter school programs in Rhode Island, Blackstone Valley Prep Mayoral Academy and Achievement First Providence Mayoral Academy. As with its other partner schools, RIMA will lend its support to KCMA in order to insure that the school opens successfully. RIMA staff are also well educated on the latest and most successful innovators in the blended learning space. (For example, Mike Magee will be a participant in the upcoming “What Works in Blended Learning” Conference at Harvard Graduate School of Education.) RIMA is facilitating a unique partnership with Summit Public Schools—an acclaimed network of Next Generation charter schools in California that is a leading innovator in technology use to facilitate individualized instruction and self-directed learning. Summit will provide significant professional and technical support to the KCMA team during the planning and start-up phases. RIMA will also tap existing relationships with other Rhode Island and national Charter Management Organizations to provide valuable resources.

Biographical Descriptions

Warwick Mayor Scott Avedisian, founding Board Chair, was born in Warwick and educated in the city’s public schools and in Washington, DC. He graduated from Providence College, earned a Master’s in Public Administration from Roger Williams University, completed the state and local program at Harvard’s Kennedy School of Government, and was awarded an Honorary Doctorate in Human Letters from the New England Institute of Technology. Mayor Avedisian, a former president of the Rhode Island League of Cities and Towns, has a long history of public service and leadership. He currently serves as the Board Chair of Board of Directors of the Rhode Island Public Transit Authority, helping to spearhead a comprehensive reform of the state’s transit system, which will ultimately result in more effective customer service, system reforms, better day-to-day operations and more stringent financial accountability. He has served and continues to serve on numerous community boards and committees, including Crossroads Rhode Island, Ocean State Charities Trust, Westbay Community Action, Pawtuxet Village Association, and Elmwood Community Center. During his tenure as mayor of Rhode Island’s second largest city, he has been a champion of human services reform and environmental protection. A big emphasis of his administration has also been placed on children. Creating the city’s Truancy Court, establishing a network of wrap-around services to treat the child as a whole, and empowering young people through community service have been the hallmarks of the Avedisian administration. Mayor Avedisian is the longest-serving Mayor in Warwick history.

Jessica Waters, founding Head of School, is currently working for the Rhode Island Department of Education as an educator specialist. Prior to that, she taught at Beacon Charter High School for the Arts from June 2008 until November 2013 teaching 11th grade chemistry and 12th grade human anatomy and physiology. She holds a degree in Secondary Education, Biology

and Chemistry from Rhode Island College and is currently working on her masters in Educational Leadership leading to principal certification. Waters is a member of Amgen Bruce Wallace Biotechnology Lab Program and the Rhode Island Science Teacher Association (RISTA). Waters was awarded the Peter McWalters Professional Educator Award in 2012. She is also the 2013 Rhode Island Teacher of the Year. Waters believes that every student should be afforded an equal opportunity to learn. As a teacher, she feels obligated to continuously monitor students' progress and to intervene, when necessary, at the earliest possibility to effectively promote student success. She has a vision and mission to prepare Rhode Island students for college and career and understands the benefits of leveraging technology to increase student engagement and achievement. She has served as a board member at the Blackstone Valley Prep Mayoral Academy since July of 2013. Successfully balancing career and family, she is happily married and the proud mother of three girls.

Dr. Michael Magee, CEO partner organization RIMA, holds a bachelor's degree in political science and English from the College of the Holy Cross and a Ph.D. in English from the University of Pennsylvania. For a dozen years he taught American literature and philosophy at Haverford College, Wheaton College and Rhode Island School of Design. In 2004, his book *Emancipating Pragmatism*, won the Elizabeth Agee Prize in American Studies. In 2007, Magee left academia to help found and direct Mayor Dan McKee's innovative municipal department, the Office of Children Youth and Learning in Cumberland, Rhode Island. The following year, with the help of national education policy experts and a broad coalition of Rhode Island mayors, he and Mayor McKee launched the Rhode Island Mayoral Academies, a statewide incubator of the mayoral academy school model. He is a 2013 Pahara Aspen Education Fellow and Walton Family Foundation "Education Reformer to Watch."

Dr. John D. Butler, founding Board member, is the Director of Academic Planning and Logistics for the Village Green Virtual Charter School in Providence, Rhode Island. From 2005–2013 he served as the Mathematics Department Chair and Data Analyst for Beacon Charter High School in Woonsocket, Rhode Island. He has been an adjunct faculty member of the Rhode Island College Upward Bound Program—teaching mathematics year-round since 2007. Nine of his thirteen years as an educator in Rhode Island public schools has been in charter schools. Dr. Butler is a 2009 Graduate of the Joint URI/RIC Ph.D. in Education Program and the recipient of the 2010 Outstanding Doctoral Dissertation Award from the University of Rhode Island's School of Education. He is also the author of *Who's the New Kid in Chemistry? Exploring Uncharted Waters*, an unprecedented look at student engagement and teacher best practices through the eyes of an educational researcher. Born and raised in Warwick, Rhode Island, Butler attended Warwick K–12 schools, graduated from Warwick Veterans High School (1973), earned an A. S. in Engineering from CCRI in Warwick (1977) followed by a B. S. in Mechanical Engineering from Western New England College—Springfield, MA (1979). Prior to making a career change from the private sector to teaching mathematics in 2001, he spent twenty-two years in mechanical/electrical engineering as a licensed Professional Engineer (PE) designing automated machines and supervising installations both in the U.S. and throughout Europe. He is the inventor of 15 U.S. Patents in the electrical wire processing industry.

V(c). Board Development and Duties

The proposed charter will be held by Kent County Prep Mayoral Academy and led initially by Warwick Mayor Scott Avedisian with the committed participation of elected officials and other stakeholders from KCPMA’s enrolling cities and towns. The governance structure is intended to represent the interests of mayors, while ensuring the board of directors remains focused on its core role, including: 1) investing in and supporting a highly qualified staff that can efficiently and effectively manage the day-to-day work of the initiative; 2) ensuring that the school fulfills its mission and achieves academic success for all its students; and 3) developing strategic long range financial and facilities plans in order to meet the needs of students from all enrolling communities. In order to fulfill its role, the Board will draft, approve, and implement a set of policies guided by best practices set forth in RIDE’s Governance Handbook.

KCP Mayoral Academy founders are in the process of recruiting the initial board of no more than nine people, comprised of stakeholders from its three enrolling communities with the diverse set of skills necessary to excellent governance. Three of the board positions will be appointed by RIMA, in accordance to the memorandum of understanding between KCPMA and RIMA (see Attachment 2: Draft Bylaws). For the remaining positions, founders will identify people who have an appropriate mix of expertise, including areas such as education, finance, law, management, fundraising and the perspective of parents of school-age children likely to attend the academies. KCPMA has already identified Dr. John Butler to serve as a member of the board, as well as Gary Cote, Coventry Town Council President.

KCPMA Board of Directors Positions	Status
Board Chair	Mayor Scott Avedisian
Vice Chair	Gary Cote, Council President, Coventry
Member	Dr. John D. Butler
Member	<i>Vacant – holding for legal expertise</i>
Member	<i>Vacant – holding for financial and/or investment expertise</i>
Member	<i>Vacant – holding for management expertise</i>
Member	<i>Vacant – holding for KCPMA community resident/parent</i>
Member	<i>Vacant – holding for KCPMA community resident/parent</i>
Member	<i>Vacant – holding for KCPMA Upperclassman</i>

Once the board forms, it will elect its own new members as members leave the board, with the exception of appointed seats, which will be filled accordingly. At all times, the chair of the board will be a Rhode Island mayor or town administrator (a requirement of the Mayoral Academies provisions in state legislation). The board will endeavor to maintain the necessary mix of expertise and commitment among its members through subsequent appointments. To make certain that the board has a strong, focused start, Mayor Avedisian will serve as its initial chair. Annually thereafter, the board will elect its chair from among its members who are mayors or town administrators. Initial board members will be assigned one, two and three year terms in order to create a “staggered” membership. Members appointed subsequently will have two to five year terms, with the possibility of reappointment. These longer, staggered terms will help

build longevity and continuity into governance of the network.

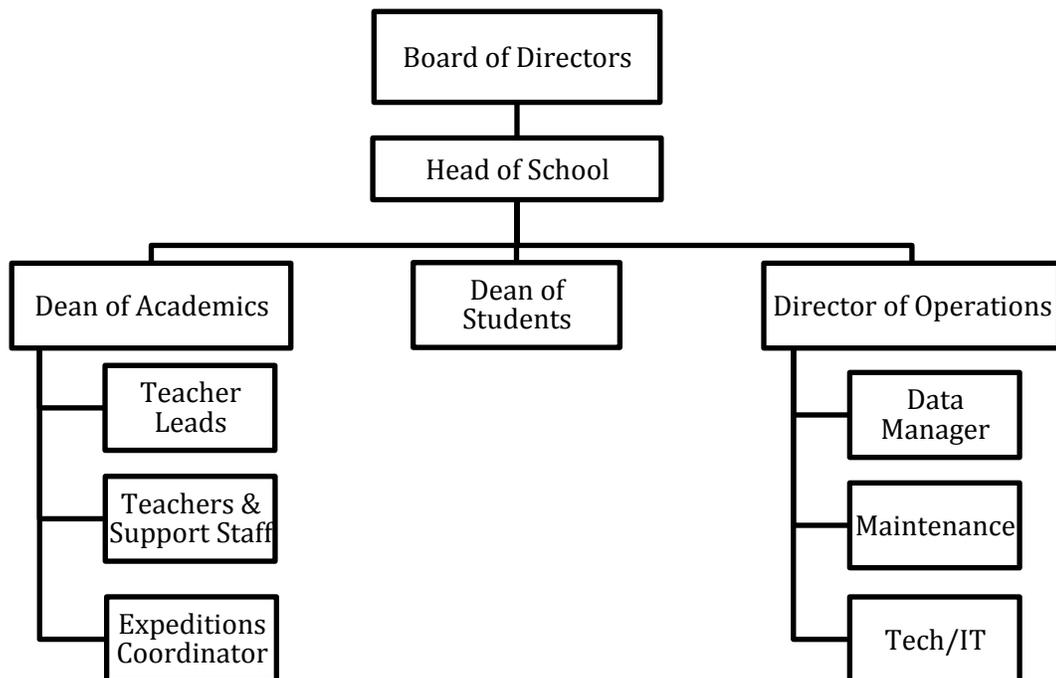
The Board will be responsible for hiring, overseeing, and evaluating the head of school, who is responsible for the academic excellence, mission advancement and organizational viability of KCPMA. The Head of School will be expected to employ a robust assessment system that uses multiple measures. Each of these measures will be essential to the accountability system to determine if students have mastered the curriculum, if students are in need of extra supports and resources, if teachers have demonstrated effectiveness, and if the school is accomplishing its overall mission. The Head of School will work with the Board to ensure that KCPMA is meeting all appropriate performance metrics set by the board as well as state and federal accountability systems.

The Board will also be responsible for evaluating and reviewing the school’s fiscal health. The Board will approve the school’s annual budgets, receive monthly financial reports, and ensure the school implements sound fiscal reporting and accounting systems. Following charter approval, but prior to school opening, the board will draft fiscal policies and procedures to ensure that the school is able to meet the financial viability standards set by RIDE and is eligible for renewal. As part of its fiscal responsibilities, the Board will ensure that a qualified, independent auditor conducts a financial audit annually.

The Board will conduct all meetings in accordance with the Rhode Island Meetings Law and the regulations of the RI Ethics Commission. As such, families and members of the communities will be informed of all KCPMA Board meetings. All members of the public will be allowed to attend open meetings. KCPMA is always interested in the concerns and opinions of its community members, including parents and students. If a member of the KCPMA community should want to challenge a decision made by the board s/he will have the opportunity to be added to a Board meeting agenda. The parents and/or teachers will then have the opportunity to directly address governing board members and discuss policies, decisions, procedures, and practices at the school.

V(d). Personnel Structures

Kent County Mayoral Academy Organizational Chart



The Head of School will be hired and evaluated by the KCPMA Board of Directors. The Head of School will be responsible for managing and evaluating the Director of Operations, Dean of Academics and Dean of Students. Each of these leadership roles will be responsible for managing and evaluating their respective staff. As the school grows to full capacity, KCPMA will hire additional staff needed to meet the needs of students. For example, KCPMA will hire an Expeditions Coordinator to oversee the Expeditions Program and support students to successfully complete the graduation requirement. KCP Mayoral Academy also expects to hire additional staff to differentiate support for the Lower and Upper Schools (i.e. the Lower and Upper School will each have a Dean of Academics). Below is a Staffing Chart outlining KCPMA's staffing for each year of the charter term.

Kent County Prep Mayoral Academy Staffing Chart

Position	Year 1 N = 144 6, 7	Year 2 N = 216 6 – 8	Year 3 N = 288 6 – 9	Year 4 N = 360 6 – 10	Year 5 N = 432 6 – 11
ELA Lead	2 FTE	3 FTE	4 FTE	5 FTE	6 FTE
Math Lead	2 FTE	3 FTE	4 FTE	5 FTE	6 FTE
Science	1 FTE	2 FTE	3 FTE	4 FTE	5 FTE
Social Studies	1 FTE	2 FTE	3 FTE	4 FTE	5 FTE
Special Educators	1 FTE	2 FTE	2 FTE	3 FTE	3 FTE
Tech/IT	1 FTE	1 FTE	2 FTE	2 FTE	2 FTE
Music	1 FTE	1 FTE	1 FTE	2 FTE	2 FTE
Phy Ed/Health	1 FTE	1 FTE	1 FTE	2 FTE	2 FTE
Art	1 FTE	1 FTE	1 FTE	2 FTE	2 FTE
ELA Support	2 FTE	3 FTE	3 FTE	3 FTE	3 FTE
Math Support	2 FTE	3 FTE	3 FTE	3 FTE	3 FTE
Secretary/Receptionist	1 FTE	1 FTE	1 FTE	2 FTE	2 FTE
Nurse/Health	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Maintenance	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Admissions/Parent Coord	1 FTE	1 FTE	1 FTE	2 FTE	2 FTE
Spec. Ed. Director	---	---	1 FTE	1 FTE	1 FTE
Expedition Coordinator	---	.5 FTE	1 FTE	1 FTE	1 FTE
Data Manager	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Dean of Academics	1 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Dean of Students	---	1 FTE	1 FTE	1 FTE	1 FTE

Administration					
Head of School	1 FTE				
Director of Operations	1 FTE				

V(e). Leadership

KCP Mayoral Academy understands that the school leader is a school’s single most important hire and determining factor of success. Jessica Waters, a highly experienced educator, will serve as Head of School for Kent County Prep Mayoral Academy. Waters is currently working for the Rhode Island Department of Education as an educator specialist. Prior to that, she taught at Beacon Charter High School for the Arts from June 2008 until November 2013 teaching 11th grade chemistry and 12th grade human anatomy and physiology. Waters holds a degree in Secondary Education, Biology and Chemistry from Rhode Island College and is currently working on her masters in Educational Leadership leading to principal certification. Waters was awarded the Peter McWalters Professional Educator Award in 2012. She is also the 2013 Rhode Island Teacher of the Year. Waters believes that every student should be afforded an equal opportunity at learning, which inherently requires her to continuously monitor students' progress and to intervene, when necessary, at the earliest possibility to effectively promote student success. She has a vision and mission to prepare Rhode Island students for college and career and understands the benefits of leveraging technology to increase student engagement and achievement.

As Head of School, Waters will be responsible for:

- Shaping a vision of academic success for all students
- Creating and promoting a positive, structured, consistent, and caring school climate
- Cultivating leadership in others
- Improving instruction and ensuring that the school meets its ambitious performance goals
- Managing staff, data and processes that foster school improvement
- Providing fair, thorough teacher evaluations and holding teachers accountable for student and personal growth
- Managing and evaluating director of operations, dean of academics, and dean of students

Please refer to Attachment 3 for a complete Head of School Job Description, and Attachment 1 for Jessica Waters’ resume.

Along with the head of school, the following individuals will comprise KCPMA’s leadership team. The leadership team is tasked with ensuring that all students show dramatic achievement gains and develop strong character skills to succeed in college and careers. All KCPMA staff will have a strong commitment to the school’s mission and vision and hold all students to high academic and behavioral expectations. Members of the leadership team, as well as other KCPMA staff, will also be certified in accordance with the Rhode Island Department of Education’s regulations.

Director of Operations will take on a variety of operational responsibilities from overseeing the development and implementation of the school budget to gathering and analyzing school data.

Responsibilities include, but are not limited to:

- Ensuring adherence to fiscal policies and procedures including managing school's budget, payroll, and other financial matters
- Ensuring compliance with all state, federal, and local employment laws and policies
- Ensuring compliance with all state and federal requirements for quality, timely data reporting
- Ensuring the instructional and operational needs of the school are adequately supported with accurate, timely, and relevant data
- Managing food and transportation services, school purchasing processes, and custodial/managerial services by coordinating with contractors and service providers
- Supporting Head of School to effectively manage school relations including building strong family communication practices and s

Qualifications include:

- 3 years or more of school-based operations and finance
- Bachelor's degree, Master's degree preferred
- Proficiency or advanced knowledge in financial management and human resources software
- Knowledge of school finance, governance, and budgetary planning
- Excellent organization skills and a "do whatever it takes" attitude and work ethic

Dean of Academics will have a strong commitment to exemplary instruction and planning focused on cultivating a high-achievement academic environment. Responsibilities include, but are not limited to:

- Ensuring the continuous professional development of all staff
- Overseeing the development and implementation of a rigorous, college preparatory curriculum
- Providing oversight of special populations – ELL students, Special Education
- Maintaining internal and external assessment systems and helping teachers use assessment data to further improve the quality of instruction
- Modeling effective instructional practices and providing professional development, as needed

Qualifications include:

- 3 years or more of teaching experience, with a track record of success
- Master's degree preferred
- Exemplary teaching, classroom management and instructional planning skills
- Excellent communication and organization skills and a "do whatever it takes" attitude and work ethic

Dean of Students will guide students to exemplify and promote the school's values and ensure all students develop strong character skills needed to succeed. Responsibilities include, but are not limited to:

- Setting and enforcing positive standards for school culture, including behavior, performance, and attendance
- Fostering a school climate that supports the school’s mission statement; promoting respect and appreciation for all students, staff and parents
- Coordinating and implementing a school-wide behavior management system
- Working closely with students with behavior challenges and their families; partner with school counselor and teachers to execute individualized behavior interventions when needed
- Facilitate school trainings on student-teacher relationships, classroom management, parent partnership and school culture

Qualifications include:

- 3 years or more of teaching experience, with a track record of success
- Bachelor’s degree, Master’s degree preferred
- Exemplary management and organizational skills
- Excellent communication and a “do whatever it takes” attitude and work ethic

V(f). Teachers

A school can only be as strong as its teachers. KCP Mayoral Academy is committed to recruiting, retaining, and developing a talented pool of teachers to be facilitators of learning, coaches, mentors, and supporters of every student’s individual needs. We will proactively target teachers from diverse and well-educated backgrounds who display great passion to work with students.

Each teacher will be hired specifically to meet both the academic standards of ‘highly qualified teachers’ across the country and the exacting personal and professional standards expected of mayoral academies and other high-performing charter schools. As part of KCPMA’s emphasis on nurturing a student-centered, personalized learning environment for every student, KCPMA has a clear and compelling vision for every teacher: *Every KCPMA teacher is an empowered, self-directed and continuous learner.*

Every KCPMA teacher will:

- Be committed to the philosophy of KCPMA and its mission to educate a diverse student body
- Hold high expectations for every student in the building
- Maintain an unwavering focus on student achievement and a deep commitment to student mastery
- Use data to drive instruction, including frequent formative assessments and goal setting
- Demonstrate familiarity with or willingness to be trained in KCPMA’s curriculum, instructional methodology, and procedural compliance
- Accept responsibility and accountability for instruction
- Commit to working flexible schedules in order to accommodate the varying needs and schedules of enrolled students, parents and community
- Bring a sense of urgency and joy to every lesson, every day

Though not necessarily a requirement, KCPMA will seek to hire teachers with the technology competencies to implement a blended learning model successfully. For otherwise qualified candidates unfamiliar with the model, KCPMA will provide the necessary supports to build those competencies. Teachers will hold appropriate Rhode Island teaching certifications and be encouraged to pursue development opportunities to continue to grow as professionals. All KCPMA teachers will be under annual contracts, with renewal occurring in the spring prior to the upcoming school year. Compensation for school employees will include a base salary that is competitive with like jobs in other local public middle schools and high schools and the opportunity to earn an annual bonus. The bonus will be awarded based upon successfully achieving mutually agreed upon and documented goals and objectives.

Teacher Recruitment & Selection

KCPMA understands the value that a more seasoned teacher can bring and will recruit teachers with at least 3 years of teaching experience to be founding lead teachers. First year teachers will work alongside the experienced teachers for one year in a co-teach/mentoring model. The co-teaching model has proven effective in other high performing schools like Blackstone Valley Prep and Achievement First. As these teachers develop and improve their skills, they will have the opportunity to take on more senior positions of leadership.

Teacher recruitment will be a yearlong, on-going process. We will advertise available positions by traditional and online routes (e.g. SchoolSpring), and host a series of internal and external events throughout the year. These events will take on different formats, but will serve one major role: to create knowledge and awareness about Kent County Prep Mayoral Academy, its mission and vision.

KCPMA will also work with a number of local and national partners to develop and grow a talented pipeline. Rhode Island's teacher talent market is supported by nine colleges and universities that prepare educators through various certification programs: Brown University, Rhode Island College (RIC), University of Rhode Island, Bryant University, Salve Regina University, Providence College, Roger Williams University, Rhode Island School of Design, and Johnson & Wales. In addition to actively working to recruit top graduates from local institutions, KCPMA will tap into national networks to identify prospective quality applicants.

KCPMA will follow a rigorous 5-step selection process:

Step 1: Online application. Candidates supply information such as résumé, cover letter, qualifications, G.P.A., and proof of appropriate RIDE certification (or other) as noted in the position requirement description.

Step 2: Phone interview and supplemental application: Selected applicants will be invited to participate in a phone interview with a member of the KCPMA search committee. This phone call will give KCPMA the opportunity to learn more about a candidate's fit within the organization. Upon invitation to the phone interview, candidates will also be sent, via email, a supplemental application.

Step 3: Video lesson demo: Candidates applying for an instructional role will be invited to submit a 5-10 minute teaching clip (uploaded to Dropbox or YouTube). Applicants will be provided with instructions and guidelines.

Step 4: In-person interview and live demo lesson. Candidates that advance to this step in the selection process will be invited on-site to participate in a half-day interview that will include teaching two demo lessons. In between the lesson demos there will be a debrief where applicants will be given feedback on how to focus the reteach. The demo lesson is an essential way for a potential candidate to demonstrate the qualities of a “continuous learner” as they receive and apply feedback. The interview day will also include observing classroom instruction and meeting with members of the leadership team, including the head of school and the dean of academics.

Step 5: Reference Check. KCPMA will speak with three references provided by the applicant regarding past professional experience.

At every step of the process, the search committee will look for candidates that exemplify the exceptional qualities described above.

Teaching Program

The Kent County Prep Mayoral Academy team will approach their work with a “whatever it takes” attitude. As such, full-time positions are 7:30 a.m.-4:10 p.m. with additional commitments required that are specific to the job. The school year begins for teachers in early August during which teachers and staff will participate in 2-3 weeks of professional development. Students begin school in late August and the school year ends in late June. Teachers will be expected to participate in Weekly Team meetings, including leadership team meetings, grade level team meetings, and course level team meetings. Core academic teachers (i.e., ELA, math, science, and history) will each teach 4.5 hours each day and have, at a minimum, one planning period. They will also be required to be hands on when needed for lunch duty, coverage, arrival and dismissal, and after school clubs (staff will be offered a stipend for after-school activities). All FTE teachers and school leaders will lead student advisory groups. For year-one, and most likely year-two, the content teachers for music, physical education & health, and health technology will be part-time as the respective classes meet only twice per week. Refer to Table VI-2 and VI-3 in Section VI Schedule & Calendar for the specific class assigned times.

Teacher Professional Development

There will be an emphasis on culture and professional development at Kent County Prep Mayoral Academy. KCPMA will develop a learning model for teachers that provides them with the exact professional development, growth and supports that they need to grow and improve as teachers in the best possible way.

Every teacher will have access to professional development experiences that are personalized to meet their needs, goal-driven, supported by high-quality tools and resources and directly linked

to student success. These professional development experiences will ensure that teachers are empowered, self-directed and continuous learners we also expect our students to be. To help teachers drive their own development, growth and improvement we will develop a professional development program, modeled after successful schools like Blackstone Valley Prep Mayoral Academy and Summit Public Schools, in which:

- Every teacher participates in a dedicated number of days per year exclusively for professional development.
- Professional development opportunities for teachers are embedded in teachers' daily experiences throughout the school year.

The Head of School, with support from Dean(s) of Academics and other members of the leadership team, will be responsible for creating a vision and space within which teachers and administrators can personalize their own development aligned with their professional goals. To facilitate this process, KCPMA teachers will go through the same self-directed learning cycle through which they will coach their own students:

1. Reflecting on their individual and collective strengths and weaknesses
2. Setting goals to develop their practice and meet their students' needs,
3. Planning to efficiently meet these goals
4. Learning in ways that best suit their needs
5. Demonstrating learned knowledge and skills by sharing them with their colleagues and displaying them in their daily work.

They will then begin the cycle again by honestly reflecting on how far they have progressed and where they still have to develop. The Head of School and other leaders will also serve as a resource in the realm of curriculum and instruction for all teachers. KCPMA will develop and maintain appropriate systems for documenting and using data related to PD, and ensure that it is providing the PD opportunities that best meet the needs of its unique students.

Prior to the school year starting, teachers will be immersed in activities that familiarize them with the curriculum and assessments within their course, as well as set expectations for their equally important roles as mentors and school leaders. In the week leading up to the start of school, they will have time set aside to collaborate with colleagues to ensure their classroom instruction is properly planned; participate in professional development designed to prepare them for very specific aspects of their practice as both classroom teachers and mentors; and consider and discuss how to use their class time to help students develop their cognitive skills and behaviors of self-directed learners.

During the school year, KCPMA will provide job embedded professional development (JEPD), and 2 hours every week dedicated to professional development during early dismissal days. JEPD offers a real-time opportunity to enhance teachers' content-specific instructional practices with the intent of improving student learning. Building on internal capacity, teachers will be expected and encouraged to lead professional development for fellow staff and peers. Leaders will consider the following characteristics and skills when determining who will lead PD:

- Demonstrates a commitment to improving teaching and student learning
- Is recognized as an instructional teacher leader within the school building
- Understand the components of high-quality PD
- Has proven to be an effective teacher with a record of impacting student achievement
- Is excited about the work

Teacher Evaluation

Kent County Prep Mayoral Academy will adopt the Rhode Island Model Teacher Evaluation and Support System to evaluate performance and improve teaching through specific and actionable feedback. The standards, rubrics, and objectives will serve as a foundation to identifying and providing teachers with the appropriate supports. KCPMA will adhere to these standards and outlined set of requirements, though will also go above and beyond the required minimum. For example, the RI model requires at least 3 (1 announced and 2 unannounced) classroom observations. KCPMA will conduct an additional five to six unannounced observations per year to encourage a community of learners and a culture of continuous improvement. KCPMA evaluators will use the “Written Feedback Quality Review Tool” developed by RIDE as a self-reflection tool. The tool will help ensure that feedback to teachers is prioritized, specific, actionable, and supportive.¹³ The less easily quantifiable, yet equally beneficial components to supporting teacher improvement will be the conversations between staff. These will happen between evaluator and teacher about observations and during school wide conversations about domains.

The recently released results of a \$45 million three-year study by the Bill and Melinda Gates Foundation listed student evaluations of teachers as one of the three most useful measures of teacher effectiveness (Layton 2013). KCPMA will integrate student feedback to get accurate sense of a teacher’s classroom. While classroom observations are snapshots in time, students see teachers on the job all day, experiencing what the school leader may or may not see. The observation on practice along with student surveys will help school leaders prioritize feedback to teachers.

Teacher Retention

KCP Mayoral Academy will have a robust mentoring program. Mentoring not only helps to recruit teachers, but also keep talented teachers on the job. The goals of the mentoring program are to:

1. Provide every teacher the one-on-one support needed to promote professional growth and ensure instructional excellence in every classroom
2. Provide master teachers leadership opportunities that are well-matched with their strengths

The National Center for Education Statistics reports that 9.3 percent of new teachers leave the profession after only a year (1994–95 data). An additional 11.1 percent leave their assignments for teaching positions elsewhere after their first year. In rural areas and inner cities, these rates

¹³ Rhode Island Department of Education, "Written Feedback Quality Review Tool."

are often dramatically higher. By contrast, in the Armstrong Atlantic State University branch of the celebrated Pathways to Teaching Careers Program, of which mentoring is a major component, the retention rate was a stunning 100 percent for the four years ending June 1999. Most of the teachers in the Armstrong Atlantic program work in very challenging urban assignments in Savannah, Georgia. Similarly, a mentoring program in Columbus, Ohio, has resulted in lower attrition rates than those in comparable urban school districts (NEA Foundation. *Creating Teacher Mentoring* 1999).

In addition to the mentoring and evaluation support, and the robust professional development described above Kent County Prep Mayoral Academy will offer teachers a career trajectory that will allow teachers to take a variety of positions and develop as leaders during their career, naturally transitioning based upon their growth, strengths and career goals. So often teachers want to be leaders without stepping into administration roles, and KCPMA will nurture and support staff to grow and improve into leadership positions.

Teacher Involvement

Staff input will be expected and actively invited at all levels. KCPMA will create a professional, collaborative work environment in where everyone is always teaching and always learning. Rather than working in a top-down, labor–management relationship, school leaders and teachers will work together, engaging in shared reflection, problem solving, and planning. Teachers will provide valuable feedback and active leadership to make the school and its students as successful as possible. School leaders will regularly ask teachers their opinion and invite them to be a part of problem –solving and planning processes. KCPMA will also plan an annual staff retreat, where leaders and staff will have the opportunity to assess what is working, what is not working, and what the staff feels the school needs to do to take its instruction and culture to the next level.

V(g). Management Organizations and Other Essential Partners

This section is not applicable to Kent County Prep Mayoral Academy.

V(h). Family-School Partnership

KCPMA will operate under the fundamental premise that students, families, and the community are integral to a school’s success. Thus, there are many ways that KCPMA will engage families and the community to learn the unique needs of students and gain input on how to best tailor the program to fit those needs. To encourage the highest level of participation, KCPMA will build a strong foundation of communication. A family coordinator on staff will act as a liaison between families and the school and help coordinate family activities. KCPMA will survey families and use the information to help build stronger partnerships and facilitate an ongoing dialogue with the community. Furthermore, parents and the community will be integral to the ongoing life of KCPMA. We envision community members playing the role of mentors, working closely with families to advocate for students, and community organizations and individuals playing a central role in the Expedition experience.

The following activities provide an idea of additional ways we will engage with families:

- Host family picnic prior to the opening of school in August
- Offer “Coffee Hour” with school leaders once a month at a variety of times to accommodate families’ schedules
- Hold an Open House at the start of the school year
- Hold quarterly parent-teacher conferences
- Implement a grade reporting system that allows parents to have access to student information and facilitates an ongoing dialogue about student progress (i.e., digital Plan Book)
- Invite and encourage families to participate in the annual development of their students’ Individual Learning Plan
- Host several Parent Education Nights during the school year. These will be planned with the Parent Organization in conjunction with teachers and school leaders. Topics addressed will include college preparation, financial aid, SAT prep, school finance, organization planning, and school pride
- Invite parents and family members to take part in the Expedition Programs, for example as volunteers, mentors, or facilitators
- Reserve a seat on the governing board for a parent
- Encourage parents to contribute 15 hours of community service per family per school year
- Establish clear communication protocols that encourage on-going, two-way conversations between families and staff

All parents will be respected for the variety of things they can bring to the school. No parent will be made to feel uncomfortable or not valued.

VI. Schedule & Calendar

Lower School (grades 6, 7, and 8) & Upper School (grades 9, 10, 11 and 12) Schedule

Teachers will report to school at 7:30 a.m. and to their assigned Homerooms at 7:45 a.m. Students will report to their Homeroom at 7:45 a.m., which is also their first period class. Attendance will be taken during Homeroom and students will already be in their first period class for the 8:00 a.m. start of class. There will be eight 45-minute long periods and one 60-minute period during which a 20-minute lunch will be held. The lunch period will be purposely staggered from that of the Lower School. The remaining 40 minutes, depending on the particular day, will be used for remediation referred to as WIN (Whatever I Need), advisory, students work on their ILPs (Individual Learning Plans) and character education. There will be a 10-minute break in the morning from 9:30 a.m. – 9:40 a.m following double math and double reading periods. The break is reserved for school-wide announcements and allows a brief opportunity for students to recharge. For Monday through Thursday, students will be dismissed at 3:10 p.m. The hour after dismissal (i.e., 3:10–4:10) will be reserved for voluntary after-school activities (i.g., clubs, sports). Every week, all students will meet in the auditorium for a mandatory 30-minute Town Meeting. Lower School students will have their Town Meeting on Fridays at 1:40pm and all Upper School students will meet on Wednesdays at 1:40pm. Students will be dismissed one

hour earlier on Friday so that teachers can meet for CPT (Common Planning Time), PD (Professional Development), faculty meetings, grade level meeting, and department meetings. These meetings will rotate each week through the month. There will be an average of 358 instructional minutes each day. See Table VI-1 for the daily schedule for the grades 6–12.

For the first year of operation (i.e., Grades 6 and 7), the Grade 6 weekly schedule is shown in Table VI–2 and the Grade 7 weekly schedule is shown in Table VI-3. Both schedules align with the KCPMA Program of Study presented in Section IV.

The KCPMA school year calendar for the first year of operation (i.e., 2015–2016) is presented in Table VI-4 in Attachment 4. As shown, the 1st day will be September 4, and the 180th day will be June 21. The organization of the school year is by semester

Table VI-1 Daily Schedule (all grades)

6th – 8th Grade (Lower School)			
Mon - Thu		Fri	
7:30	Teachers Report	7:30	Teachers Report
7:45 – 8:00	Homeroom	7:45 – 8:00	Homeroom
8:00 – 8:45	Period 1	8:00 – 8:45	Period 1
8:45 – 9:30	Period 2	8:45 – 9:30	Period 2
9:30 – 9:40	Morning Break	9:30 – 9:40	Morning Break
9:40 – 10:25	Period 3	9:40 – 10:25	Period 3
10:25 – 11:10	Period 4	10:25 – 11:10	Period 4
11:10 – 12:10	Lunch/WIN/Adv/ ILP/ Char Ed.	11:10 – 12:10	Lunch/WIN/Adv/ ILP/ Char Ed.
12:10 – 12:55	Period 6	12:10 – 12:55	Period 6
12:55 – 1:40	Period 7	12:55 – 1:40	Period 7
1:40 – 2:25	Period 8	1:40 – 2:10	Lower School Town Meeting
2:25 – 3:10	Period 9	2:10	Student Dismissal
3:10	Student Dismissal	2:10 – 4:10	Teacher CPT/PD/Faculty Meetings/Grade Level meetings
3:10 – 4:10	After-School Activities		

9th – 12th Grade (Upper School)			
Mon, Tue, Thu, Fri		Wed	
7:30	Teachers Report	7:30	Teachers Report
7:45 – 8:00	Homeroom	7:45 – 8:00	Homeroom
8:00 – 8:45	Period 1	8:00 – 8:45	Period 1
8:45 – 9:30	Period 2	8:45 – 9:30	Period 2
9:30 – 9:40	Morning Break	9:30 – 9:40	Morning Break
9:40 – 10:25	Period 3	9:40 – 10:25	Period 3
10:25 – 11:10	Period 4	10:25 – 11:10	Period 4
11:10 – 11:55	Period 5	11:10 – 11:55	Period 5
11:55 – 12:55	Lunch/WIN/Adv/ ILP/ Char Ed.	11:55 – 12:55	Lunch/WIN/Adv/ ILP/ Char Ed.
12:55 – 1:40	Period 7	12:55 – 1:40	Period 7
1:40 – 2:25	Period 8	1:40 – 2:10	Upper School Town Meeting
2:25 – 3:10	Period 9	2:10	Student Dismissal
3:10	Student Dismissal	2:10 – 4:10	Teacher CPT/PD/Faculty Meetings/Grade Level meetings
3:10 – 4:10	After-School Activities		

Table VI-2 Grade 6 Weekly Schedule

6th Grade				6th Grade				6th Grade				6th Grade				6th Grade			
Mon	Cohort A	Cohort B	Cohort C	Tue	Cohort A	Cohort B	Cohort C	Wed	Cohort A	Cohort B	Cohort C	Thu	Cohort A	Cohort B	Cohort C	Fri	Cohort A	Cohort B	Cohort C
7:30	Teachers Report	Teachers Report	Teachers Report	7:30	Teachers Report	Teachers Report	Teachers Report	7:30	Teachers Report	Teachers Report	Teachers Report	7:30	Teachers Report	Teachers Report	Teachers Report	7:30	Teachers Report	Teachers Report	Teachers Report
7:45-8:00	Homeroom	Homeroom	Homeroom	7:45-8:00	Homeroom	Homeroom	Homeroom	7:45-8:00	Homeroom	Homeroom	Homeroom	7:45-8:00	Homeroom	Homeroom	Homeroom	7:45-8:00	Homeroom	Homeroom	Homeroom
8:00-8:45	ELA GA	Math GB	MS U.S. History GC	8:00-8:45	ELA GA	Math GB	MS U.S. History GC	8:00-8:45	ELA GA	Math GB	MS U.S. History GC	8:00-8:45	ELA GA	Math GB	MS U.S. History GC	8:00-8:45	ELA GA	Math GB	MS U.S. History GC
8:45-9:30	ELA GA	Math GB	General Science GC	8:45-9:30	ELA GA	Math GB	General Science GC	8:45-9:30	ELA GA	Math GB	General Science GC	8:45-9:30	ELA GA	Math GB	General Science GC	8:45-9:30	ELA GA	Math GB	General Science GC
9:30-9:40	Break	Break	Break	9:30-9:40	Break	Break	Break	9:30-9:40	Break	Break	Break	9:30-9:40	Break	Break	Break	9:30-9:40	Break	Break	Break
9:40-10:25	Math GA	MS U.S. History GB	ELA GC	9:40-10:25	Math GA	MS U.S. History GB	ELA GC	9:40-10:25	Math GA	MS U.S. History GB	ELA GC	9:40-10:25	Math GA	MS U.S. History GB	ELA GC	9:40-10:25	Math GA	MS U.S. History GB	ELA GC
10:25-11:10	Math GA	General Science GB	ELA GC	10:25-11:10	Math GA	General Science GB	ELA GC	10:25-11:10	Math GA	General Science GB	ELA GC	10:25-11:10	Math GA	General Science GB	ELA GC	10:25-11:10	Math GA	General Science GB	ELA GC
11:10-12:10	Lunch/WIN	Lunch/WIN	Lunch/WIN	11:10-12:10	Lunch/ Lf. Char. Ed	Lunch/ Lf. Char. Ed	Lunch/ Lf. Char. Ed	11:10-12:10	Lunch/ Adv/ILP	Lunch/ Adv/ILP	Lunch/ Adv/ILP	11:10-12:10	Lunch/ Lf. Char. Ed	Lunch/ Lf. Char. Ed	Lunch/ Lf. Char. Ed	11:10-12:10	Lunch/WIN	Lunch/WIN	Lunch/WIN
12:10-12:55	MS U.S. History GA	ELA GB	Math GC	12:10-12:55	MS U.S. History GA	ELA GB	Math GC	12:10-12:55	MS U.S. History GA	ELA GB	Math GC	12:10-12:55	MS U.S. History GA	ELA GB	Math GC	12:10-12:55	MS U.S. History GA	ELA GB	Math GC
12:55-1:40	General Science GA	ELA GB	Math GC	12:55-1:40	General Science GA	ELA GB	Math GC	12:55-1:40	General Science GA	ELA GB	Math GC	12:55-1:40	General Science GA	ELA GB	Math GC	12:55-1:40	General Science GA	ELA GB	Math GC
1:40-2:25	Art GA	PE & Health GB	Coding & Tech GC	1:40-2:25	Coding & Tech GA	Music GB	Art GC	1:40-2:25	Art GA	PE & Health GB	Coding & Tech GC	1:40-2:25	Coding & Tech GA	Music GB	Art GC	1:40-2:10	Lower School Town Meeting		
2:25-3:10	PE & Health GA	Art GB	Music GC	2:25-3:10	Music GA	Coding & Tech GB	PE & Health GC	2:25-3:10	PE & Health GA	Art GB	Music GC	2:25-3:10	Music GA	Coding & Tech GB	PE & Health GC	2:10	Student Dismissal		
3:10	Student Dismissal			3:10	Student Dismissal			3:10	Student Dismissal			3:10	Student Dismissal			3:10-4:10	Teacher CPT/PO/Faculty Meetings/Grade Level meetings		
3:30-4:30	Voluntary After-School Activities			3:30-4:30	Voluntary After-School Activities			3:30-4:30	Voluntary After-School Activities			3:30-4:30	Voluntary After-School Activities						

Table VI-3 Grade 7 Weekly Schedule

7th Grade				7th Grade															
Mon	Cohort A	Cohort B	Cohort C	Tue	Cohort A	Cohort B	Cohort C	Wed	Cohort A	Cohort B	Cohort C	Thu	Cohort A	Cohort B	Cohort C	Fri	Cohort A	Cohort B	Cohort C
7:30	Teachers Report	Teachers Report	Teachers Report	7:30	Teachers Report	Teachers Report	Teachers Report	7:30	Teachers Report	Teachers Report	Teachers Report	7:30	Teachers Report	Teachers Report	Teachers Report	7:30	Teachers Report	Teachers Report	Teachers Report
7:45-8:00	Homeroom	Homeroom	Homeroom	7:45-8:00	Homeroom	Homeroom	Homeroom												
8:00-8:45	ELA 7A	Math 7B	Life Science 7C	8:00-8:45	ELA 7A	Math 7B	Life Science 7C	8:00-8:45	ELA 7A	Math 7B	Life Science 7C	8:00-8:45	ELA 7A	Math 7B	Life Science 7C	8:00-8:45	ELA 7A	Math 7B	Civics, Gov. & Econ. 7C
8:45-9:30	ELA 7A	Math 7B	Civics, Gov. & Econ. 7C	8:45-9:30	ELA 7A	Math 7B	Civics, Gov. & Econ. 7C	8:45-9:30	ELA 7A	Math 7B	Civics, Gov. & Econ. 7C	8:45-9:30	ELA 7A	Math 7B	Civics, Gov. & Econ. 7C	8:45-9:30	ELA 7A	Math 7B	Life Science 7C
9:30-9:40	Break	Break	Break	9:30-9:40	Break	Break	Break												
9:40-10:25	Math 7A	Life Science 7C	ELA 7C	9:40-10:25	Math 7A	Life Science 7C	ELA 7C	9:40-10:25	Math 7A	Life Science 7C	ELA 7C	9:40-10:25	Math 7A	Life Science 7C	ELA 7C	9:40-10:25	Math 7A	Civics, Gov. & Econ. 7B	ELA 7C
10:25-11:10	Math 7A	Civics, Gov. & Econ. 7C	ELA 7C	10:25-11:10	Math 7A	Civics, Gov. & Econ. 7C	ELA 7C	10:25-11:10	Math 7A	Civics, Gov. & Econ. 7C	ELA 7C	10:25-11:10	Math 7A	Civics, Gov. & Econ. 7C	ELA 7C	10:25-11:10	Math 7A	Life Science 7B	ELA 7C
11:10-12:10	Lunch/WIN	Lunch/WIN	Lunch/WIN	11:10-12:10	Lunch/ LfL Char. Ed	Lunch/ LfL Char. Ed	Lunch/ LfL Char. Ed	11:10-12:10	Lunch/ Adv/ILP	Lunch/ Adv/ILP	Lunch/ Adv/ILP	11:10-12:10	Lunch/ LfL Char. Ed	Lunch/ LfL Char. Ed	Lunch/ LfL Char. Ed	11:10-12:10	Lunch/WIN	Lunch/WIN	Lunch/WIN
12:10-12:55	Art 7A	PE & Health 7B	Coding & Tech 7C	12:10-12:55	Coding & Tech 7A	Music 7B	Art 7C	12:10-12:55	Art 7A	PE & Health 7B	Coding & Tech 7C	12:10-12:55	Coding & Tech 7A	Music 7B	Art 7C	12:10-12:55	Life Science 7C	ELA 7B	Math 7C
12:55-1:40	PE & Health 7A	Art 7B	Music 7C	12:55-1:40	Music 7A	Coding & Tech 7B	PE & Health 7C	12:55-1:40	PE & Health 7A	Art 7B	Music 7C	12:55-1:40	Music 7A	Coding & Tech 7B	PE & Health 7C	12:55-1:40	Civics, Gov. & Econ. 7C	ELA 7B	Math 7C
1:40-2:25	Life Science 7C	ELA 7B	Math 7C	1:40-2:25	Life Science 7C	ELA 7B	Math 7C	1:40-2:25	Life Science 7C	ELA 7B	Math 7C	1:40-2:25	Life Science 7C	ELA 7B	Math 7C	1:40-2:10	Lower School Town Meeting		
2:25-3:10	Civics, Gov. & Econ. 7C	ELA 7B	Math 7C	2:25-3:10	Civics, Gov. & Econ. 7C	ELA 7B	Math 7C	2:25-3:10	Civics, Gov. & Econ. 7C	ELA 7B	Math 7C	2:25-3:10	Civics, Gov. & Econ. 7C	ELA 7B	Math 7C	2:10	Student Dismissal		
3:10	Student Dismissal			3:10	Student Dismissal			3:10	Student Dismissal			3:10	Student Dismissal			3:10-4:10	Teacher CPT/PG/Faculty Meetings/Grade Level meetings		
3:30-4:10	Voluntary After-School Activities			3:30-4:10	Voluntary After-School Activities			3:30-4:10	Voluntary After-School Activities			3:30-4:10	Voluntary After-School Activities						

VII. Student Enrollment, Outreach, and Demand

In its Prospectus, Kent County Prep Mayoral Academy had originally proposed opening with grades 6, 7 and 8 and cohorts of 54 students. However, after thoughtful consideration of short and long-term programmatic and fiscal impacts KCPMA has revised its intended enrollment plans.

KCP Mayoral Academy will open with 144 students in grades 6 and 7. After its first year, KCPMA will grow one grade at a time until fully enrolled with 504 students in grades 6 to 12. The first five-year charter will allow the school to grow to grade 11. Upon successful completion of the first charter term, we anticipate applying for a charter renewal that would permit KCPMA to grow to its intended full capacity.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Grade 6	72	72	72	72	72	72
Grade 7	72	72	72	72	72	72
Grade 8		72	72	72	72	72
Grade 9			72	72	72	72
Grade 10				72	72	72
Grade 11					72	72
Grade 12						72
Total	144	216	288	360	432	504

Although it is more typical of new charters to start with a single grade, KCPMA's small cohort size allows for more flexibility regarding starting enrollment while remaining strategic and fiscally responsible. Starting with two grades, and adding one year at a time, will allow us to grow intentionally while continuing to meet the needs of all students and families. One of the biggest challenges for new charters is often times hiring and onboarding new staff each year. By focusing on recruiting and hiring quality staff for two grade levels instead of one, we eliminate some of those challenges. We also anticipate hiring staff with grade level expertise beyond enrollment grades in preparation for year 2, and ultimately the 8th to 9th grade transition. KCPMA will also benefit from continuing with a slow growth model after year two, ensuring that as the school grows the academic program and school culture remain strong. Once fully enrolled, KCPMA will remain relatively small compared to other middle and high schools in the enrollment communities. The small school and cohort size is intentional, and will enable the implementation of essential elements to our academic program, like facilitating internship opportunities for all students. Maintaining a small school environment will help create and sustain a school culture by forging of stronger teacher-student relationships and ensuring individualized instruction.

Student Recruitment

KCPMA's student recruitment plan reflects our commitment to serve a diverse student body. KCPMA will actively engage community stakeholders from Warwick, West Warwick and Coventry, including leaders of community-based organizations, elected officials, parents, and residents to find ways that KCPMA can better serve their communities. KCPMA staff will frequently meet with community members, attend and speak at community meetings, and partner with community recreation centers, schools, and community-based organizations. The founding team's existing connections to the community will be instrumental to strengthening the necessary working relationships with local institutions and civic organizations in the three communities, and throughout the state. Founding Head of School Jessica Waters, the founding team, and RIMA will also have the benefit of collaborating with municipal leaders like Mayor Avedisian, Town Council President Gary Cote, and Town Manager Fred Presley in order to further build positive community relationships and effective outreach strategies. Through these critical relationships, KCPMA will reach a diverse range of community residents, generating and sustaining interest in the school's mission and vision for Kent County students.

To ensure we are reaching all families, we have developed a number of strategies to ensure that students that qualify for free and reduced priced lunch, students with limited English proficiency, and students with an individualized learning program are all able to learn about and apply to our school. With these strategies we hope to exceed enrollment targets, creating a waiting list for all available seats.

- Outreach efforts, information nights, and recruitment events via neighborhood groups, community organizations, churches, district middle schools, public libraries, and community members.
- Meeting regularly with parents and leaders of key community-based organizations to reach other parents.
- Marketing brochures, press releases and advertisements on radio stations, buses, and newspapers targeted toward a broad and diverse population, in many languages and in hyper-local publications.
- Distributing materials and engaging stakeholders through canvassing efforts in all three communities.

KCPMA will not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, gender, sexual orientation, or any other grounds that would be unlawful if done by any other public school. KCPMA will not discriminate in student recruitment or enrollment practices against students who have or who may appear to have disabilities. KCPMA will not set any admissions criteria that are intended to discriminate or have the effect of discriminating on any of these bases.

All prospective students will use the standard enrollment application developed by the RIDE Office of Charter Schools. KCPMA's lottery will "offer an equal number of enrollments to students" from the "urban and non-urban communities" it serves, as provided by RIGL 16-77-4.1 (a). Fifty percent of available seats will be offered to students living in Coventry, with the remaining 50% available split between Warwick and West Warwick. KCPMA will also have a

preference based on free- and reduced-lunch eligibility. KCMA is committed to serving traditionally under-served populations, including low-income families. As such, we will implement a lottery preference for students who indicate that they are qualified to receive free meals through the Federal Free and Reduced Lunch Program (FRL). This preference will be weighted to ensure that at least 50% of students at KCPMA are FRL-eligible. If more families apply to than there are available seats, students will be selected as required by RIGL 16-77-4 (b) 10. Based on the experience of other charter schools we anticipate a 7% annual attrition rate, and will replace empty seats through a backfilling policy. The budget also anticipates our growing enrollment, allocating funding accordingly. All budgetary projections, particularly regarding anticipated revenue streams, are based upon these more conservative estimates with attrition.

VIII. Facilities

Kent County Prep Mayoral Academy and RIMA are working closely together to secure the right facilities in one of the three enrolling communities. The founding team has identified a building that will meet the needs of the school from year one to full enrollment. Enrolling two grades from the start will allow the school to open in a larger facility, without compromising organizational health or sustainability. The space in question can and will meet the needs of the school including, core instructional space requirements and space for sports and recreational purposes. As KCPMA moves forward with securing the right facilities, the team is giving careful consideration to the technological needs of the school. Any and all necessary renovation considerations will have the programmatic model's success in mind.

Through its partnership with RIMA, KCPMA will have the ability to work with Civic Builders, a non-profit charter school facility development organization, and will have access to low-cost facilities financing from the Bill & Melinda Gates Foundation. The RIDE Office of Charter Schools will be provided with the terms and conditions for use of a facility, including draft lease or purchase agreements once a space has been identified. KCPMA will also work closely with RIDE to ensure the school facility meets the requirements and goals of the KCPMA program.

The founding members of the board have been and will continue to be involved throughout the process of securing the school's facility. As facilities plans are finalized and during the school's operation, the board will ensure that all facility expenses are within conservative budget projections, oversee any necessary contracts and other facilities related issues. Matters related to school maintenance and operations will be the purview of the Head of School. The Head of School will be responsible for hiring and contracting with the appropriate services to maintain the building.

IX. Operations

School Health & Safety

A safe and healthy environment is imperative to productive teaching and learning. KCP Mayoral Academy will adopt and implement a comprehensive set of health, safety and risk management

policies. In compliance with Rhode Island General Law, Kent County Prep will conduct fire, evacuation, and lockdown drills as outlined by the Rhode Island Department of Education. KCPMA will fulfill all yearly requirements in compliance with Rhode Island statute, including:

- 1. Not less than one (1) emergency drill every month that the facility is in session with all occupants of the building participating in said drill.*
- 2. One (1) additional emergency egress drill within the first thirty days (30) of the start of each school year.*
- 3. At least one (1) out of every four (4) emergency egress drills shall be obstructed by means of which at least one (1) or more exits and stairways in the school building are blocked off or not used.*
- 4. In addition to the aforementioned, there will be two (2) evacuation drills and two (2) lockdown drills.*
- 5. The total number of drills between September and June is fifteen (15).*

KCPMA will also develop an extensive School Safety Plan including detailed procedures for the following:

- Emergency drill code
- Protocols for emergency procedures
- Evacuation
- Lockout
- Lockdown
- Shelter in place
- School specific emergency evacuation routes

KCPMA is committed to a safe, caring, friendly environment free from harassment, intimidation, or bullying/cyber bullying. KCPMA will adopt the Rhode Island Statewide Bullying Policy, also known as the Safe School Act. KCPMA will also adhere to all laws required for health testing, immunization, and students with specific medical conditions. KCPMA will employ a full-time school nurse who will manage the health and wellness of students. KCPMA's nurse will also teach health class and co-develop curriculum and programs focused on health and wellness.

School health services and programs will be provided in accordance with applicable state and federal laws, as well as the RIDE Rules and Regulations for School Health Programs (R16-21-SCHO). With the focus on nurturing and educating "the whole child," KCPMA will incorporate the following into the school's health and wellness policies and procedures:

- Health education
- Physical education
- Sexuality education
- School Safety
- Afterschool opportunities
- Nutrition
- Health Services and Screenings
- Family and Community Engagement
- Healthy School Buildings

Food Service & Nutrition

We realize that a child who is hungry, no matter how motivated they are, cannot achieve his or her full potential. KCPMA will promote healthy eating habits and ensure that our students have access to healthy foods. We will contract with local food vendors focused on providing fresh, healthy, and delicious meal and snack options for all our students. KCPMA will participate in the National School Lunch Program, which provides free or reduced-price lunches to eligible students and sells school lunches to any interested family. Applications and eligibility criteria will be provided to all parents, and applications are required to be completed by all families every year.

Transportation

Kent County Prep Mayoral academy will be serving the municipalities of Coventry, Warwick, and West Warwick. As a regional charter school, KCPMA will provide transportation to students in the middle and high schools, and will assign students and their families to depot stops within their communities with designated times for daily pick-up and drop off. Families with students who reside within .5 miles of the school will be responsible for securing their own transportation to and from the school premises. All students will be expected to arrive by 7:55am, in time for the 8:00am start time. Transportation will also be provided from the school at dismissal for students and families who request it.

Human Resources

KCPMA will hire a Director of Operations during the planning year. S/he will be responsible for managing any and all operational aspects of the school, including human resources, payroll, and purchasing functions.

Information Technology (IT) & Data Management

KCPMA will hire a Data Manager, under the management and supervision of the Director of Operations, who will be responsible for the collection, analysis, and dispersion of data of major assessment. The Data Manager will also be responsible for preparing reports for pertinent stakeholders, including administrators, teachers, Board of Directors, parents and students. KCPMA staff and students will have access to a telecommunications network that will enable students to access the vast resources available through the Internet, as well as the school's student database, for example PowerSchool. The purpose of providing this access is to support classroom instruction and facilitate communication in support of student success. KCPMA will use the appropriate systems to track student academic grades, attendance, and behavior. To support the curriculum, the school will maintain a 1:1 student-computer ratio. Additionally, every faculty member will have a laptop.

X. Startup Timeline

STARTUP (2014 TO 2015)		
A. FACILITIES	<ul style="list-style-type: none"> Finalize the lease for the facility Develop scope of renovations for site Develop facilities 5-year plan 	<i>Summer/Fall</i>
B. GOVERNANCE & FINANCE	<ul style="list-style-type: none"> Commissioner recommends school to Regents for Preliminary Approval Board of Education Votes of Preliminary Approval Incorporate entity File for nonprofit status Receive CSP and other sources of funding Build budgets School opens bank accounts Additional Board member applications and appointments 	
C. ACADEMICS	<ul style="list-style-type: none"> Board confirms school leadership Conduct school visits with strategic partners (i.e. Blackstone Valley Prep, Summit) On-going planning with strategic partners 	
D. OPERATIONS	<ul style="list-style-type: none"> Other school leadership staff hired Intensive teacher recruitment begins 	
E. COMMUNITY	<ul style="list-style-type: none"> Student recruitment begins General outreach/ meeting attendance/ notifications/ postings 	
A. FACILITIES	<ul style="list-style-type: none"> Order FF&E Site renovations continue 	<i>Winter</i>
B. GOVERNANCE & FINANCE	<ul style="list-style-type: none"> Review draft policies Review draft budgets 	
C. ACADEMICS	<ul style="list-style-type: none"> On-going residency for school leadership and staff with partners 	
D. OPERATIONS	<ul style="list-style-type: none"> Student Recruitment Lottery dry runs On-going Teacher Recruitment 	
E. COMMUNITY	<ul style="list-style-type: none"> General outreach/ meeting attendance/ notifications/ postings 	
A. FACILITIES	<ul style="list-style-type: none"> Site renovations finish FFE moved in Stage 1 application to RIDE (pursuant to 5-year plan) 	<i>Spring</i>
B. GOVERNANCE	<ul style="list-style-type: none"> Attend RIDE Readiness Orientation Bylaws and policies finalized Final Charter issued 	
C. ACADEMICS	<ul style="list-style-type: none"> On-going residency for school leadership and staff with partners 	

D. OPERATIONS	<ul style="list-style-type: none"> • Enrollment lottery held • Student enrollment meetings begin • Food/ transportation contracts finalized 	
E. COMMUNITY	<ul style="list-style-type: none"> • On-going outreach activities 	
A. FACILITIES	<ul style="list-style-type: none"> • Final facilities preparations 	<i>Summer</i>
B. GOVERNANCE	<ul style="list-style-type: none"> • Remaining policies finalized • Board meeting calendar 	
C. ACADEMICS	<ul style="list-style-type: none"> • Complete staff hiring • Summer Professional Development Academy • Teacher Training/ Classroom Prep 	
D. OPERATIONS	<ul style="list-style-type: none"> • Student enrollment meetings • Finish supplies ordering 	
E. COMMUNITY	<ul style="list-style-type: none"> • Student and family orientation activities 	
MAYORAL ACADEMY OPENS (SY 2015 – 2016)		<i>August</i>

XI. Variances

Kent County Prep Mayoral Academy elects to have the subsection in RIGL 16-77.4.2 (13 i-iii) not apply to its teachers, administrators, and employees. These include that:

- i. Teachers and administrators in a mayoral academy shall be entitled to prevailing wages and benefits as enjoyed by other public school teachers and administrators;
- ii. Teachers and administrators in a mayoral academy shall be entitled to participate in the state teachers' retirement system under chapter 8 of title 36;
- iii. Employment in a mayoral academy shall be considered "service" as that term is defined in chapter 16 of this title.

KCPMA has made these choices in order that it may have the maximum flexibility to design and implement hiring, compensation and retention policies to assemble and manage excellent teams of professionals, and to allocate funds and time to the activities most likely to generate exceptional results for students. As outlined in sections above, KCPMA is committed to fair hiring and compensation practices, similarly implemented by other successful mayoral academies.

XII. Finance and Budget

Kent County Prep Mayoral Academy's (KCPMA) preliminary financial projections have been conservatively constructed to provide leadership with the ability to make informed and fiscally responsible decisions regarding the schools' planning, operations and growth. KCPMA utilized

the expertise and financial experience of a variety of parties (Rhode Island Mayoral Academies, Blackstone Valley Prep Mayoral Academy, Summit Public School, Beacon Charter School, Village Green) in order to improve the quality of the projections.

KCPMA has a firm commitment to operate at scale on public funding alone. Additionally, each year's operating budget will be built only with those funding streams that are committed. In other words, KCPMA will not fundraise over the course of a year to meet that year's expenses.

KCPMA's funding over the forecast period is composed almost entirely (over 98%) of recurring public entitlement revenues. These sources have historically been the most consistent; their statutory basis provides for more reliable forecasting.

A review of KCPMA's major expense categories reflects the organization's focus on instructional excellence, with over 70% dedicated to salaries, benefits and performance-based compensation, with another 2% dedicated to professional development. Facilities and transportation represent other leading expense categories.

A more detailed review of KCPMA's revenues and expenses, as well as the assumptions used in constructing the model, are provided below.

Funding Sources

As noted, KCPMA expects to derive the majority of its funding from the state of Rhode Island and the municipalities that KCPMA will serve. This funding represents the largest and most consistent portion of KCPMA's revenue projections, but it is one of many expected sources of income through the forecast period. A brief summary of the key funding sources is provided below:

- State of Rhode Island: KCPMA will receive per-pupil funding from the State of Rhode Island as calculated using the state's per pupil funding formula and expected enrollment and demographic information for KCPMA's students.
- Local Districts: KCPMA will receive funding from the home districts of its students. Local tuition is determined annually on the basis of local property tax appropriation for education aid and is generally known in June. For the purposes of these projections, KCPMA used the charter school tuition rates as published by RIDE for the 2013-2014 academic year (with no increase assumed).
- Federal Funding: KCPMA expects to be eligible for funding under various Federal programs, most notably those under the Elementary and Secondary Education Act (Title I and Title II) and the Individuals with Disabilities Education Act of 2004 (IDEA). Levels of Federal funding are difficult to assess 18 months prior to the school's opening. The financial projections assume funding at a level consistent with that of schools serving a similar demographic makeup as expected at KCPMA.

In the interest of conservatism, KCPMA's projection model assumes that the impacts of

the sequestration are not recovered and that there is no increase in Federal funding levels outside of enrollment growth.

- **Startup Funding:** KCPMA is expected to receive a \$250,000 commitment from the Walton Family Foundation for startup funding, which covers pre-opening expenses, as well as \$125,000 in year one. In addition, the financial projections assume funding under the Federal government's Charter School Program Grant (CSP).
- **Philanthropy:** KCPMA has worked to establish a financial model that provides excellent outcomes for students without the need for philanthropy. Nonetheless, KCPMA staff will seek to identify and pursue all available and pertinent philanthropic opportunities. For forecasting purposes, a modest \$50 per pupil in annual fundraising is assumed.

Critical Expense Assumptions

The expenditure lines of KCPMA's financial projections are based on research and discussion with several other organizations regarding their experience to-date, as well as a number of conservative assumptions regarding how such expenses may develop in the future. Each line item has been assessed to determine its most appropriate cost driver (i.e., wireless telephony is a per-staff-member line, whereas instructional supplies are driven by the number of students). In addition, a number of key overarching assumptions are part of the model, including:

- **Expense inflation:** General inflation is assumed to be 1.5% annually, with benefits increasing at a 5.0% annual rate.
- **Salaries:** As noted previously, salaries represent the largest portion of KCPMA's expenses. The model assumes implementation of the staffing chart provided in section V(d). Personnel Structures. The financial assumptions associated with implementation of such a schedule include:
 - Average salaries in year one (per FTE):
 - Head of School: \$100,000
 - Deans: \$60,000 - \$70,000
 - Data Manager: \$45,000
 - Teachers: \$48,000
 - Nurse, Social Worker: \$55,000
 - Office Manager: \$35,000
 - Custodian: \$30,000
 - Average salaries for new teachers increase by 2.0% annually
 - Instructional staff salaries are expected to increase annually by an average of 3.5% for those team members meeting the requirements of KCPMA's evaluation system. In the interest of conservatism, as well as in the hope of cultivating and maintaining a core of master teachers, the model does not assume attrition or replacement of more experienced and higher salaried teachers with younger and lower salaried teachers.
 - Stipends available (approximately \$1,250 per instructional staff member) for internal leadership positions (i.e., grade level chairs)

- Non-instructional staff are assumed to receive 2.0% annual salary increases.
- All staff are eligible for bonuses of up to 3.0% of their base salary, based on performance and professional return.
- Assumed benefits include:
 - Health and dental consistent with the costs experienced by similar school operators
 - Standard required expenses (FICA, unemployment, workers comp, etc.)
 - 401(k) program with matching up to 5.0% (assumed to average 3.0%)
- School Office: Assumed to include office expenditures (copiers, postage, communications, insurance, etc.) consistent with similar public charter schools in Rhode Island
- Business Operations: Assumed to include auditing, payroll, finance support, and other outsourced services at rates consistent with those reported by similar public charter schools in Rhode Island.
- Technology: Assumptions include:
 - All staff issued laptops (\$1,000 each)
 - KCPMA to pay for staff cellular telephone service (\$650 per staff member per year)
 - A netbook device for every student (\$300 each)
 - Document camera and projector (\$1,000 total) per classroom
 - Additional classroom technology and applications (\$1,000 total per classroom)
- Instructional Materials and Supplies: Textbooks, library books, reference books and other longer-life items are budgeted at approximately \$65,000 annually, with an additional \$25,000 per cohort assumed to be utilized for general supplies and consumables.
- Academic Interventions: Outsourced special education services (speech, occupational therapy, physical therapy, evaluations, etc.) supporting the work of KCPMA's special educators on staff were budgeted on a per-IEP-pupil basis
- Transportation is budgeted at approximately \$825 per student, which is consistent with contracts maintained by similar public charter schools in Rhode Island.
- Rent: KCPMA based its lease and utilities assumption on the rental experience of similar operators in Rhode Island. KCPMA anticipates occupying a smaller "incubation" space in years one and two with a base rent and utilities of \$100,000. In year three, KCPMA projects that enrollment growth will require occupying a larger space with rent and utilities increasing to \$350,000 annually. KCPMA further assumed increases at the general inflation rate. Prior to committing to any increases in facility expenditures, KCPMA would either: (a) identify areas to make equivalent reductions in expense; (b) identify additional sources of funding; or (c) some combination thereof.

Financial Management

Kent County Prep Mayoral Academies intends to implement a comprehensive set of board-approved internal control policies which will provide a solid foundation to properly safeguard KCPMA's assets, implement internal policies, provide compliance with state and federal laws and regulations, and produce timely and accurate financial information. Additionally, as a publicly supported entity, KCPMA will have additional responsibilities to ensure the public's confidence and the integrity of KCPMA's activities. KCPMA's financial policies will include:

- Conflict of Interest Policy (inclusive of annual reviews and certifications)
- Employee Protection (Whistleblower) Policy
- Explicit Board of Directors authorities, including:
 - adoption of the annual operating and capital budgets;
 - incurrence of debt, mortgages or other encumbrances and their covenants and restrictions
 - depository and investment banks;
 - purchase or sale of property;
 - entering into leases or contracting for significant leasehold improvements;
 - opening up or closing checking or savings accounts;
 - selection of KCPMA's certified public accountants; and
 - other significant activities associated with the finances of KCPMA
- Signature authorities
- Segregation of duties

KCPMA will establish a financial organization and management, as well as the system of reporting to ensure the integrity of institutional finances, create appropriate control mechanisms, and provide a basis for sound financial decision-making. Financial functions will be centralized and overseen by a qualified Director of Operations responsible to the Head of School, Finance Committee and ultimately the Board of Directors. KCPMA's Director of Operations, which may include collaboration with an outside consultant or service (particularly in years one and two), will have a solid understanding of accounting, all relevant rules and regulations that govern public charter schools and nonprofit funding models. The Director of Operations will be required to attend relevant conferences and courses to stay abreast of the laws and regulations governing public charter schools and nonprofits.

KCPMA's independently audited financial statements must be provided to the Rhode Island Department of Education no later than December 15th of each year pursuant to Education Code Section 47605 (m). Furthermore, the Board of Directors will approve KCPMA's budget prior to the beginning of each fiscal year. The budget will be drafted for Board review and approval prior to the close of the previous fiscal year.

KCPMA will report annually using the accrual method of accounting for income, in which income is recognized when it is earned and expenses are recognized when they are incurred. KCPMA staff will prepare financial reports for the Board monthly, with additional updates as circumstances dictate, and for inclusion into the board package.

Additionally, KCPMA staff will ensure that the organization is timely and compliant with all RIDE deadlines related to submissions in the Uniform Chart of Accounts (“UCOA”) format, as well as quarterly reporting to the Office of Municipal Affairs. KCPMA’s accounting policies will be conformity with accounting principles generally accepted in the United States of America.

XIII. Additional Requirements

See Attachment 6. Warwick Mayor Scott Avedisian, Letter of Support

Required Attachments

Attachment 1. Resumes of Founding Group/Prospective Board Members

Jessica Waters

6 Stagecoach Road • Cumberland, RI 02864 • Phone: (401) 258-8701 • E-Mail: jwaters1607@gmail.com

Summary

Motivated and innovative educator with leadership aspirations. Recipient of Rhode Island 2013 Teacher of the Year and 2012 Peter McWalters Professional Educator Award.

Experience

Rhode Island Department of Education (Providence, RI) November 2013 – Present

- Education Specialist
- Supports school districts by designing and implementing training to school leaders for effective evaluation practices
- Conducts research in the design and development of the Support Professional Evaluation Model
- Supports the design and implementation of the Governor appointed Educator Autonomy Work Group, scheduled to present recommendations Summer of 2014
- Part of the “Student Learning Objective” team providing guidance and policy to the field on high quality measures of student learning
- Conducts focus groups to inform Educator Evaluation Model Refinement
- Spearheads the transition from gradual implementation of the Support Professional Evaluation Model to full implementation writing policy and guidelines to the inform the field
- Conducts SLO Audits with partner districts supporting best practice
- Provides research and a plan to conduct student perception surveys as a pilot for 2015
- Supports the Educator Recognition work through presentations and outreach to districts
- Designs summer training for school leaders and primary evaluators on the Rhode Island Educator Evaluation Model

Beacon Charter High School (Woonsocket, RI) September 2008 – November 2013

- Lead science teacher at Beacon, educating students in a variety of courses including chemistry, environmental science, human anatomy, physical science, and SAT prep.
- Spearheaded the development of science coursework for Beacon’s student body. Demonstrated leadership in designing and executing learning material, as evidenced by more than doubling Beacon’s science NECAP scores over the past four years.
- Co-author of the school’s Response-to-Intervention (RTI) Handbook and member of the RTI Handbook Committee. Provide hands-on support to colleagues in the implementation and documentation of intervention matters.
- Partnered in an extensive research project studying classroom management and student engagement. Observed in the classroom for 79 consecutive school days. The project and its findings will be published in a book titled Who’s the New Kid in Chemistry? Exploring Unchartered Waters (University Press)---estimated availability Fall 2013.
- Volunteered in the Spring of 2011 as a teacher being evaluated for the pilot of RIDE’s new Educator Evaluation System.
- Served as mentor to new teachers at Beacon.
- Selected to serve on committee to implement Understanding by Design curriculum.

- Conducted many successful professional development workshops at Beacon and across the state.
- School board member at Blackstone Valley Prep

Woonsocket High School (Woonsocket, RI) January – June 2008

- Completed student teaching component for teaching degree/certification. Assisted the teaching staff by preparing and delivering lessons in biology to both honors and academic classrooms.
- Designed multiple biology labs for each classroom. Independently delivered labs, focused on an inquiry-based approach.

Education

Rhode Island College (Providence, RI) 2004 – 2008

Bachelor of Arts, Secondary Education. Biology Major, Chemistry Minor
GPA 3.25 / 4.00. Deans List. Cum Laude

Community College of Rhode Island (Lincoln, RI) 2002 – 2004

GPA 3.72 / 4.00. Deans List. Phi Theta Kappa Honor Society

Walden University Anticipated graduation Spring 2015

Educational Leadership and Administration (principal preparation)

Presentations

- “Using Data to Inform Best Practices in Student Engagement—Science” presented by Jessica Waters and John D. Butler, Ph.D.; 2014 Rhode Island Science Teacher Association (Providence, RI; March 1st 2014)
- “Teacher Best Practices to Enhance Student Engagement” presented by Jessica M. Waters and John D. Butler, Ph.D.; Rhode Island College. Upward Bound Program Summer 2013 Orientation (Providence, RI; June 19th 2013)
- “Using Technology to Increase Student Achievement” presented by Jessica M. Waters; Professional development for Beacon Charter High School faculty (Woonsocket, RI; June 10th 2013)
- “Teacher Best Practices” presented by Jessica M. Waters; Professional development for Rhode Island College pre-service teachers (Providence, RI; April 18th 2013)
- “Teacher Best Practices, Student Engagement and Preparing for the NECAP Science Assessments; presented by
- Jessica M. Waters and John D. Butler, Ph.D; NEOA Annual Conference (Warwick, RI; April 11th 2013)
- “Building Strong Relationships: The Key to Being an Effective Teacher” presented by Jessica M. Waters; RI ASCD 10th Annual Pre-Service Conference (Johnston, RI; April 6th 2013)
- “Fostering Parent and Teacher Collaboration” presented by Jessica M. Waters; Annual PTA Spring Convention Meeting (Warwick, RI; April 4th 2013)
- “Using Data to Drive Instruction and Inform EPSS Teacher Professional Practices” presented by Jessica M. Waters and John D. Butler, Ph.D; 2013 Rhode Island Public Charter School Consortium (Providence, RI; March 12th 2013)
- “Rhode Island Teacher of the Year: Beginning the Journey” presented by Jessica M. Waters; 1st Annual District Teacher of the Year Conference (Coventry, RI; January 9th 2013)
- “What Does a Transformational School Look Like?” presenter/panel member; Teach for America Professional Development (Providence, RI; December 5th 2012)
- “Be the Driver, Follow Your Heart” presented by Jessica M. Waters; Adult Basic Education at Bristol Community College (Attleboro, MA; November 6th 2012)

- “Teacher Best Practices” presented by Jessica M. Waters; Rhode Island College Pre-Service Teachers practicum class (Providence, RI; April 18th 2013)
- “Excellence in the Classroom” presented by Jessica Waters; 8th Annual Brighter Futures Award Ceremony (Providence, RI; October 2nd 2012)

Other

- Committee member for Distinguished Educators, assembled by Commissioner Deborah Gist, tasked with improving teacher recognition, exploring educational initiatives and exchanging ideas to improve the quality of teaching and learning in Rhode Island.
- School board member at Blackstone Valley Prep July 2013-present
- 2014 Rhode Island Charter School Application Advisory Committee a small group that advises the Charter School Office on which charter school applications should be recommended for approval to the Commissioner.
- Committee member for Educators in Action, assembled by Commissioner Deborah Gist, a smaller group formed from Distinguished Educators serving to provide feedback and assembling state PD when needed.
- Member of select team focused on writing state-wide curriculum aligned to the Next Generation Science Standards in cooperation with the Charles A. Dana Center at the University of Texas at Austin.
- Co-founded the Students Against Destructive Decisions (SADD) chapter at Beacon and served as the advisor for the team.
- Peer reviewed Dr. Marzano’s manuscript “Identifying Critical Content: Helping Students Effectively Interact With New Knowledge” set to be released Fall 2015.
- Led fundraiser sponsored by National Grid, generating significant funding for Beacon’s science department.
- Co-founded annual food drive at Beacon, which contributes over 1,000 canned goods to the local food pantry at Thanksgiving.

JOHN D. BUTLER, Ph.D., PE
32 Kilvert St., #101; Warwick, RI
Phone: 401.488.6880; e-mail: mathreach@gmail.com

EDUCATION

COLLEGE

- Doctor of Philosophy (Ph.D.) in Education; 2009, Joint URI/RIC Ph.D. in Ed. Program
- Master of Arts in Teaching Mathematics (MAT); 2003; Providence College
- B. S. in Mechanical Engineering (BSME); 1979, Western New England College – Springfield, MA
- A. S. in Engineering; 1977, Community College of Rhode Island – Warwick, RI

HIGH SCHOOL

- Warwick Veterans Memorial High School – graduated June 7, 1973.

OTHER CREDENTIALS

- Rhode Island Teacher Certification: Professional Teacher of Secondary Mathematics (exp. 8/31/2017)
- Professional Engineering License (PE):
State of Wisconsin, Department of Regulation and Licensing (License# 29860-6)
- Member of AERA (American Educational Research Association), NCTM (National Council of Teachers of Mathematics), ASCD and RIASCD (RI Association for Supervision of Curriculum Development), RIMTA (Rhode Island Mathematics Teachers Association), ATMNE (Association of Teachers of Mathematics in New England).

WORK HISTORY

- Aug/13 **DIRECTOR of ACADEMIC PLANNING and LOGISTICS**
to Village Green Charter School; Providence, RI (Public High School)
- Present Administrator with duties/responsibilities including oversight of SIS, Assessment, e-curriculum, and server/workstation vendors; faculty PD and evaluation; teacher and student scheduling; educational research and data analyses.
- June/07 **ADJUNCT MATHEMATICS INSTRUCTOR**
to Rhode Island College Upward Bound Program
- Present Course taught include Algebra 1, Algebra 2, Advanced Math, College Math, Pre-Calculus, SAT Workshops, NECAP Prep. Also, consulting (contract) work.
- Sept/05 **MATHEMATICS DEPARTMENT CHAIR / DATA ANALYST**
to Beacon Charter High School, Woonsocket, RI (Public High School)
- 2013 Mathematics Department Chair / Data Analyst / SIT Chair / Math Teacher. Courses taught include Algebra 1 & 2, Geometry, Pre-Calculus, Intro to Calculus and Mathematica.
- 2003 to **MATHEMATICS TEACHER**
2005 Coventry High School, Coventry, RI (Public High School)
- Mathematics teacher for grades 9-12. Courses taught include Algebra 1, Algebra 2, Geometry, and SAT Math Prep. Trained as lead teacher for the Applied Learning Standards. Member of SIT Team, Literacy Team, Academy Steering Committee, Faculty/Student Jazz Band. Served as Advisor in Advisory Program.

- 2001 to **MATHEMATICS TEACHER (Lead)**
2003 Providence Place Academy, Providence, RI (Public High School)
Lead Mathematics teacher for grades 9-12. Courses taught include Algebra 1, Algebra 2, Geometry, Mathematics of Finance, and Pre-Calculus. School Improvement Team Chair. Co-author of the Site-Based Management Plan.
- 1995 to **DIRECTOR of ENGINEERING**
2001 Applitek Technologies Corp., Providence, RI
Manager and chief designer of tooling, equipment, and services related to attaching terminals and connectors to insulated electrical wire. Developer of computer aided design software. Quality Manager for ISO 9001 program. Special machine designs include an ultrasonic terminating press and semi-automatic machines for Ford Explorer and Expedition spark plug heat shield program. Consultant to the terminal industry on crimp specification and terminal design. Widely recognized author and speaker within the electrical wire processing community.
- 1994 to **SENIOR PROJECT ENGINEER**
1995 Stanley Bostitch, East Greenwich, RI
Engineering Manager responsible for several significant projects related to automating and improving manufacturing efficiencies of “staples” and “brads”. Major assignment involved overhauling the “brad” department. Designed ergonomic workstations for all stamping presses with integrated elevator and conveyor systems for shipping carton transportation. Designed automated part ejection systems for presses. Purchased and installed press die protection equipment. Designer of semi-automatic box folding equipment. Research and development of systems for automated staple collating and packaging. Turned department from five year history of 50% efficiency to 99%+ in three months. Engineering representative for ergonomic team.
- 1984 to **Co-FOUNDER & CHIEF ENGINEER**
1994 Mechtrix Corporation, Menomonee Falls, WI
Manager of mechanical design, computer engineering, and manufacturing engineering groups. Helped build business from basement to multi-million dollar corporation in the electrical insulated wire processing industry. Position entailed hiring and management of engineering personnel, coordination of product development and manufacturing, investigation and procurement of capital equipment, “hands on” design and drafting, software development, development of engineering standards, manager of patent, trademark, and copyright procurement. Inventor of patented technology in several areas including “center-stripping” of insulated wire, wire pre-feeding equipment, ultrasonic devices/tooling, cutting and stripping tooling, conveyor and bench-top wire stripping machines. Initiator and co-developer of several software packages for automatically analyzing, designing, drawing, and CNC programming wire stripping and terminal crimping tooling including “BLADECAD” and “CRIMPCAD”. Author of several technical publications for the insulated wire stripping industry.
- 1982 to **X-RAY SYSTEMS DESIGN ENGINEER II**
1984 GE Medical Systems, Milwaukee, WI
Project leader in the research and development of X-Ray vascular subsystems for the medical diagnostic imaging industry. Position entailed project leadership, authoring detailed systems

design specifications, weekly task tracking, design reviews, training for both engineering and manufacturing personnel, supervision of lab technicians in research, and “on-call” support for manufacturing. Became “in-house” guru on X-Ray image quality definition. Always a recipient of consistently high marks in periodic job performance reviews. Actual written review excerpts from immediate supervisors included: “highly organized, meticulous on details”, “communicates well both orally and in writing”, “able to handle major programs”, “performance is excellent”, “maintains excellent relationships even under stress” and “unstoppable in pursuing business goals”.

1979 to **PROJECT ENGINEER**

1982 Artos Engineering Company, New Berlin, WI

Project leader in the design and development of automated machinery for the insulated wire processing industry. Position entailed research, design layouts, supervision of designers, draftsman, shop personnel, and direct communication with customers and suppliers. Developed proficiency in mechanism design, pneumatics, and machine control. Designed several automated machines for major international corporations including BLACK & DECKER, BRAUN, GE, PHILLIPS, and SIEMENS. Supervised machine installations in Belgium, Germany, Ireland, France, and England. Inventor of patented technology including cord coiling and hanking machines and automated power cord assembly machines.

INVENTIONS/CO-INVENTIONS

(Partial Listing)

	<u>U.S. PATENTS:</u>				<u>EUROPEAN PATENTS:</u>
4,370,786	4,630,406	4,852,433	5,025,687	0 292 089 B1	
4,375,186	4,702,136	4,870,878	5,067,379	90 301 889.3	
4,406,109	4,784,024	4,961,357	5,139,206	89 305 050.0	
4,577,405	4,826,067	4,972,582			

EDUCATIONAL PUBLICATIONS

(Partial Listing)

Butler, J.D. (2013). *Who’s the New Kid in Chemistry? Exploring Uncharted Waters*. Lanham, Maryland: University Press of America. ISBN 978-0-7618-6229-1 (December, 2013).

Butler, J.D. (2009). *Exploring Some Inattended Affective Factors In Performing Nonroutine Mathematical Tasks*. Ph.D. Dissertation, University of Rhode Island and Rhode Island College. Ann Arbor: ProQuest/UMI. (Publication No. AAT 3401142). ISBN-978-1-1096-7850-5.

Butler, J. D. (2011). *Assessing charter school performance: An exploration of various metrics*. Woonsocket, RI: Beacon School District (available at: www.beaconart.org).

Butler, J. D. (2011). *Homework: Foundational research for Beacon’s guiding principles*. Woonsocket, RI: Beacon School District (available at: www.beaconart.org).

Butler, J. D. (2011). *Response to intervention: Developing RTI buy-in through a web-based discussion board*. Woonsocket, RI: Beacon School District (available at: www.beaconart.org).

TECHNICAL PUBLICATIONS

(Partial Listing)

- Butler, J. D. (1995, Sept/Oct). Geometric considerations in crimp tool design.
Wiring Harness News.
- Butler, J. D. (1996, May/June). Introduction to terminating and terminal applicators.
Wiring Harness News.
- Butler, J. D. (1996, Sept/Oct). APPLITEK - Tomorrow's crimp technology today!
Wiring Harness News.
- Butler, J. D. (1997, March/April). Targeting quality crimps from a crimp compression perspective. *Wiring Harness News.*
- Butler, J. D. (1997, July/Aug). The evolution and anatomy of a terminating press.
Wiring Harness News.
- Butler, J. D. (1998, July/Aug). Validating crimp quality with a microscope.
Wiring Harness News.
- Butler, J. D. (2000, Mar/Apr). Engineering the perfect "B" crimp for stranded electrical conductors. *Wiring Harness News.*
- Butler, J. D. (2001, Mar/Apr). The theory and application of precision hand crimping tools.
Wiring Harness News.

ACADEMIC ACHIEVEMENTS, HONORS, AWARDS, SPECIAL TRAINING:

- "2010 Outstanding Doctoral Dissertation Award" (Kappa Delta Pi) of the University of Rhode Island.
- Presenter at the 1979 ASME Winter Annual Meeting – New York, NY.
- 1st Prize Winner – 1979 ASME Regional Student Conference – UMASS, MA.
- 2nd Prize Winner – 1979 National Design Engineering Contest – St. Louis, MO.
- Recipient of 1979 Western New England College Book Award.
- President of Western New England College ASME Student Section – 78/79.
- Who's Who Among Students in American Junior Colleges – 1976-77.
- Toolmaking apprenticeship 1976 Evinger Corp – Providence, RI.
- Who's Who Among Students in American High Schools – 1973.
- Eagle Scout – 1970.

Michael Magee
7 Old West Wrentham Rd.
Cumberland, RI 02864
401-486-9025
mmagee@mayoralacademies.org

EDUCATION

Pahara-Aspen Education Fellow
2013-present

University of Pennsylvania
PhD, English, 1999

College of the Holy Cross
B.A., English/Political Science, 1993

EMPLOYMENT

Rhode Island Mayoral Academies
Co-founder & CEO, 2008-present

Office of Children Youth and Learning, Town of Cumberland
Director, 2007-2008

Rhode Island School of Design
Senior Lecturer, 2000-2007

Wheaton College
Visiting Assistant Professor, 1998-2000

PUBLICATIONS

Emancipating Pragmatism (University of Alabama Press, 2004)

Numerous articles on philosophy, literature and politics in peer-reviewed journals.

"The Mayors' Charter Schools," *Education Next*, 14.1 (Winter 2014)

AWARDS

Elizabeth Agee Prize for American Studies, 2004

REFERENCES

Martin West, Harvard University
Ellen Winn, Teach for America
Angus Davis, CEO, Swipely
(Contact information available upon request)

Attachment 2. Draft bylaws

**KENT COUNTY PREP MAYORAL ACADEMY
BYLAWS**

ARTICLE I

NAME OF CORPORATION

SECTION 1. NAME. The name of the corporation is Kent County Prep Mayoral Academy (hereinafter “KCPMA”).

ARTICLE II

PURPOSES AND POWERS

SECTION 1. PURPOSES. KCPMA 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 ch. 16-77.4 in the Towns of Coventry and West Warwick and the City of Warwick, Rhode Island (the “Sending Districts”).

KCPMA 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. KCPMA may not engage, other than as an insubstantial part of its activities, in activities which in themselves are not in furtherance of its educational, charitable and scientific purposes.

No part of KCPMA’s earnings shall inure to the benefit of, or be distributable to, its directors, officers, or other private persons, except that KCPMA 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. KCPMA shall not carry on propaganda or otherwise attempt to influence legislation (except legislation affecting the existence, power and duties of KCPMA and the deductibility of contributions to KCPMA), and KCPMA shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office.

Notwithstanding any other provision hereof to the contrary, KCPMA shall not carry on any activities unless such activity is permitted to be carried on by a 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, KCPMA shall have such powers as are or may be granted by the Rhode Island Nonprofit Corporation Act.

ARTICLE III

OFFICES AND REGISTERED AGENT

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

SECTION 2. REGISTERED AGENT. KCPMA shall, at all times, maintain a registered agent at a registered office within the State of Rhode Island.

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

ARTICLE IV

BOARD OF DIRECTORS

SECTION 1. GENERAL POWERS. The affairs of KCPMA shall be managed by its Board of Directors, in conformity with the federal and state laws relating to charter schools, as such laws apply to mayoral academies.

SECTION 2. NUMBER AND QUALIFICATION OF DIRECTORS. (a) The Board of Directors may fix the number of directors at any number between five and fifteen. Until otherwise fixed, the number of directors shall be nine. Each director shall be a resident of or otherwise represent of one of the Sending Districts.

(b) The Board of Directors may by resolution expand or contract the number of directors fixed within the limits prescribed by subsection (a). A resolution to expand the number of directors shall take effect on the first day of July occurring not less than four months after the adoption of the resolution expanding the number of directors shall have been transmitted to the Rhode Island Mayoral Academies (hereinafter "RIMA"). A resolution contracting the number of directors shall not affect the term of any director then in office.

SECTION 3. ELECTION OF DIRECTORS BY RIMA. RIMA shall have the power to elect a number of directors which shall be equal to one-quarter (rounded up) of the number of directors fixed by the Board of Directors. If the Board of Directors has not fixed the number of directors, RIMA shall have the power to elect three directors. At least one of the directors elected by RIMA shall be a mayor or elected town administrator of one of the Sending Districts. The directors elected by RIMA shall serve for a term of one year ending on June 30 and shall continue to serve as directors until their successors are elected and qualified. The Secretary of

RIMA shall notify the Secretary of KCPMA of the RIMA's election of any person to serve as a director.

SECTION 4. ELECTION OF DIRECTORS BY THE BOARD. For the election of directors after 2013, the Board of Directors shall elect members of the Board of Directors other than those elected by RIMA. The Board of Directors shall ensure that each Sending District is represented by at least one director. Each director (other than directors elected pursuant to Section 3) shall serve for a term of three years, or, if elected to an unexpired term, for the remainder of such term. Each such director shall continue to serve until his successor is elected and qualified. In electing directors, the Board of Directors shall ensure that the number of directors in each class remains as nearly equal as possible.

SECTION 5. ELECTION OF DIRECTORS IN 2013. At its appointment of directors for KCPMA for the term commencing on or about the adoption of these amendments to the Bylaws, RIMA shall designate one-quarter (rounded up) of the directors elected as directors that shall be treated as having been elected pursuant to Section 3. RIMA shall divide the remaining directors into three classes, as equally as may be, the first of which (Class A) shall have terms expiring on June 30, the second of which (Class B) shall have terms expiring a year later on June 30, and the third of which (Class C) shall have terms expiring two years later on June 30.

SECTION 6. QUORUM. The quorum for the transaction of business by the Board of Directors shall be a majority of the directors then in office.

SECTION 7. REGULAR MEETINGS. The Board of Directors shall establish a schedule of regular meetings, and shall not meet less than three times in each year.

SECTION 8. CHAIR. At its first meeting and each annual meeting, the Board of Directors shall elect a chair. Only a member who is a mayor or elected town administrator shall be eligible to chair the Board of Directors. A chair shall serve until his or her successor elected and qualified, until he ceases to serve on the Board of Directors, or until his qualification as mayor or elected town administrator ceases.

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

SECTION 9. SPECIAL MEETINGS. Special meetings of a Board of Directors 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 10. POWERS. The Board of Directors shall have the power to:

- (a) elect a chairman as provided in Section 7 of this Article;
- (b) adopt rules of procedure that are not inconsistent with law, the articles of incorporation, and these Bylaws;

(c) monitor the activities and performance of its mayoral academy or academies, including hearing complaints pursuant to § 16-77-5.1(a) of the Rhode Island General Laws;

(d) engage an education management organization to operate the Mayoral Academy as contemplated by the charter of the mayoral academy granted by the Department of Elementary and Secondary Education;

SECTION 11. NOTICE.

(a) The Board of Directors shall give written notice of its 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 RIMA, 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 Directors shall give 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 Directors for a minimum of one year; a copy of the notice shall also be supplied to the Secretary of RIMA. The Board of Directors 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 site of each school facility operated by KCPMA, and electronic filing of the notice with the secretary of state pursuant to subsection (e); however, nothing contained herein shall prevent the Board of Directors from holding an emergency meeting, upon an affirmative vote of the majority of the members of the Board of Directors 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 shall be electronically filed with the secretary of state pursuant to subsection (e) and, upon meeting, the Board of Directors shall 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 Directors 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 or to another body or official. The Board of Directors shall hold at least two open forum sessions annually. Nothing

contained in this subsection requires the Board of Directors to entertain or respond to any topic nor does it prohibit the Board of Directors from limiting comment on any topic at such an open forum session. The Board of Directors and its members shall not use this subsection to circumvent the spirit or requirements of this section.

(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 Directors shall be given at least forty-eight (48) hours previous thereto to each member of the Board of Directors by mail, facsimile, or e-mail at his or her address or facsimile machine telephone number as shown by the records of KCPMA. 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 Directors 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 Directors 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 12. MANNER OF ACTING. The act of a majority of the members present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless a greater number is required by statute, these bylaws, or the articles of incorporation.

SECTION 13. REMOVAL. A member of the Board of Directors may be removed with or without cause by a vote of a majority of the directors present and voting at a meeting of the Board of Directors. Such action shall be taken at a regular meeting of the Board of Directors or at a special meeting called for such purpose.

SECTION 14. MINUTES. The Board of Directors shall appoint a secretary, who need not be a member of the Board of Directors, and the secretary shall record the minutes of the meeting. A copy of the minutes of each meeting of a Board of Directors shall be provided to the Chair and the Secretary of RIMA. A record of all votes, listing how each member voted on each issue shall be made available to the public at KCPMA'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 KCPMA 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 Directors 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 Directors votes to extend the time for filing the minutes and publicly states the reason for such extension).

ARTICLE V

OFFICERS

SECTION 1. OFFICERS. The officers of KCPMA shall be a Chair, an Executive Director, a Secretary, a Treasurer, and such other officers as may be elected by the Board of Directors. 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 Directors. 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. Except for the Executive Director, the officers of KCPMA shall be appointed annually by the Board of Directors to serve at their pleasure. 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 appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of KCPMA 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 Directors. The Chair shall chair all meetings of the Board of Directors and shall discharge such other duties as may be provided by the Board of Directors. Unless the Board otherwise specifies in the resolution establishing a committee, the 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 KCPMA or a different mode of execution is expressly prescribed by the Board of Directors or these bylaws, the Chair may execute for KCPMA any contracts, deeds, mortgages, bonds, or other instruments which the Board of Directors Board of Directors have authorized to be executed, and he or she may accomplish such execution either under or without the seal of KCPMA and either individually or with the Secretary, any Assistant Secretary, or any other officer thereunto authorized by the Board of Directors, according to the requirements of the form of the instrument. The Chair may vote all securities which KCPMA is entitled to vote except as and to the extent such authority shall be vested in a different officer or agent of KCPMA by the Board of Directors.

SECTION 5. VICE CHAIR. The Vice Chair, if one is appointed, shall be a member of the Board of Directors. 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 Directors. 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. Except in those instances in which the authority to execute is expressly delegated to another officer or agent of KCPMA or a different mode of execution is expressly prescribed by the Board of Directors or these bylaws, the Vice Chair, or any of them if there are more than one, may execute for KCPMA any contracts, deeds, mortgages, bonds or other instruments which the Board of Directors has authorized to be executed, and he or she may accomplish such execution either under or without the seal of KCPMA and either individually or with the Secretary, any Assistant Secretary, or any other officer thereunto authorized by the Board of Directors, according to the requirements of the form of the instrument. If no Vice Chair is elected, the Secretary shall perform these duties.

SECTION 6. EXECUTIVE DIRECTOR. The Executive Director shall be elected annually and may be removed by the vote of 2/3 of the members of the Board. The Executive Director shall be the principal operational officer of KCPMA. Subject to the direction and control of the Board of Directors, he or she shall be in charge of the business and affairs of KCPMA; he or she shall see that the resolutions and directives of the Board of Directors are carried into effect except in those instances in which that responsibility is assigned to some other person by the Board of Directors; 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 Directors.

SECTION 7. SECRETARY. The Secretary shall: (a) record the minutes of the meetings of the Board of Directors in one or more books provided for that purpose; (b) transmit a copy of the minutes of each meeting to RIMA; (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 KCPMA; (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 Directors.

SECTION 8. TREASURER. The Treasurer shall be the principal accounting and financial officer of KCPMA. The Treasurer shall: (a) have charge of and be responsible for the maintenance of adequate books of account for KCPMA; (b) have charge and custody of all funds and securities of KCPMA, and be responsible therefor, 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 Directors. If required by the Board of Directors, 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 Directors shall determine. If no Treasurer is appointed, the Executive Director shall perform these duties.

ARTICLE VI

CONTRACTS, CHECKS, LOANS, DEPOSITS AND FUNDS

SECTION 1. CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents of KCPMA, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument 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 KCPMA, shall be signed by such officer or officers, agent or agents of KCPMA and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or Executive Director and countersigned by the Chair or Vice-Chair of KCPMA.

SECTION 3. LOANS. KCPMA shall be prohibited from making loans to any director, officer or employee of KCPMA, any person related to any director, officer or employee of KCPMA, and any entity in which a director, officer or employee of KCPMA 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 KCPMA not otherwise employed shall be deposited from time to time to the credit of KCPMA in such banks, trust companies or other depositories as the Board of Directors may select.

ARTICLE VII

BOOKS AND RECORDS

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

ARTICLE VIII

FISCAL YEAR

The fiscal year of KCPMA shall end each June 30.

ARTICLE IX

DISSOLUTION

Upon dissolution of KCPMA, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of KCPMA return, transfer or convey any assets

received on condition that such assets be returned, transferred, or conveyed in the event KCPMA be dissolved and dispose of all other assets of KCPMA exclusively for the purposes of KCPMA in such a manner, or to such organization(s) engaged in activities substantially similar to those engaged in by KCPMA 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 Directors shall determine.

ARTICLE X

SEAL

At the discretion of the Board of Directors, KCPMA may have a corporate seal in such design as the Board of Directors may specify.

ARTICLE XI

AMENDMENTS

The Board of Directors shall have the power to alter, amend, or repeal the bylaws or adopt new bylaws shall be vested in the Board of Directors by a vote of 2/3 of the members of the Board.

ARTICLE XII

ARTICLE XIII

INDEMNIFICATION OF OFFICERS, DIRECTORS, EMPLOYEES, AND AGENTS

SECTION 1. VOLUNTARY INDEMNIFICATION OF DIRECTORS. KCPMA 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:

(A) In the case of conduct in his or her official capacity with KCPMA, that his or her conduct was in its best interests, and

(B) 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.

KCPMA 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 KCPMA 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 KCPMA. 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. KCPMA 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 adjudged to be liable on the basis that personal benefit was improperly received by him or her.

SECTION 3. MANDATORY INDEMNIFICATION OF DIRECTORS.

- (i) KCPMA shall indemnify a director 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) KCPMA shall indemnify a director when so ordered by a court of appropriate jurisdiction.

SECTION 4. PROCEDURE FOR VOLUNTARY INDEMNIFICATION OF DIRECTORS. (1) Except as provided in Section 3, KCPMA 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 Directors by a majority vote of a quorum consisting of directors 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 directors who are parties may participate), consisting solely of two (2) or more directors not at the time parties to the proceeding; or
- (iii) By special legal counsel, selected by the Board of Directors 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 directors who are parties may participate).

(2) 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 KCPMA in advance of the final disposition of the proceedings upon receipt by KCPMA of:

(1) 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 KCPMA as authorized in this section; and

(2) 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 DIRECTORS NOT PARTY TO A PROCEEDING. Nothing contained in this Article limits KCPMA'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 KCPMA 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) KCPMA may indemnify and advance expenses to its officer, employee, or agent of to the same extent that it may indemnify and advance expenses to directors pursuant to this Article.

SECTION 8. INSURANCE. KCPMA 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 KCPMA'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 KCPMA 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 KCPMA and any person who, while a director of KCPMA, is or was serving at KCPMA'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, KCPMA 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 KCPMA 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 KCPMA.

(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 predecessor entity of KCPMA 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 KCPMA.

(ii) When used with respect to a person other than a director, as contemplated in subsection (i), the elective or appointive office in KCPMA held by the officer or the employment or agency relationship undertaken by the employee or agent on behalf of KCPMA, 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 XIV

CONFLICTS OF INTEREST

SECTION 1. PURPOSE. The purpose of the conflicts of interest policy is to protect KCPMA'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 KCPMA.

SECTION 2. DEFINITIONS. For purposes of this Article:

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

(b) A person has a “Financial Interest” if the person has, directly or indirectly through business, investment or family:

(1) an ownership or investment interest in an entity with which KCPMA has a transaction or arrangement, or

(2) a compensation arrangement with KCPMA or with any entity or individual with which KCPMA has a transaction or arrangement, or

(3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which KCPMA 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.

(c) “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 Directors.

(b) Determining Whether a Conflict Exists. After disclosure of a financial interest, the interested person shall leave the Board of Directors 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.

(1) The Chair shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to proposed transaction or arrangement.

(2) After exercising due diligence, the board or committee shall determine whether KCPMA 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.

(3) If a more advantageous transaction is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in KCPMA's best interest or for its own benefit and whether the transaction is fair and reasonable to KCPMA 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.

(1) If the Board of Directors 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.

(2) 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 Directors 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 director 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 KCPMA 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 KCPMA 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 KCPMA'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, KCPMA 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 XV

NON-DISCRIMINATION

KCPMA shall cause each mayoral academy 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 KCPMA nor any mayoral academy 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 KCPMA enters into with any party for the management or operation of any mayoral academy.

Attachment 3. Head of School Job Description

Kent County Prep Mayoral Academy Head of School Job Description

The Head of School is responsible for the overall management of KCP including advancing the school's mission, leading academic initiatives and programs related to school culture, and ensuring financial viability and overall organizational health. The Head of School also oversees the professional development of all instructional teachers and staff. The Head of School is responsible for setting a powerful vision for student achievement, motivating others to follow that vision and executing on that vision through effective planning, leadership and management. The Head of School is hired and evaluated by the KCP Board of Directors.

Responsibilities of the Head of School include but are not limited to:

- Lead and oversee the school's instructional program
- Analyze data with other teachers and regularly to advance student achievement
- Ensure that every student shows gains and that the school meets its performance goals
- Create and promote a positive, structured, consistent, and caring school climate
- Improve instruction and ensure that the school meets its ambitious performance goals
- Manage staff, data and processes that foster continuous school improvement
- Interview and select teachers
- Plan appropriate professional development for all teachers and staff
- Formally supervise, observe, and evaluate all school staff
- Supervise the chief operating officer, dean of academics, and dean of students
- Cultivate positive relationships with parents and the local community
- Communicate regularly with teachers, parents, and students both informally and formally
- Ensure that the school runs smoothly, efficiently, and on budget

Skills and Background

- Strong commitment to, belief in, and alignment with school's mission, vision, and educational model
- Extremely high standards for student achievement
- Strong classroom management and discipline skills
- Exceptional communication skills, especially with students and parents
- Strong organizational skills and ability to multi-task
- Team player with a "do whatever it takes" attitude and work ethic
- Minimum of a Master's, Advanced Degree preferred
- Successful past experience in leadership and management
- Knowledge of, or experience in, school finance, governance, management, or law

Attachment 4. Draft School Calendar
Table VI-4

Kent County Prep Mayoral Academy School Calendar

2015-2016

August 2015						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2015						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2015						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2015						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2016						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 2016						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2016						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2016						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Date	Event or Holiday
8/3 to 8/7	- Teacher Professional Development
8/12 to 8/14	- New Student orientation
9/1	- 6th graders only report
9/2	- 7th graders only report
9/3	- 8th graders only report
9/4	- all students report (Day 1)
9/7	- Labor Day
9/14	- Rosh Hashanah
10/12	- Columbus Day
11/11	- Veterans Day
11/26 & 27	- Thanksgiving
12/21 to 1/1	- Holiday Break
1/18	- ML King Day
2/15 - 2/19	- Mid-Winter Break
3/25	- Good Friday
4/18 - 4/22	- Spring Break
5/23	- Memorial Day
Jun 21	- Last School Day (Day 180)

Attachment 5. Five-Year Budget Projection

STATE OF RHODE ISLAND CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School: Kent County Prep Mayoral Academy

		Implementation and Operations				
		FY2016	FY2017	FY2018	FY2019	FY2020
MAJOR ASSUMPTIONS						
A	Average local aid per pupil	8,222.67	8,222.67	8,222.67	8,222.67	8,222.67
B	Average state aid per pupil	5,497.75	5,497.75	5,497.75	5,497.75	5,497.75
C	Student Enrollment	144	216	288	360	432
D	Gross Square Footage (GSF) of facility					
E	Staffing					
	E1. School Principals/Asst Principals	2.0	2.0	2.0	2.0	2.0
	E2. Director of Operations	1.0	1.0	1.0	1.0	1.0
	E3. Executive Director/Superintendent					
	E4. Deputies/Administrators					
	E5. Program/Operations Support Staff	2.0	2.0	2.0	3.0	3.0
	E6. Teachers	15.0	22.0	27.0	35.0	39.0
	E7. Paraprofessionals					
	E8. Pupil Support	1.0	2.5	3.0	4.0	4.0
	E9. Teacher Support					
	E10. Program Management			1.0	1.0	1.0
	E11. Special Services	1.0	1.0	1.0	1.0	1.0
	E12. Facilities Maintenance	1.0	1.0	1.0	1.0	1.0
F	Staff FTE	23.0	31.5	38.0	48.0	52.0
OPERATING REVENUES						
1	Local Revenue	1,184,064.00	1,776,096.00	2,368,128.00	2,960,160.00	3,552,192.00
2	State Revenue	791,676.41	1,187,514.62	1,583,352.83	1,979,191.03	2,375,029.24
3	Grants - Charter Schools Program	150,000.00	0.00			
4	Grants - Private	132,200.00	10,800.00	14,400.00	18,000.00	21,600.00
5	Federal formula funds (inc. Title I, III and IDEA)	57,600.00	86,400.00	115,200.00	144,000.00	172,800.00
6	Capital Projects Funds					
7	Other:	10,080.00	15,120.00	20,160.00	25,200.00	30,240.00
8	TOTAL OPERATING REVENUES	2,325,620.41	3,075,930.62	4,101,240.83	5,126,551.03	6,151,861.24
OPERATING EXPENDITURES						
School Management						
9	Salaries: Principals and Assistant Principals	165,000.00	169,800.00	174,748.50	179,850.31	185,110.39
10	Salaries: Director of Operations	65,000.00	67,275.00	69,629.63	72,066.66	74,589.00
11	School Office	83,110.00	95,958.10	106,854.94	121,194.12	131,163.31
12	Other:					
13	Subtotal:	313,110.00	333,033.10	351,233.06	373,111.09	390,862.69
Program/Operations Management						
14	Salaries: Executive Director or Superintendent					
15	Salaries: Deputies and Administrators					
16	Salaries: Support Staff	80,000.00	81,600.00	83,232.00	119,896.64	122,294.57
17	Legal					
18	School Board					
19	Business Operations	38,432.00	39,218.00	40,012.55	40,815.78	41,627.81
20	Information Management and Technology	23,000.00	9,000.00	6,000.00	10,000.00	4,000.00
21	Other:					
22	Subtotal:	141,432.00	129,818.00	129,244.55	170,712.42	167,922.39
Instruction						
23	Salaries: Teachers	720,000.00	1,092,960.00	1,384,581.60	1,846,538.53	2,122,050.63
24	Salaries: Paraprofessionals					
25	Stipends and Bonuses	21,600.00	32,788.80	41,537.45	55,396.16	63,661.52
26	Pupil-Use Technology, Hardware, and Software	55,200.00	27,600.00	27,600.00	27,600.00	27,600.00
27	Instructional Materials Supplies	98,500.00	125,860.00	154,018.64	182,993.72	212,803.39
28	Other:					
29	Subtotal:	895,300.00	1,279,208.80	1,607,737.69	2,112,528.40	2,426,115.55

Instructional Support						
30	Salaries: Pupil Support	55,000.00	148,600.00	178,522.00	237,092.44	241,834.29
31	Salaries: Teacher Support					
32	Salaries: Program Management	0.00	0.00	50,673.60	52,447.18	54,282.83
33	Salaries: Special Services	55,000.00	56,100.00	57,222.00	58,366.44	59,533.77
34	Guidance and Counseling					
35	Library and Media	15,000.00	15,225.00	15,453.38	15,685.18	15,920.45
36	Extracurricular	43,000.00	4,567.50	6,181.35	7,842.59	9,552.27
37	Student Services, Outreach, Recruitment	1,500.00	1,522.50	1,545.34	1,568.52	1,592.05
38	Student Health Services	2,162.34	3,292.16	4,455.39	5,652.77	6,885.08
39	Academic Interventions	33,125.34	50,433.34	68,253.11	86,909.46	105,855.72
40	Curriculum Development					
41	In Service, Staff Development, and Support	30,000.00	44,660.00	57,692.60	75,288.84	84,909.08
42	Assessment					
43	Other:					
44	Subtotal:	234,787.68	324,400.49	439,998.76	540,853.41	580,365.54
Operations						
45	Salaries: Facilities Maintenance	30,000.00	30,600.00	31,212.00	31,836.24	32,472.96
46	Transportation	118,617.26	180,594.78	244,404.94	310,088.77	377,688.12
47	Food Services					
48	Safety					
49	Building Upkeep and Maintenance	50,000.00	25,375.00	25,755.63	26,141.96	26,534.09
50	Maintenance Contracts					
51	Utilities					
52	Lease	100,000.00	101,500.00	350,000.00	355,250.00	360,578.75
53	Debt Service					
54	Capital Projects					
55	Other:	6,500.00	6,597.50	6,696.46	6,796.91	6,898.86
56	Subtotal:	305,117.26	344,667.28	658,069.03	730,113.88	804,172.79
Other Obligations						
57	Fringe Benefits	333,779.20	476,275.33	596,253.92	770,929.59	860,919.49
58	Insurance (non-employee)					
59	Retiree Benefits	33,895.57	47,510.28	58,200.10	74,263.33	80,516.63
60	Purchased Management Services					
61	Other:					
62	Subtotal:	367,674.77	523,785.61	654,454.02	845,192.91	941,436.13
Community Services						
63	Community Service Operations					
64	Other:					
65	Subtotal:	0.00	0.00	0.00	0.00	0.00
66	Budgeted Contingencies					
67	TOTAL OPERATING EXPENDITURES	2,257,421.71	2,934,913.29	3,840,737.11	4,772,512.12	5,310,875.08
68	SURPLUS/(DEFICIT)	68,198.70	141,017.33	260,503.72	354,038.91	840,986.16

Attachment 6. Letter of Support: Warwick Mayor Scott Avedisian

EXECUTIVE CHAMBER

CITY OF WARWICK



RHODE ISLAND

**SCOTT AVEDISIAN
MAYOR**

April 1, 2014

Drew Allsopp, Charter School Coordinator
Office of Transformation and Charter Schools
Rhode Island Department of Education
Shepherd Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Dear Mr. Allsopp,

Please find the attached application for Kent County Mayoral Academy (KCMA), which I submit to you on behalf of Rhode Island Mayoral Academies (RIMA), in partnership with proposed founding school leader of KCMA, Jessica Waters.

For the past five years I have supported RIMA's efforts to open new high-quality regional public schools in areas where students need and deserve additional options and opportunities. I believe families in Warwick, West Warwick and Coventry (the proposed enrolling districts) would greatly benefit from the addition of a mayoral academy as a public school option for their children. If approved, I intend to serve as KCMA's founding board chair. Other elected officials from West Warwick and Coventry will be invited to be part of the school's governance structure.

I am especially pleased about the team that RIMA has identified to spearhead program design and school operations. As you know, Jessica Waters was awarded the Peter McWalters Professional Educator Award in 2012 and is the 2013 Rhode Island Teacher of the Year. After a successful career as an engineer and entrepreneur, Dr. John Butler earned his Ph.D. in education through the joint URI/RIC program and is currently Director of Academic Planning and Logistics for the Village Green Virtual Charter School in Providence—the innovative blended learning school that opened its doors in September 2013.

3275 Post Road • Warwick, RI 02886 • (401) 738-2000 • FAX (401) 738-6639

Drew Allsopp
April 1, 2014
Page 2

In addition to these extraordinarily talented local educators, RIMA is facilitating a unique partnership with Summit Public Schools—the acclaimed network of “blended learning” charter schools in California that is a leading innovator in the use of technology to facilitate individualized instruction and self-directed learning. Summit will provide significant professional and technical support to the KCMA team during the application and start-up phases.

I hope you’ll agree that this is an exciting and important proposal. I look forward to speaking with you about it as the process moves forward.

Sincerely,

Mayor Scott Avedisian
Warwick

Cc: Commissioner Deborah Gist

Voluntary Attachments

Voluntary Attachment A. Letter of Support: Coventry Town Manager Gary Cote

April 1, 2014

Drew Allsopp, Charter School Coordinator
Office of Transformation and Charter Schools
Rhode Island Department of Education
Shepherd Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Dear Mr. Allsopp,

I am writing to express my support for the charter application for Kent County Prep Mayoral Academy (KCPMA).

For several years I have engaged in conversations with Rhode Island Mayoral Academies about creating a mayoral academy option for Coventry's families. After visiting Blackstone Valley Prep Mayoral Academy and speaking with other municipal leaders, I became convinced that a high quality mayoral academy would be an asset to our town.

I have had the opportunity to speak with Jessica Waters, KCPMA's proposed founding leader, the recipient of the Peter McWalters Professional Educator Award in 2012 and the 2013 Rhode Island Teacher of the Year. Suffice to say that I am impressed and strongly believe Ms. Waters will lead an excellent school.

I know firsthand what it means to struggle in public school, even within a system as generally strong as Coventry Public School District. I am convinced that a percentage of our children will find KCPMA's innovative program not only appealing but life-changing. I am excited about the way KCPMA will use technology to personalize the learning experience. I also believe KCPMA will be a committed partner in our overall effort to provide an excellent education for every child in Coventry. To that end, I and my colleagues in municipal government have engaged in conversation with KCPMA founders about leasing town facilities space for its program.

Kent County Prep Mayoral Academy is important to my community. I look forward to speaking with you about it as the process moves forward.

Sincerely,



Town Council President
Gary Cote

Cc: Commissioner Deborah Gist

Voluntary Attachment B. Example of a Keyboard Lab

Figure IV(b)-1 Example of a Keyboard Lab



RolandMusicEd@RolandUS.com

LAB 4:
GLC-1 Lab Unit
[16] JUNO-Gi
[1] Teacher JUNO-Gi



K055 SB-45 Headphones

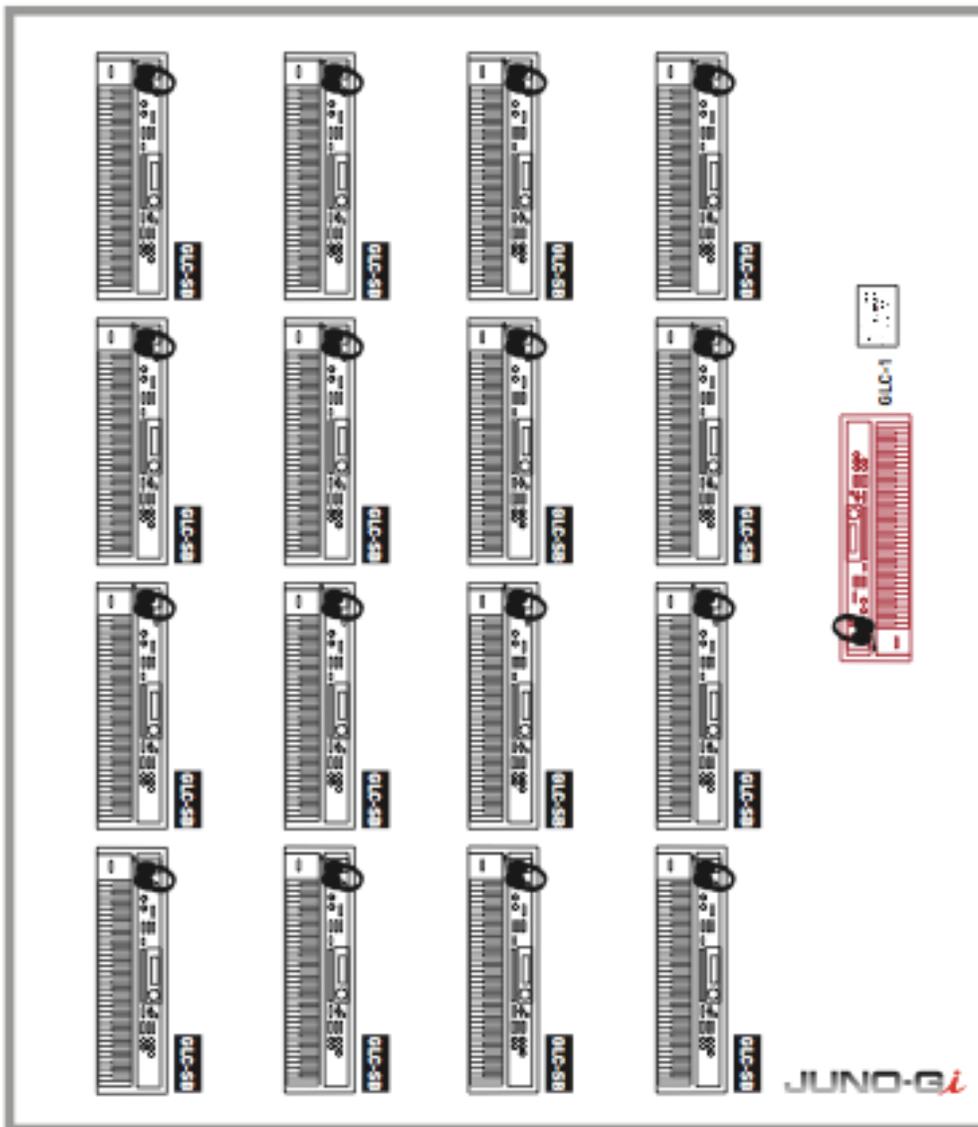


GLC-1 Lab Unit



GLC-SB Student Box

*cables for all units included



Based on a 14' x 16' Room

SUMMIT PUBLIC SCHOOLS: 4 ELEMENTS OF SUCCESS

Content: Students learn Content Knowledge using a personalized progression through various education resources. During class time, students work towards their individual learning goals to develop and demonstrate content knowledge. Students learn at their own pace, and in the ways they learn best, by utilizing a combination of playlists, peer-to-peer coaching and 1:1 tutoring. Each week, students use the Self-directed Learning Cycle to set goals, make a plan, learn, show what they know and reflect.

Cognitive Skills: Developing the deeper learning, critical thinking, communication and problem-solving skills needed to succeed in today and tomorrow's workforce. Summit developed a Cognitive Skills Rubric with SCALE (the Stanford Center for Assessment, Learning and Equity). It is designed to assess students in Common Core aligned-cognitive skills across subject areas, from grades 6 to 12. Students, teachers and parents can track student growth in every skill.

Habits of Success: Commonly referred to as the “non-cognitive skills” or “psychological factors” in learning. Summit's Habits of Success continuum has been developed based upon research and best practices. Habits of Success, such as grit and perseverance, fall into six categories: Self-Awareness, Self-Management, Social Awareness, Interpersonal Skills, Decision-making Skills, and Responsible Behaviors. Summit has developed a Habits of Success Continuum Rubric. The rubric is valuable for offering common language and a tool for discussing progress.

Expeditions: Students immersing in real-world experiences to discover and explore passions and careers, applying learning in authentic ways. Summit recognizes that its students have a wide variety of interests and there are many different ways to learn! For eight weeks a year, students participate in an intensive hands-on experience where they explore their passions and interests, investigate careers, learn outside of school from professionals in all fields and industries, and gain essential life knowledge and skills. Expeditions apply content knowledge, cognitive skills and habits of success. Expeditions are assessed through publishable and publicly presented performances.

SUMMIT PUBLIC SCHOOLS: 4 ELEMENTS OF SUCCESS

The following table provides an overview of how each of elements is assessed

	Content	Cognitive Skills	Habits of Success	Expeditions
Assessments	Content assessments	Performance Tasks	Continuous, led by mentors and grade-level teams	Performance Tasks and Exhibitions
Assessment Instruments	Guides	Cognitive Skills Rubric (continuum), which is contextualized to each performance task with “Look-Fors” in Show Evidence	Habits of Success Continuum	Badges
Assessment Platform	Illuminate	Show Evidence	Next year, the Individualized Learning Plan Orientation, Community Activities, Self-Directed Learning Cycle, Habits of Success Continuum	Show Evidence
Learning resources	Active playlists	Learning modules		Varied, depending on course
Dedicated Time	Personalized Learning Time	Core	Community	7-8 weeks per year of immersive Expeditions

Voluntary Attachment D. Summit Public Schools “Habits of Success”

SUMMIT PUBLIC SCHOOLS “HABITS OF SUCCESS”

Description:

Empowering students to self-direct their learning and develop the habits that are invaluable for college and life success

Purpose:

During Mentor Time, students lead a one-on-one meeting with their mentor, discussing their short and long-term goals and various other aspects of their ILP. During Community Time, groups of students engage in Socratic Seminar style conversations, and other meaningful rituals and traditions that embody the school’s values and mission. Finally, during Summit Reads, students progress through readings, while developing Habits of Success such as perseverance.

The self-directed learning cycle develops Habits of Success. Everyone in the organization continually progresses through self-directed learning cycles as they continue to grow as learners. The cycle has five steps - setting a goal, making a plan to reach that goal, learning the required knowledge, showing what you know, and reflecting.



Summit's Habits of Success continuum has been developed based upon research and best practices. Habits of Success, such as grit and perseverance, fall into six categories: Self-Awareness, Self-Management, Social Awareness, Interpersonal Skills, Decision-making Skills, and Responsible Behaviors

Voluntary Attachment E. References

References

- Backes, C. E., & Ellis, I. C. (2003). The secrets of classroom management. *Techniques: Connecting Education & Careers* 78(5), 22-25.
- Bowman, R. Jr. (1983). Effective classroom management: A primer for practicing professionals. *The Clearing House*, 57(3), 116-118.
- Brown-Chidsey, R. & Steege, M. W. (2005). RTI in 10 easy steps (excerpted from chapter 7 of Response to intervention principles and strategies for effective practice).
- Buffum, A., Mattos, M., & Weber, C. (2010). The why behind RTI. *Educational Leadership*, 68(20), 10-16.
- Burgess, J., & Bates, D. (2009). *Other duties as assigned tips, tools, and techniques for expert teacher leadership*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- Butler, J.D. (2009). *Exploring Some Inattended Affective Factors In Performing Nonroutine Mathematical Tasks*. Ph.D. Dissertation, University of Rhode Island and Rhode Island College. Ann Arbor: ProQuest/UMI. (Publication No. AAT 3401142). ISBN-978-1-1096-7850-5.
- Butler, J. D. (2011a). Assessing charter school performance: An exploration of various metrics. Woonsocket, RI: Beacon Charter High School (available at: www.beaconart.org).
- Butler, J. D. (2011b). Classroom management: Best practices. *Tech Brief No. BCHS-TR-080811*. Woonsocket, RI: Beacon Charter High School (available at: www.beaconart.org).
- Butler, J. D. (2011c). Homework: Foundational research for Beacon's guiding principles. Woonsocket, RI: Beacon Charter High School (available at: www.beaconart.org).
- Butler, J. D. (2011d). Response to intervention: Developing RTI buy-in through a web-based discussion board. Woonsocket, RI: Beacon School District (available at: www.beaconart.org).
- Butler, J. D. (2011e). Faculty Practices Guide 2011-2012. Woonsocket, RI: Beacon Charter High School.
- Butler, J. D. (2011f). Intro to NWEA RIT scores for students and parents. *Tech Brief No. BCHS-TR-092011*. Woonsocket, RI: Beacon Charter High School (available at: www.beaconart.org).
- Butler, J. D., & Waters, J. W. (2014). *Who's the New Kid in Chemistry? Exploring Uncharted*

- Waters*. Lanham, Maryland: University Press of America. (ISBN: 978-0-7618-6229-1)
- Cooper, H. (2007). *The battle over homework: Common ground for administrators, teachers, and parents*. Thousand Oaks, CA: Corwin Press.
- Dawson, P. (2010). Lazy – or not? *Educational Leadership*, 68(20), 35-38.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R., (2007). Grit: Perseverance and Passion for Long-Term Goals. *Journal of Personality and Social Psychology*. 93(6), 1087–1101.
- Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. National High School Center at the American Institute for Research.
- Emmer, E. T., & Evertson, C. M. (1981). Synthesis of research on classroom management. *Educational Leadership*, 38(4), 342-347.
- Evertson, C. M. (2003). Classroom management. Encyclopedia.com: *Encyclopedia of Education*. Retrieved August, 2011 from <http://www.encyclopedia.com/doc/1G2-3403200113.html>
- Evertson, C. M., & Emmer, E. T., (1982). Effective classroom management at the beginning of the school year in junior high classes. *Journal of Educational Psychology*, 74, 485-498.
- Emmer, E. T., Evertson, C. M., and Anderson, L. M. (1980). Effective classroom management at the beginning of the school year. *The Elementary School Journal*, 80(5), 219-231.
- Harlacher, J. E., Nelson Walker, N. J., & Sanford, A. K. (2010). The “I” in RTI: Research-based factors for intensifying instruction. *Teaching Exceptional Children*, 42(6), 30-38.
- Huit, W. (1997). Classroom management: First week activities. *Educational Psychology Interactive*. Valdosta, GA: Valdosta state University. Retrieved July 26, 2011 from <http://chiron.valadosta.edu/whuitt/col/manage/firstwk.html>
- Layton, L. (2013). Gates Foundation study: We’ve figured out what makes a good teacher. *The Washington Post* (January 8, 2013).
- Levin, D. (2014). Teaching character and creating positive classrooms. Relay Graduate school of Education. Online course offered by Coursera.
- Luntz, F. (2007). *Words that work: It’s not what you say, it’s what people hear*. New York: Hyperion.
- Marzano, R. J., & Marzano, J. S. (2003). The key to classroom management. *Educational Leadership*, 61(1), 6-13.

- Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: ASCD.
- NCEE Finland: Teacher and principal quality. (n.d.). NCEE. Retrieved March 14, 2014, from <http://www.ncee.org/programs-affiliates/center-on-international-education-benchmarking/top-performing-countries/finland-overview/finland-teacher-and-principal-quality/>
- NEA Foundation. Creating teacher mentoring 1999. Retrieved March 23, 2014 from http://www.neafoundation.org/downloads/NEA-Creating_Teacher_Mentoring.pdf
- Office of Charter Schools (n.d.). Rhode Island Charter public schools request for charter school proposals: For proposals to open in fall 2015. Office of Charter Schools, Rhode Island Department of Education.
- Pedota, P. (2007). Strategies for effective classroom management in the secondary setting. *The Clearing House*, 80(4), 163-166.
- Polya, G. (2004). *How to solve it*. Princeton, NJ: Princeton University Press. (Original work published 1945)
- Reschly, D. J. & Wood-Garnett, S. (2009). RTI at the school level: Improving achievement in algebra (excerpted from Teacher preparation for response to intervention in middle and high schools). *TQ Research & Policy Brief* (National Comprehensive Center for Teacher Quality).
- RIDE (2014). Attributes of charter schools. Rhode Island Department of Education. Retrieved March 23, 2014 from: <http://www.ride.ri.gov/StudentsFamilies/RIPublicSchools/CharterSchools.aspx>
- Riley-Tilman, T. C. & Burns, M. K. (2009). *Evaluating Educational Interventions: single-case design for measuring response to intervention*. New York: The Guilford Press.
- Seligman, M. S. (2011). *Flourish: A visionary new understanding of happiness and well-being*. New York: Atria Paperback
- Singer, C. (n.d.). Getting buy-in. Making Schools work with Hedrick Smith. School-By-School Reform. Retrieved May 5, 2011 from, <http://www.pbs.org/makingschoolswork/sbs/csp/buyin.html>
- Staker, H. & Horn, M. B. (2012). *Classifying K–12 Blended Learning*. Innosight Institute.
- Tucker, C. R. (2012). *Blended Learning: in Grades 4–12*. Thousand Oakes, CA: Corwin
- Vatterott, C. (2007). *Becoming a middle level teacher: Student focused teaching of early adolescents*. New York, NY: McGraw-Hill.

Wahlstrom, K. L., & York-Barr, J. (2011). Leadership: Support and structures make the difference for educators and students. *Journal of Staff Development*, 32 (4) 22-25. Retrieved from ERIC database. (EJ941373).

Wallberg, H. J. (1999). Productive teaching. In H. C. Waxman & H. J. Walberg (Eds.) *New directions for teaching and research*, 75-104. Berkeley: McCutchen Publishing Corporation.