Be Well Leadership Academy
Public Charter School

Exciting the imagination of future health and wellness leaders through academically rigorous, specialized curriculum and experiential learning opportunities in state-of-the-art facilities.
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Components of the Proposal</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cover Page</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>Executive Summary</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Mission Statement</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Proposed New Student Seats and Enrollment</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Goals</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>Community Need and Support</td>
<td>13</td>
</tr>
<tr>
<td>7</td>
<td>Educational Program</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>7(A) Guiding Principles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7(B) Curriculum and Coursework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7(C) Learning Environment and Pedagogy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7(D) Specific Populations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7(E) Assessment System</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7(F) Promotion and Graduation Policy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7(G) School Culture</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Organizational Capacity</td>
<td>26</td>
</tr>
<tr>
<td>9</td>
<td>Facilities</td>
<td>37</td>
</tr>
<tr>
<td>10</td>
<td>Operations</td>
<td>39</td>
</tr>
<tr>
<td>11</td>
<td>Finance and Budget</td>
<td>42</td>
</tr>
<tr>
<td>12</td>
<td>Schedule and Calendar</td>
<td>46</td>
</tr>
<tr>
<td>13</td>
<td>Startup Time</td>
<td>47</td>
</tr>
<tr>
<td>14</td>
<td>Variances</td>
<td>52</td>
</tr>
<tr>
<td>15</td>
<td>Charter School Grant Intent to Apply Endnotes</td>
<td>52</td>
</tr>
<tr>
<td>16</td>
<td>Appendices</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td>• Appendix A: Assurances Form &amp; Resumes of Founding Group</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appendix B: Resumes of Board Members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appendix C: Draft Bylaws</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appendix D: Board Members Roles and &amp; Responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Appendix E: School Leader Job Description</td>
<td></td>
</tr>
</tbody>
</table>
- Appendix F: Course Offering Outlines
- Appendix G: Draft School Calendar
- Appendix H: Operating Budget
- Appendix I: Projected Enrollment & Funding
- Appendix J: Evidence of Community Support
- Appendix K: Establishing Entity Audit
- Appendix L: Community Need Assessment
  Survey Results
1. Cover Sheet

**Required Information:** Charter School Regulations (200-BICR-20-05-2), Section 2.2.2(D)

The following cover sheet must be used for all Request for Proposals for New Student Seats:

Name of Charter: Be Well Leadership Academy  
Charter Type: Independent

Location of Charter School: TBD  
Location of Additional Schools (if applicable):

Enrolling Communities (if statewide, write statewide):

Primary Contact Name: Colleen Mercurio, Ed.D.  
Primary Contact Role: Educational Consultant  
Primary Contact Signature: [Signature]  
Primary Contact Date: 9/13/2022

Address: 463 Glen Hill Drive  
Phone: 401-749-4950  
City/State/Zip: Saunders, RI 02874  
Email: colleenmercurio@gmail.com

<table>
<thead>
<tr>
<th>Charter</th>
<th>Grade Levels Served</th>
<th>Enrollment</th>
<th>Communities Served</th>
</tr>
</thead>
<tbody>
<tr>
<td>AY21-22 for the current charter (expansion only)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AY23-24 proposed new or expanded charter</td>
<td>7, 8</td>
<td>90</td>
<td>Statewide</td>
</tr>
<tr>
<td>AY27-28 (5-years) proposed new or expanded charter</td>
<td>7-12</td>
<td>270</td>
<td>Statewide</td>
</tr>
<tr>
<td>Proposed new or expanded charter at-scale</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Signature of Charter Board Chair: [Signature]  
Print Name: Karen Salvatore  
Date: 9/13/2022

Organization/Title: Be Well Leadership Academy  
Date: 9/13/2022

Name of Establishing Entity: Food And Truth Inc.  
Print Name: Lynda Golditch, CPA  
Date: 9/13/2022

Position/Title: Brand  
Date: 9/13/2022
2. Executive Summary

The mission of the Be Well Leadership Academy is to excite the imaginations of future health and wellness leaders through academically rigorous, specialized curriculum and experiential learning opportunities in state-of-the-art facilities. Our graduates will be well prepared to be successful in college or career settings.

There is an adolescent health crisis, both nationally and locally, that has been exacerbated by the COVID-19 pandemic. Childhood obesity has long been a significant health concern in the U.S., and researchers say that the early pandemic months of full lockdowns compounded the problem, further widening racial and ethnic disparities in obesity. European Association for the Study of Obesity, 2022.

Rhode Island now has the 11th-highest rate of childhood obesity for children 10-17 years old Providence Journal, 2020. Two years into this pandemic, mental health symptoms are also more prevalent in adolescents National Library of Medicine, 2022. As recently as April 2022, a coalition of pediatricians and psychiatrists in Rhode Island declared a state of emergency for child and adolescent mental health RI Health Crisis, 2022. There is clearly a need to focus on this health crisis, and if adolescents spend more than 1,200 hours each year in school, it is the ideal place to support healthy eating, social emotional health, and physical activity Action for Healthy Kids, 2022. However, after decades of health and physical education instruction, countless intervention programs, and school psychologists on site: we have had a positive effect on the students' health-related knowledge rather than health behavior.

The goal of the Be Well Leadership Academy is to excite the imagination of future health and wellness leaders. The school has been designed to empower students by providing authentic opportunities to grapple with and develop solutions to their own and collective health challenges. Our three key program areas, selected for their impact on adolescents' current and future health, are
culinary, kinesiology, and communication. Too many of our young people are disconnected from their high school experience. They don’t see its relevance to their lives. They're not taking (or passing) the courses they need to realize their dreams in postsecondary education or taking enough CTE courses to be considered career-ready. RIDE Readiness-Based Graduation Requirements Executive Summary, 2021. The Be Well Leadership Academy intends to connect students to their high school experience by making it relevant, bold, and challenging. Be Well Leadership Academy aspires to be a better option for families seeking an alternative to traditional secondary education programs.

Be Well Leadership Academy has identified eight measurable goals that address student academic performance, mission fidelity, financial viability and sustainability, organizational quality, and legal and school and community partnerships. These goals place academic performance at the forefront of the Be Well Leadership Academy’s promise to students, families, and the state of Rhode Island and operationalize the school’s innovative mission.

Be Well Leadership will be a public charter school serving students in grades 7-12 with seats for 270 students. The school will feature an academically rigorous, specialized curriculum and experiential learning opportunities in state-of-the-art facilities. The curriculum will emphasize project-based, interdisciplinary learning units in the three key program areas, culinary, kinesiology, and communication. Teachers will frequently partner with families, community members, and non-profit organizations that promote health and wellness to excite the imagination of future health and wellness leaders. All teachers will be supported through continuous professional development, mentoring, and comprehensive supervision and evaluation. RI Department of Education, 2022.

Be Well Leadership Academy will be governed by a Board of Directors who will operate as a school committee while employing the structure of a non-profit organization board. The eleven-member board will be composed of three members affiliated with our sponsor, two parents, two teachers or
staff, and two members from the community where the school will be housed. The board will operate under its by-laws and state and federal regulations. The Be Well Leadership Academy will be an independent public charter school with 501(c)3 status with no management partner. The establishing entity is Food And Truth, Inc. and will provide consultation, mentoring, ongoing professional development for staff, and afterschool programs for our students. We also plan to work collaboratively to create a health and wellness certification program for teacher preparation students.

Through our innovative culinary, kinesiology, and communication programs and academically rigorous experiential learning experiences, the Be Well Leadership Academy will prepare the next generation of Rhode Island's health and wellness leaders and our graduates will be well prepared to be successful in college or career settings.

3. Mission

The mission of the Be Well Leadership Academy is to excite the imaginations of future health and wellness leaders through academically rigorous, specialized curriculum and experiential learning opportunities in state-of-the-art facilities. Our graduates will be well prepared to be successful in college or career settings.

Each word in the Be Well Leadership Academy mission has been thoughtfully chosen to reflect the core purpose of our charter school.

“Excite the imaginations” refers to students thriving in a secondary school where they are prepared for college or career through a specialized curriculum of culinary, kinesiology, and communication courses relevant to their current and future lives. Be Well Leadership Academy will provide an alternative to traditional secondary educational programs.

“Future health and wellness leaders” refers to our vision to develop students who are effective communicators, innovative problem-solvers, entrepreneurs, and knowledgeable about culinary and
kinesiology. Our students will be charged with the task of being leaders in new careers in the 21st century.

“Academically rigorous” refers to the expectations that students will demonstrate strong academic achievement based on the RI State Accountability System in mathematics and English language arts. Academic achievement will be measured by RI Comprehensive Assessment System (RICAS) assessments aligned to the Common Core State Standards (CCSS), PSAT and SAT Assessments, and the Next Generation Science Standards Assessment.

“Specialized curriculum” refers to the expectation that students will demonstrate proficiency in culinary, physical education, health, and social and emotional learning standards. Proficiency will be measured by ongoing performance-based tasks that align with Rhode Island Career and Technical Education (CTE) Industry-Specific Program Standards, Physical Education Standards 7-12, and the National Health Standards 7-12 which intersect with Social and Emotional Learning Core Competencies. Students will also demonstrate proficiency in technology and financial literacy skills integrated into each course by rubrics aligned with the National Technology Education Standards K-12, and RI Financial Literacy Standards.

“Experiential learning opportunities” refers to students being engaged in project-based interdisciplinary learning units throughout the school year at the high standards and resources of the Buck Institute for Education, PBLWorks, 2022.

“State-of-the-art facilities” refers to the partnership between the Be Well Academy and Johnson & Wales University’s expectations for culinary instructional excellence and communication studies in the best broadcasting studios. Students will demonstrate personalized growth and student agency through the use of a digital portfolio assessment system.
The Be Well Leadership Academy mission is clear, concise, and measurable. With regular communication of each metric listed above, we will demonstrate to all stakeholders the progress toward fulfilling the mission.

4. Proposed New Student Seats & Enrollment

The proposed enrollment and growth plan for Be Well Leadership Academy Public Charter School is depicted in the following chart:

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels Served</th>
<th>Total Enrollment</th>
<th>School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1: 2023-24</td>
<td>7,8</td>
<td>90</td>
<td>Statewide</td>
</tr>
<tr>
<td>Year 2: 2024-25</td>
<td>7,8,9</td>
<td>135</td>
<td>Statewide</td>
</tr>
<tr>
<td>Year 3: 2025-26</td>
<td>7,8,9,10</td>
<td>180</td>
<td>Statewide</td>
</tr>
<tr>
<td>Year 4: 2026-27</td>
<td>7,8,9,10,11</td>
<td>225</td>
<td>Statewide</td>
</tr>
<tr>
<td>Year 5: 2027-28</td>
<td>7-12</td>
<td>270</td>
<td>Statewide</td>
</tr>
</tbody>
</table>

Be Well Leadership Academy will start by enrolling students in grades 7th and 8th, the first two grades of a secondary school configuration, with three classes of each grade. The target average class size will be 15 students per class for the optimal student-to-teacher ratio. Across the board, education experts agree that smaller class sizes are best for student achievement regardless of their background, learning development, and grade level Learner, 2022.

With each successive year after the initial school year, the school will add Student Teacher ratios one grade level, or an additional 45 students, to build to its target enrollment, 275 students in grades 7-12 in five years.

Like with most public charter schools, Be Well Academy will address attrition by replacing students who leave with students from the lottery waitlist at the next feasible opportunity. If a student withdraws, an invitation to attend the school will be made to the first five students on the waiting list.
for the grade level and program of the withdrawn student. If the student declines, the next student on the waiting list will be invited to attend the school. This process will continue until a student accepts the invitation to attend RI Charter Public School Lottery and Enrollment Guidance, 2020.

To generate interest in Be Well Leadership Academy, the school recruitment process started with a survey to the more than 650 friends of Food And Truth, Inc, the nonprofit organization that created the Fit2Cook4Kids summer program, the expanded, proven twelve-year model for this charter school. Board members will also take ownership of distributing information about the charter school to their prospective communities and workplaces. Additionally, Be Well Leadership Academy plans to develop a school website, Facebook page, and family information presentations in-person and via podcasts or Zoom to publicize and market through the state to a broad cross-section of prospective students including families less informed about school options.

If there are more applicants than seats, then a lottery will be conducted. All procedures will be held in accordance with the guidance published by RIDE. The Be Well Leadership Academy application will be available in print and also digitally and will replicate the RIDE standard application format for charter school enrollment. On lottery day, the applicant's name will be pulled from a lottery drum and ranked ordinally. All applicants will be drawn and the drum's contents exhausted. Offers will be made and acceptances by families will be communicated back to the school. The lottery will take place at the school on the day which RIDE stipulates that the lottery for statewide or multi-district schools must take place, and will be open to applicants or any interested party. In all likelihood, the Board of Directors will also adopt a sibling policy that allows for exemption from the lottery for definitionally qualifying siblings RI Charter Public School Lottery and Enrollment Guidance, 2020.
5. Goals

The Be Well Leadership Academy goals for measures of academic, financial, and organizational performance consider the requirements of the RI Charter Public School Performance Review System as well as RIDE Strategic Plan: 2020 Vision for Education which outlines the vision of every student enrolled in rigorous learning environments that meet their individual needs and through which students progress is based upon their demonstrated mastery of essential, aligned, and agreed-upon rigorous academic and 21st-century skills. The eight goals that will guide student academic success, organizational quality, adherence to our mission, and legal/regulatory compliance are the following

Academic Goals:

1. Be Well Leadership Academy students will demonstrate strong student academic achievement based on the RI State Accountability System.
   - 80% of students in grades 7-8 will demonstrate proficiency in mathematics and English language arts on the annual RI Comprehensive Assessment System (RICAS) assessments aligned to the Common Core State Standards (CCSS).
   - 80% of students in grades 10-11 will demonstrate proficiency in mathematics and English language arts on the PSAT and SAT Assessments.
   - 80% of students in grades 8 and 11 will demonstrate proficiency in science on the annual Next Generation Science Standards Assessment.

2. Be Well Leadership Academy students will demonstrate proficiency in culinary, physical education, health, and social and emotional learning standards.
   - 80% of the students in grades 12 will score 75% or higher on the national exam to become certified in American Culinary Federation (ACF) accreditation for culinary education (ACF) and ServSafe Food Safety as required by Rhode Island Career, and Technical Education (CTE) Industry-Specific Program Standards.
   - 80% of the students in grades 7-12 will demonstrate proficiency in the National Physical Education Standards 7-12.
   - 80% of the students in grades 7-12 will demonstrate proficiency in the National Health Standards aligned with Social and Emotional Learning Core Competencies.
   - 80% of the students in grades 7-12 will demonstrate proficiency in the Rhode Island Grade Span Expectations for Civics & Government Grades 7-12.
3. Be Well Academy students will demonstrate proficiency in technology and financial literacy skills.

- 80% of the students in grades 7-12 will demonstrate proficiency in the National Technology Education Standards K-12.
- 80% of the students in grades 7-12 will demonstrate proficiency in the RI Financial Literacy Standards.

Mission Goals:

1. Be Well Leadership Academy students will engage in four project-based interdisciplinary learning units throughout the school year (one per quarter).

   - Project-based learning will be implemented according to the high standards and resources of the Buck Institute for Education, PBLWorks. All units will require authentic assessments where students apply what they have learned and be measured by the PBLWorks Deeper Learning Performance Assessments tools.

2. Be Well Leadership Academy students will demonstrate personalized growth and student agency through a digital portfolio assessment system housed in a digital learning management system (TBD):

   - Students in grades 7-12 will contribute a minimum of twelve products to their digital portfolios a year. Three of the products will be in areas of focus chosen by the student, six will be evidence of proficiency using school-wide analytic rubrics in the specialized curricula (culinary, kinesiology, and communication), and three will demonstrate growth as defined by the Common Core State Standards (CCSS).

Organizational Goals:

1. Be Well Leadership Academy will demonstrate to all stakeholders that it has the basic structures, policies, and systems to support a high-quality learning environment.

   - Within the first three years of operation, the school will become a candidate for accreditation through the Commission on Public Schools of the New England Association of Schools & College (NEASC). Within six years, the school will earn initial accreditation by meeting all rigorous Standards for Accreditation.
2. Be Well Leadership Academy will meet all standards for financial performance, organizational performance, and compliance.
   - As part of the RIDE Charter Renewal Process in the fourth year, the school will meet/exceed all academic performance and sustainability indicators required for program renewal as outlined in the most current Charter School Performance Review System guide.

3. Be Well Leadership Academy will cultivate and foster strong school-community partnerships to meet student academic and social needs, physical and mental health, and overall wellness.
   - Using the rubrics from the Center for Collaborative Education (CCE) on effective family and community partnerships, the school will score “meets expectations” or higher on indicators related to effective school-community partnerships as administered to our families and community partners on an annual basis.

6. Community Need and Support

Be Well Leadership Academy intends to draw students from all communities statewide and, consequently, in the process of securing a short-term location for the school in multiple communities in Rhode Island. Meetings were held in 2022 with municipal leaders in North Providence, Westerly, South Kingstown, Smithfield, Cumberland, and Lincoln with some favorable prospects for long-term building plans. We are currently investigating short-term facilities at New England Institute of Technology in Warwick, Johnson & Wales University, College of Food Innovation & Technology in Providence, University of Rhode Island Kinesiology Department in Kingston, currently offline restaurant facilities, and warehoused schools statewide.

Initially, our target student population will be the children who participated in the Fit2Cook4Kids summer program which is the expanded, proven twelve-year model for this charter school. Fit2Cook4Kids, created by Food And Truth Inc, has enrolled approximately 1440 students, ages seven to seventeen, from many Rhode Island communities with varying backgrounds and has sponsored
educationally disadvantaged children since its inception (Appendix J). Enrollment would simultaneously be extended statewide to any students interested in becoming health and wellness leaders through an academically rigorous, specialized curriculum as an alternative to a traditional secondary educational experience.

In a survey of past and present families of Fit2Cook4KIds, 65% stated their children “would thrive in a secondary school where they are prepared for college or a career through a specialized curriculum of culinary, kinesiology, and communication courses”. Additionally, 53% of families surveyed said they would apply for the 2023 school year Be Well Leadership Academy Survey for Families, 2022.

In developing our proposal, we reached out to multiple individuals, groups, and community-based and non-profit organizations in the health and wellness fields. Discussions in particular with Dr. Jason Evans, the Dean of the Johnson & Wales University College of Food Innovation & Technology, have provided enormous insight into the strategic design of a specialized curriculum with experiential learning opportunities for secondary students (Appendix J). Johnson & Wales University has generously offered to mentor our teachers, provide field trip opportunities for our students, and offer a three-credit course for seniors that could then be applied as credits to the university program.

Included in Appendix J, are almost 100 letters of support from individuals in the health and wellness industries, employees, volunteers, and friends of Fit2Cook4KIds.

Through the promotional and recruitment process, we have also found a valuable partner who will sponsor Be Well Leadership Community, Food And Truth Inc. Our other varied partners from numerous professional fields will contribute their expertise and will be engaged in the planning and operational phases of the school (Appendix J).

7. Educational Programming

7(A) Guiding Principles
1. Integration of Disciplines

An integrated curriculum connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities connected to real life. Integrated Curriculum Benefits 2020. The school day will be designed around experiential learning in the three key program areas selected because of their impact on adolescents’ current and future health, which are culinary, kinesiology, and communication. Our students will be engaged in project-based interdisciplinary learning units throughout the school year at the high standards and resources of the Buck Institute for Education, PBLWorks, 2022. Teachers will access resources from The World’s Largest Lesson and the PBL Works to ensure that the focus remains on real-world problems of health and wellness and integrating the core subjects.

2. Personalized Learning

Personalized learning is a formalized process that involves high school students setting learning goals based on personal, academic, and career interests with the close support of school personnel or other individuals including teachers, school counselors, and parents US Department of Education, 2017. At the Be Well Leadership Academy, personal learning plans for every student will be developed at the start of each school year with challenging academic goals, career exploration activities, and leadership development opportunities. Learning plans will identify the types of skills each student will need to pursue their academic and career interests and the steps required to build those skills. Plans will be reviewed each semester to ensure students are on track to meet their goals with high levels of parental involvement in the planning process.

3. State-of-the-art Facilities
The physical space will reflect the school’s educational philosophy. All learning spaces will be aligned with the school’s essential goal of exciting the imagination of future health and wellness leaders. The culinary courses will be held in a commercial grade kitchen built to current local code with professional stainless steel refrigerators and freezers, industrial stoves, multiple sinks, preparation surfaces for commercial food production, and restaurant smallwares. Our Kinesiology Lab will be equipped with exercise equipment expected from a world-class training facility in addition to various laboratory and field fitness testing equipment. Be Well Leadership Academy will also have fully equipped professional broadcast studios for television, radio, photography, podcast productions, music, print, online and social media. The studio will have three cameras for multi-camera in-studio production, microphones, mic stands, space for producers to arrange a set for production, an audio mixing board, recording decks, character generator, lighting grid, test and measurement equipment, and routing equipment to allow for live production. The exterior of the property will be aesthetically designed for outdoor classes and activities with options for enclosure during adverse weather. Students will enjoy outdoor activities and classes year-round.

4. **Focus on the Whole student**

The whole student approach ensures that “each student is healthy, safe, engaged, supported, and challenged “and adopts an overarching goal of the long-term development and success of all students. Students will have developmentally appropriate opportunities to learn and practice core social-emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. All curricula will include standard-aligned instruction of the National Health Standards aligned with Social and Emotional Learning Core Competencies. The school will also utilize Positive Behavioral Interventions...
and Supports (PBIS), an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day PBIS.

5. Collaboration of All Stakeholders

All families and community members' relationships offer diverse perspectives and new ways of thinking about an issue or problem, increase community investment and buy-in, and ensure that decisions are responsive to community needs, priorities, and interests of Stakeholders in Education, 2022. The success of the Be Well Leadership Academy will depend primarily on the internal stakeholders: the students, parents or family members, educators, school board members, and support staff. They will have their ideas, suggestions, and interests well-heard through a systematic decision-making process (Planning, Participation, Analysis, and Sharing Stakeholders in Education, 2022) that will be utilized for curriculum decisions, assessment practices, school culture, and organizational goal-setting. External stakeholders, community members, government bodies, local authorities, and agencies will be consulted on specific issues of interest.

The above guiding principles define a set of core beliefs and values that form the basis of the Be Well Leadership Academy school design and were inspired by numerous bodies of research. Most notably, Project-based Teaching: How to Create Rigorous and Engaging Learning Experiences, 2018 by John Larmer and Suzie Boss. The authors point out that in today's complex world, students face unparalleled demands as they prepare for college, careers, and active citizenship and that those demands won't be met without a fundamental shift from traditional, teacher-centered instruction toward innovative, student-centered teaching and learning. Through case studies, they illustrate how project-based learning (PBL) offers a proven framework to help students be better equipped to tackle future challenges.
Be Well Leadership Academy will excite the imaginations of future health and wellness leaders through academically rigorous, specialized curriculum and experiential learning opportunities in state-of-the-art facilities. Our graduates will be well prepared to be successful in college or career settings.

7 (B). Curriculum and Coursework

To excite the imaginations of future health and wellness leaders through academically rigorous, specialized curriculum and experiential learning opportunities, students will be engaged in project-based, interdisciplinary learning units throughout the school year at the high standards and resources of the Buck Institute for Education, PBLWorks. The specialized curriculum of culinary, kinesiology, and communication will be internally developed to align with the Common Core Standards grades 7-12 and other standards:

- **Math Common Core State Standards Grades 7-12**
- **English Language Arts Common Core State Standards Grades 7-12**
- **Next Generation Science Standards Grades 7-12**
- **Rhode Island Grade Span Expectations (GSEs) for Social Study Standards Grades 7-12**
- **Rhode Island Grade Span Expectations for Civics & Government Grades 7-12**
- **Rhode Island Career and Technical Education (CTE) Industry-Specific Program Standards**
- **National Physical Education Standards Grades 7-12**
- **National Health Standards grades 7-12** aligned with Social and Emotional Learning Core Competencies.
- **National Technology Education Standards 7-12**
- **RI Financial Literacy Standards**

Middle school endorsed, highly qualified content area and grade-level teachers will collaboratively determine which standards will be incorporated in each class, providing standard-aligned instruction and ultimately meeting all RI Department of Education's High School Graduation Requirements, 2020, and college readiness requirements by grade 12.

The following curricula will be finalized by the faculty and administrators the summer before the opening of the school. Subsequently, there will be curriculum reviews each semester to respond to the
needs of the students in real time. The Program Director will then be responsible for managing school-based committees that will regularly calibrate the written and taught curriculum. All curricula and resources will be on the school website.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Culinary Curriculum</th>
<th>Kinesiology Curriculum</th>
<th>Communication Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Safety and Sanitation</td>
<td>Injury Prevention</td>
<td>Communicating in the Kitchen</td>
</tr>
<tr>
<td>7</td>
<td>Food Ecology</td>
<td>Kinesiology: Fundamentals</td>
<td>Finding Your Voice: Journalism</td>
</tr>
<tr>
<td>7</td>
<td>Food History</td>
<td>Physiology of Exercise</td>
<td>Photography</td>
</tr>
<tr>
<td>8</td>
<td>Culinary Cooking: Fundamentals</td>
<td>Mindfulness and Movement</td>
<td>Public Relations and Health &amp; Wellness Issues</td>
</tr>
<tr>
<td>8</td>
<td>Industry Tools and Techniques</td>
<td>Coordination and Control</td>
<td>Media Studio: Fundamentals</td>
</tr>
<tr>
<td>8</td>
<td>Ingredient Functionality</td>
<td>Kinesiology: Advanced</td>
<td>Social Media and Global Health &amp; Wellness Issues</td>
</tr>
<tr>
<td>9</td>
<td>Culinary Cooking: Advanced</td>
<td>Kinesiology &amp; Nutrition</td>
<td>Web Design &amp; Digital Literacy</td>
</tr>
<tr>
<td>9</td>
<td>World Cuisines</td>
<td>Movement &amp; Healthy Physical Choices</td>
<td>Podcasting: Fundamentals</td>
</tr>
<tr>
<td>9</td>
<td>Sustainable Food &amp; the Environment</td>
<td>Kinesiology Activity: Specific Sports Featured</td>
<td>Podcasting and Sharing How Food Connects Us to Each Other</td>
</tr>
<tr>
<td>10</td>
<td>Plant-based Culinary Arts</td>
<td>Kinesiology Activity: Specific Sports Featured</td>
<td>Media Studio: Advanced</td>
</tr>
<tr>
<td>10</td>
<td>Menu Design and Planning</td>
<td>Personal Fitness Plan for Life</td>
<td>Designing Your Own Radio Program</td>
</tr>
</tbody>
</table>
For core subjects (ELA, Math, Science), Be Well Leadership Academy will supplement with
Developing Core Literacy Proficiencies [ELA Curriculum 6-12](#), Eureka [Math Curriculum 7-12](#), and Amplify Science [Science Curriculum 7-8](#). All three were rated by Ed Reports as “Meets Expectations”.

### 7(C) Learning Environment and Pedagogy

Be Well Leadership Academy will have small classes of 15 students each and only three classrooms per grade level. The small-scale design is purposeful to ensure that each personalized learning plan is effectively implemented in a project-based learning environment in a state-of-the-art facility.

Be Well Leadership Academy chose project-based learning because it helps students develop teamwork, and problem-solving skills, along with the ability to communicate effectively with others [Project-based learning, 2016](#). These interpersonal aspects of PBL also dovetail perfectly with technology in the classroom which aligns with our guiding principles to customize learning for each student. Technology-based projects are interdisciplinary, collaborative, inquiry-based, self-directed,
motivating, and address the full range of student needs and learning styles TechnoKids Blog, 2011. Be
Well Leadership Academy will design classrooms equipped with up-to-date technology and the
furniture needed for collaborative group work or independent thinking time. The physical space of the
school will reflect the school’s educational philosophy. Teaching and learning spaces will be flexible to
support evolving needs of instructional practice and learner engagement. Space in the school will be
state-of-the-art, purposeful, and mission-driven to excite the imaginations of future health and
wellness leaders.

7(D) Specific Populations

1. For students struggling academically or behaviorally:

Be Well Leadership Academy will use a Multi-Tiered System of Supports (MTSS) to plan an
instructional framework to support all learners. All teachers and staff will use “culturally responsive,
universally designed instruction at Tier I providing all students with the skills necessary to be
successful academically and behaviorally.” Professional development will be provided for faculty and
staff by MTSS Rhode Island's online professional learning opportunities through BRIDE-RI, 2022.

Throughout Tier 1 instruction, all students will participate in screening assessments in core subject
areas. Observations about a student’s performance, academic or social-emotional will be submitted to
the team by the student’s teacher at regular intervals. The team will use the screening assessments, as
well as background information, classroom assessments, and observations to determine specific
deficiencies and plan appropriate interventions. If a student is referred for a Special Education (SPED)
evaluation, the six-week MTSS process will begin with the student receiving Tier 2 services. If an
evaluation is necessary, appropriate cognitive and behavioral tests will be administered by both Be
Well Leadership Academy staff and consultant specialists. In addition to individual referrals, the
school’s MTSS Team will meet weekly to analyze assessment data and monitor the progress of
students who are not meeting Common Core Standards for grades 7-12 and other standards. Students qualifying for Tier 2 and 3 behavioral interventions will be supported by the school counselor, nurse, and special education teacher during instruction and through support groups during lunch and individual sessions during the school day. Be Well Leadership Academy will work closely with families to provide this support and frequently communicate regarding student progress.

2. For students learning English (Multilingual learners):

All students will be identified using the RIDE English Language Learner Identification procedure identifying Multilingual Learners (MLLs). If a home language other than English is determined, an interview with the student will be conducted by the Program Director or a qualified English Language Learner (ELL) teacher. Additionally, Be Well Leadership Academy will administer an initial assessment of students' proficiency levels in their language and English and use this, along with a parent questionnaire, to determine where a student falls on the bilingual continuum. This data will be used as a benchmark to measure and monitor growth for each individual student. Students with a home language other than English that is identified as multilingual learners will additionally be evaluated annually using language proficiency assessments that are aligned with the English language proficiency assessment, as required by Title I (ESEA Section 1111(b)(2)(g)). Professional development will be provided for faculty and staff in accordance with the RIDE High Quality Instructional Framework for Multilingual Learners (MLL) to Thrive, 2021 content-based curriculum frameworks, which offer guidance on the implementation of high-quality instructional materials and comprehensive assessment systems in each content area.

3. For students with identified disabilities (Differently-abled students):

Be Well Leadership Academy will employ 2.0 FTE special education teachers to work collaboratively with classroom teachers to develop the Individualized Education Plans (IEP) and implement them in
accordance with the Regulations Governing the Education of Students with Disabilities, 2019. All teachers and paraprofessionals will provide an inclusive classroom that supports all learners. IEPs and 504 plans will be reviewed annually by the Multi-tiered System of Supports (MTSS), 2022 Team to ensure accommodations adapt to the student and that all staff are implementing them effectively. All accommodations and Interventions will be designed based on the data for each student, and consistently monitored. An external agency will provide services such as occupational and speech and language therapy. Professional development will be provided for faculty and staff by MTSS Rhode Island’s online professional learning opportunities through BRIDE-RI, 2022. Be Well Leadership Academy will work closely with families.

4. For gifted or advanced students:

The Be Well Leadership Academy intends to service all students including those Learning Beyond Grade Level (frequently called Gifted and Talented Education) who show evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity; as well as in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities RIDELearning Beyond Grade Level Guide, 2022. Professional development will be provided for faculty and staff in accordance with Rhode Island General Laws, Chapter 16-42 – Education of Gifted Children.

7(E) Assessment System

Be Well Leadership Academy’s comprehensive assessment system will answer the questions “Are we teaching what we think we are teaching?”, “Are students learning what they are supposed to be learning?”, and ”Is there a way to teach the subject better, thereby promoting better learning?” Edutopia, 2022. The outcome-driven mission of preparing students to be successful in college or career settings requires a combination of standardized testing, school-wide and grade-level common
assessments with common rubrics, and a digital portfolio to foster independence while fueling reflection, creativity, and authentic lifelong learning.

Summative and formative assessments of student proficiency and growth will be reviewed by faculty and staff at regular intervals and housed in an online learning management system (TBD). During the school day, faculty and staff will be provided with scheduled opportunities to create, calibrate, and refine the curriculum to inform instructional strategies. Professional development will be provided for faculty and staff using the RIDE Data Use Professional Development Series, 2013.

Formative assessment data will be reviewed with students and sent home every six weeks as part of the student's personalized learning plans. Communication about student performance will be ongoing with families to create authentic learning partnerships and dialogues that go beyond test scores NWEA, 2022. Families will also be invited to numerous events throughout the school year where students demonstrate their learning growth and are celebrated.

Formative and summative assessment data will be published on internal and external dashboards on the school website, and in the annual report with the aggregate results on portfolio assessments, school benchmark assessments, and state assessments Illuminate Education, 2018. Be Well Leadership Academy intends to provide academically rigorous experiential learning opportunities.

7 (F) Promotion and Graduation Policy

Be Well Leadership Academy will be utilizing standards-based report cards to demonstrate progress toward content standards and student portfolios to demonstrate proficiency in each course ultimately meeting RI Department of Education’s High School Graduation requirements and college readiness requirements by grade 12. Promotion to the next grade level will consist of demonstrating readiness in the core academic domains and meeting year-end portfolio requirements. All students will have a personal learning plan and numerous checkpoints each semester to stay on track, have academically

All expectations for promotion and graduation will be discussed during parent conferences at the start and end of each school year. Policy information will be on the school website and handbook.

7(G) School Culture

Be Well Leadership Academy will implement Positive Behavioral Interventions and Supports (PBIS) to create positive, predictable, equitable, and safe learning environments where everyone thrives PBIS, 2022. Schools that use the PBIS framework report that students experience improved behavioral, social, emotional, and academic outcomes; schools and programs reduce their use of exclusionary discipline practices and improve their overall climate. Every student at the Be Well Leadership Academy will feel valued, connected to the school community, and supported by caring adults. Professional development will be provided for faculty and staff using the Technical Assistance from the Center on PBIS, 2022 and families will have multiple opportunities to learn about PBIS and participate in the implementation throughout the school year. Information and resources will be on the school website and distributed through the Be Well Leadership Academy Student Handbook.

Student and family surveys will be conducted each semester to measure the effectiveness of PBIS on school culture. Adaptations will be made as needed to foster and maintain a healthy school culture and environment for the benefit of the whole school community.

Be Well Leadership Academy will also provide assurance that it will develop a comprehensive discipline policy in compliance with all federal, state, and local laws and regulations, including a general education discipline policy and a special education discipline policy. Foundational to our Student Discipline System are six Be Well Leadership Academy core values:

- Innovation: Critical thinking, problem-solving skills, and collaboration promote innovation.
- Honor: Respect for each other’s challenges, beliefs, rights, and property builds honor and self-esteem.
- Integrity: An ethical learning environment develops good decision-making, habits, and virtues.
Courage: Having the courage to try new things expands minds and causes students, parents, and staff to reach beyond their own expectations.

Service: Diverse experiences, community service, and community outreach promote a sense of social responsibility.

Partnerships: Schools excel through partnerships among faculty, students, administration, parents, business leaders, and the broader community.

These core beliefs complement the research-based Positive Behavioral Interventions and Supports (PBIS) system to maintain a safe, orderly, and welcoming environment.

**Family Involvement**

Be Well Leadership Academy will create a welcoming environment by creating meaningful family involvement. Families will be provided with a platform for feedback on classroom activities, school programs, and school activities, invited to serve on committees, and participate in school fundraisers to help build trust and rapport. [Prodigy, 2018](#). Be Well Leadership Academy will strive to be in partnership with families to offer wrap-around services, incentives, and contracts to enhance and ensure participation; utilize technology for advertising parent volunteer opportunities; and involve parents in the decision-making and governance of the school. Research has demonstrated the positive link between responsive family engagement and higher student achievement, improved attendance, and better student behavior [Hechinger Report, 2020](#).

**8. Organizational Capacity**

**8(A) Establishing Entity**

The establishing entity for Be Well Leadership Academy is Food and Truth, Inc., a non-profit 501(c)(3) organization established in 2005 in response to the childhood obesity epidemic to “inform, educate, motivate, and organize around food ingredient issues”. Food And Truth Inc. then created the Fit2Cook4Kids summer program in 2010:

Fit2Cook4Kids offers fun, enriching, and often life-altering week-long day camps for children and teenagers. Campers build confidence and self-esteem by having an incredible adventure
that combines food, fitness, communication, and leadership skills. Professional chefs, yoga instructors, and communication teachers deliver empowering, innovative, hands-on learning experiences in forty of the most enriching hours campers will spend all summer becoming competent ambassadors of healthful living Food And Truth, Inc.

Fit2Cook4Kids summer program is the expanded, proven twelve-year model for this charter school. Featured on Channel 10 in 2018, Fit2Cook4Kids has successfully enrolled approximately 1,440 students, ages seven to seventeen, from many Rhode Island communities with varying backgrounds, and has sponsored educationally disadvantaged children since its inception (Appendix J). In a survey of past and present families of Fit2Cook4KIds, 65% stated their children “would thrive in a secondary school where they are prepared for college or a career through a specialized curriculum of culinary, kinesiology, and communication courses”. Additionally, 53% of families surveyed said they would apply for the 2023 school year Be Well Leadership Academy Survey for Families, 2022. Our curriculum will emphasize project-based, interdisciplinary learning units in the three key program areas, culinary, kinesiology, and communication that closely align with the program areas and mission of Fit2Cook4Kids. Partnering with Food And Truth Inc. will ensure that Be Well Leadership Academy will excite the imagination of future health and wellness leaders.

If our proposal is approved, three members of Food And Truth Inc. will serve on the Be Well Leadership Academy Board of Directors.

8(B) Applicant Group

The Be Well Leadership applicant group is composed of three members. Attached in the Appendices, please see the resumes of each member. The members are

Karen Salvatore, Co-Founder:
Karen Salvatore is a social entrepreneur skilled at solving large social problems on the local level with creative, cost-effective actions. She earned a Bachelor of Science in Business Administration from Babson College where she majored in Communications. In 2005, in response to the childhood obesity epidemic, Karen founded Food And Truth Inc to inform, educate, motivate, and organize solutions to the global food system. In 2010, she founded the Fit2cook4Kids summer program designed to prepare
Rhode Island adolescents for a lifetime of better health and wellness which was featured on Channel 10 News in 2018.

Paula Santos, Co-Founder:
Paula is an M.S. CCC/SLP, Speech-Language Pathologist, Camp Director, Culinary Artist, and Wellness Consultant. Paula served as Speech Language Pathologist for the Rhode Island Charter Schools, Achievement First Iluminar, and Providence Mayoral Academies. She completed her Bachelor of Science degree at Howard University and her master’s degree in Speech Language Pathology from Southern Connecticut State University. She currently serves as the director of the summer camp, Fit2Cook4Kids. She is also a culinary artist for the Bushnell Performing Arts Center in Hartford, Connecticut, where she is a wellness consultant and teaches healthy eating classes to children, teachers, and volunteers.

Lynda Golditch, Establishing Entity Representative:
Lynda is a Certified Public Accountant who has been working on the Food And Truth Inc. Board as the Treasurer since its formation. She completed her Bachelor of Science in Accounting at the University of Rhode Island and has been working as a CPA in various capacities for 30 years. She is an active member of the Rhode Island Society of Certified Public Accountants (RISCPA). Additionally, Lynda has a love for music and is a pianist for several nonprofit organizations.

The applicant group has a varied and diverse background and will offer a great deal of expertise in health and wellness, business management, curriculum development, pedagogy, and assessment. This proposal was developed collaboratively by Karen Salvatore and Paula Santos, the co-founders of Be Well Leadership Academy; board members of Food And Truth, Inc.; planning committee members of Fit2Cook4Kids, Inc.; and written by Dr. Colleen Mercurio, an educational consultant.

8 (C) Board Development and Duties

Be Well Leadership Academy will comply with all applicable laws and regulations, including the requirements of the RI Open Meeting Law (16-42-46) and the regulations of the RI Ethics Commission.

Be Well Leaders will form a formal Board of Directors and the Charter Board Chair will be Karen Salvatore, the Co-Founder of the school. The Board will include three members affiliated with sponsoring entities to represent the key areas of culinary, kinesiology, and communication; two parents; two faculty and staff members; two members who reside in the city where the charter school
will be housed; and one representative from a nonprofit organization or business from Rhode Island. The Board’s responsibilities to Be Well Leadership Academy will be to support the school's administrative team; provide guidance on management issues; assume fiduciary responsibility; develop, review, and revise school policies; and hire and evaluate the Chief Executive, Superintendent [RI Charter Public School Governance Handbook, 2022].

Initial board member recruitment will be strategic, specifically finding individuals that have demonstrated expertise in key strategic areas such as finance, school law, facility acquisition/management, fundraising, and community/public relations [RI Charter Public School Governance Handbook, 2022]. Members will be recruited through the applicant group’s network of contacts, parents of students enrolled in the school, and community members in Rhode Island. The nomination and selection process for potential Board members will be open and participatory, as anyone in the school community may nominate a potential member. Potential members will have to fill out an application for membership, agree to sign the Board’s conflict of interest statement, present their resumes, conform to ethics requirements, agree to attend meetings, and volunteer for Committee work [RI Charter Public School Governance Handbook, 2022]. Professional development will be provided for the board by utilizing the National Charter School Toolkit for Boards, 2022. This toolkit outlines the essential components of board effectiveness, from composition to the board’s role in monitoring different elements of school performance. It also provides information on goal-setting, productive meeting management, and strategies for supporting school leaders in the current educational climate.

<table>
<thead>
<tr>
<th>Board Composition</th>
<th>Number of Seats</th>
<th>Members Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food And Truth, Inc.</td>
<td>3</td>
<td>TBD</td>
</tr>
<tr>
<td>RI non-profit or business</td>
<td>2</td>
<td>TBD</td>
</tr>
</tbody>
</table>
Parents | 2 | TBD
---|---|---
Faculty & Staff | 2 | TBD
Community Members of the city where the school is housed | 1 | TBD

Board members will have a diverse set of skills to oversee the academic performance of the school and ensure organization sustainably, including oversight and management of public funds. However, there are no affiliations between the Board and any management providers, contractors, or consultants who may provide services to the school. Present Board members do not have any affiliation with each other prior to board members with the exception of Board members who are affiliated with the establishing entity, Food And Truth, Inc.

The Board would oversee academic performance, school finances, and the hire of a school leader in monthly reports and presentations from the Superintendent/Executive Director who will be expected to develop a strategic plan in concert with stakeholders to guide the school and operationalize the mission. Semester and annual reports will also be presented to the families and community.

The Superintendent/Executive Director will be held accountable by the Board through a comprehensive evaluation process aligned with the Interstate School Leaders Licensure Consortium or ISLLC Standards. The Board will use input collected from stakeholders of the school community (including parents, students, and teaching staff) and multiple measures of accountability data, including the results of state assessments, local benchmark assessments of proficiency, and school climate/culture survey results, and various quantitative and qualitative metrics of student growth, in evaluating the Chief Executive, Superintendent RI Charter Public School Governance Handbook, 2022.

Parents and teachers will have the ability to challenge decisions through a formal process that involves a written request to appear before the Board at the next scheduled Board meeting (sooner if deemed an emergency or time-sensitive). They will also have the opportunity to speak
before the Board to present their case, and if so desired, they will have the right to request a neutral mediator. Following their appearance at the meeting, the Board will review the complaint and either revise or uphold their original decision. If a parent or staff member is still not satisfied with the result, they may appeal directly to the Commissioner of Education RI Charter Public School Governance Handbook, 2022.

Board counsel will be retained at the onset of the Be Well Leadership Academy school board’s formation. In the preparation of this proposal, Matthew Plain and Timothy Groves, attorneys who specialize in legal issues affecting charter public schools, were consulted, and should this proposal be approved, Be Well Leadership Academy would seek their retainment.

8(D) Staffing

The Board of Directors will hire the Superintendent/Executive Director, who will then recommend all other personnel to the Board for their approval. The Superintendent/Executive Director will be responsible for all management and oversight functions of the school, including all financial operations, facility maintenance, transportation services, and facilitation of the USDA School Lunch and Breakfast Program. The Superintendent/Executive Director will be assisted by a Program Director, who will be responsible for the development, review, and revision of the school’s curriculum; all instructional coaching; the school’s comprehensive assessment system; and all professional development RIDE Charter Public School Certification Guide, 2018. While the Superintendent/Executive Director will initially evaluate all staff, the Program Director will play a key role in the ongoing instructional improvement efforts. The plan is to add additional administrative support as the school’s enrollment grows, with the addition of a full-time Director of Student Support Services in Year 2. During the first year, all special education administrative functions will be contracted to a part-time consultant. Likewise, the plan is also to hire a full-time Director of Finance
and Operations in Year 3. This individual will assume responsibilities related to all financial operations, transportation services, building maintenance, and the food services program. During the first two years of operation, Be Well Leadership Academy will also employ the consulting services of Certified Public Accountant George Steere of Richardson, Steere & Associates of Warwick. Mr. Steere is an experienced school business manager and has expertise with the UCOA system Kingston Hill Academy. Mr. Steere acts in this capacity for several independent charter schools across the state and he will do the same for Be Well Leadership Academy providing another layer of internal and external financial controls.

The following organizational chart represents the reporting structure and relationships found within the school. The chart represents a hierarchical view that places the Board of Directors at the top and creates the Superintendent/Executive Director as the school leader.

The staffing for Be Well Leadership Academy, with figures in full-time equivalents (FTEs) over the first five years, is as follows:
<table>
<thead>
<tr>
<th>Position</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent/Executive Director</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Program Director</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Director of Student Support Services</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Director of Finance and Operations</td>
<td></td>
<td></td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Content Secondary Teachers: ELA, Math, Social Studies, Science,</td>
<td>4.0</td>
<td>4.0</td>
<td>8.0</td>
<td>8.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Specialist: Physical Education/Health</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Specialist: Culinary</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Specialist: Kinesiology</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Specialist: Communications/Technology</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>3.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Specialist: Art</td>
<td>0.33</td>
<td>0.33</td>
<td>0.33</td>
<td>0.66</td>
<td>1.0</td>
</tr>
<tr>
<td>Specialist: Music</td>
<td>0.33</td>
<td>0.33</td>
<td>0.33</td>
<td>0.66</td>
<td>1.0</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Related Service Providers (SLP, OT, PT,)</td>
<td>0.33</td>
<td>0.33</td>
<td>0.33</td>
<td>0.66</td>
<td>1.0</td>
</tr>
<tr>
<td>School Nurse</td>
<td>0.5</td>
<td>0.5</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>0.33</td>
<td>0.66</td>
<td>0.66</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Social Worker</td>
<td>0.33</td>
<td>0.66</td>
<td>0.66</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>2.0</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Secretary</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>Custodian &amp; Maintenance</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>44.00</td>
</tr>
</tbody>
</table>
All professional employees will be subject to RI Teacher Certification requirements. The Superintendent/Executive Director and Program Director will have Building Level Administrator PK-12 or Superintendent certification. All teachers will have appropriate certification in their subject and grade span. The Director of Student Support Services and Director of Finance & Operations will have their appropriate RI certificate RI Charter Public School Certification Guide, 2018.

8(E) Leadership

Please find the job description for the Superintendent/Executive Director and Program Director in Appendix E. Other administrative positions that will be phased in over five years are

- Director of Student Support Service is responsible for the planning, development, coordination, and management of all special education programs, services, budgets, and personnel. Ensures compliance with state and federal regulations governing the delivery of services to students with disabilities; and is responsible for developing, implementing, and evaluating the school's special education and English language learner programs. Serves as liaison with appropriate public and private agencies to meet targeted student needs.

- Director of Finance & Operations is responsible for the school’s financial operations, including accounting systems, budget preparation and control, fiscal planning, management, control and reporting; and purchasing. Also responsible for food services management; pupil transportation; building operations, and maintenance, and all human resources function oversight.

All administrative positions will be a 225-day work year and the expectation is that administrators will attend school functions, events, and meetings outside of the regular school day. Typical conditions of employment will exist, including successful background and CORI checks. All administrators will be evaluated annually using the RIDE EES/EPSS systems with appropriate performance rubrics through RIDEMAP RI Department of Education, 2022.
8(F) Teachers

Be Well Leadership Academy will be recruiting certified content and specialized area teachers who are passionate about health and wellness foremost. Secondly, we will seek teachers who are committed to the following:

- Integration of Disciplines-An integrated curriculum connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities connected to real life. Integrated Curriculum Benefits, 2020.

- Personalized Learning-Personalized learning is an educational approach that aims to customize learning for each student's strengths, needs, skills, and interests. Each student gets a learning plan based on what they know and how they learn best. Personalized Learning Understood, 2022.

- Focus on the Whole Student-The whole student approach ensures that “each student is healthy, safe, engaged, supported, and challenged “and adopts an overarching goal of the long-term development and success of all students. Whole student Approach to Learning, 2022. Students will have developmentally appropriate opportunities to learn and practice core social-emotional competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

- State-of-the-art Facilities-The physical space will reflect the school's educational philosophy. All learning spaces will be aligned with the school's essential goal of exciting the imagination of future health and wellness leaders. The state-of-the-art facilities were chosen to engage students in their learning and maintain high, daily attendance in each classroom.
• Collaboration of All Stakeholders-All families and community members' relationships offer diverse perspectives and new ways of thinking about an issue or problem, increase community investment and buy-in, and ensure that decisions are responsive to community needs, priorities, and interests of Stakeholders in Education, 2022.

Teacher Recruitment

Teachers will be recruited through connections with various health and wellness organizations and with our sponsor Food And Truth, Inc. Recruiting certified content and specialized area teachers who are passionate about health and wellness is of utmost importance. All teaching applicants will be required to submit a cover letter and resume for the first round of screening. Top applicants will receive an interview with a school-based team. Finalist candidates will also submit a writing sample and conduct a lesson with a follow-up feedback session. After a final interview with the Superintendent/Executive Director and Program Director, the successful candidates will be approved by the Board.

The first cohort of teachers will be actively involved in planning the school with many opportunities for involvement in governance and operations. Teachers will be working closely with the Program Director to align curriculum, instruction, and assessment to the mission of Be Well Leadership Academy. Teachers will then be supported with targeted professional development that meets their needs to be high-performing. Much like the students, the learning needs of teachers will be customized and purposeful. It is the hope of the Be Well Academy that all faculty have a voice in the design and implementation of the school vision to create a work environment that retains employees year after year.

The work day for teachers will begin at 7:30 am and conclude at 3:30 pm, and the instructional day will commence at 8:00 am and conclude at 3:15 pm. The expectation will be that teachers will be
available for students or families until 3:30 pm each day. All teachers will have daily 30-minute lunch, one 45-minute preparation period, and one 45-minute team meeting to work with colleagues. The Be Well Leadership Academy school calendar will require 190 work days for teachers, 185 instructional days, and five professional development days. Professional development days will be designed with the teachers under the supervision of the Program Director to ensure the right support at the right time. Additionally, there will be opportunities during the summer months for professional development on project-based learning, personalized learning plans, content-specific workshops, PBIS, and digital portfolio systems. Teachers will be compensated for their participation in this professional development. Teachers will also be encouraged to utilize the gym facility and eat lunch in our organic foods cafeteria for their own health and wellness.

8 (H) Family-School Partnerships

Prior to the opening of each school year, students and families will be invited to the school to celebrate a Back-to-School event. The day will be designed to welcome families to the Be Well Leadership community, set expectations for the students, and celebrate learning. The co-founders of the charter, board members, the Superintendent/Executive Director, and the Program Director will greet each family at the school front door. There will be scheduled tours of each classroom where families can meet the teachers and explore the learning environment for their student(s). There will be demonstrations in the state-of-the-art culinary workstations, kinesiology labs filled with advanced workout equipment, and the fully equipped broadcast studio. Families will have opportunities to have breakfast with their students and meet the food service, janitorial staff, and faculty while short presentations about student behavior expectations are presented. Families will all leave with the necessary materials and resources to start the school year as partners in their student's education.
Similarly, each school day will have these in-person components: morning greetings, collaborative project-based learning tasks in three areas of the school where parents will be invited to attend regularly, breakfast and lunchtime with students and faculty, and end-of-day presentations. For families who cannot attend school as frequently, faculty and staff will utilize written communication, videos, live-streamed presentations, social media, email, and text messaging to keep families connected to the school. Families will be provided with a platform for feedback on classroom activities, school programs, and school activities, invited to serve on committees, participate in school fundraisers, and encouraged to be part of the decision-making and governance of the school \textit{Prodigy, 2018}. Be Well Leadership Academy will create a welcoming environment by creating meaningful family involvement.

9. Facilities

Finding a suitable facility for the Be Well Leadership Academy has been a highly challenging component of our school planning. We will begin with few students and grow over time so are currently looking for a facility that can be managed operationally and financially while simultaneously minimizing the impact of further transitions on existing students and programs.

The specialized curriculum of culinary, kinesiology, and communication needs specific space requirements not typically found in traditional secondary school settings. Meetings were held in 2022 with municipal leaders in North Providence, Westerly, South Kingstown, Smithfield, Cumberland, and Lincoln with some favorable prospects for long-term building plans. We are currently investigating short-term facilities at New England Institute of Technology in Warwick, Johnson & Wales University, College of Food Innovation & Technology in Providence, the University of Rhode Island Kinesiology Department in Kingston, and currently offline restaurant facilities and warehoused school buildings statewide. As we move closer to securing a location, Be Well Leadership Academy will develop a
Facilities Subcommittee to verify that facility 1) meets RIDE Space Standards for Educational Facilities, 2) is within an appropriate budget, 3) has the appropriate external infrastructure like instructional outdoor space, parking space, drop off and pick up space for buses and cars, and 4) has internal infrastructures like sufficient space for a fully functioning health office and kitchen and food preparation space for a contracted food services vendor RIDE Standards Space & Design of School Buildings, 2018.

In the first year, classroom space will be calculated at 190 Gross Square Feet (GSF) per student for Middle and Junior High Schools to accommodate the 7th and 8th graders. In the subsequent years, GSF can be calculated at 205 GSF per student for High School to accommodate the 9th, 10th, 11th, and 12th graders. Program space for science, arts, culinary, kinesiology, and communications will be calculated similarly and designed to operationalize the Be Well Leadership Academy vision:

The physical space will reflect the school’s educational philosophy. All learning spaces will be aligned with the school’s essential goal of exciting the imagination of future health and wellness leaders. The culinary courses will be held in a commercial grade kitchen built to current local code with professional stainless steel refrigerators and freezers, industrial stoves, multiple sinks, preparation surfaces for commercial food production, and restaurant smallwares. Be Well Leadership Academy will also have fully equipped professional broadcast studios for television, radio, photography, podcast productions, music, print, online and social media. The studio will have three cameras for multi-camera in-studio production, microphones, mic stands, space for producers to arrange a set for production, an audio mixing board, recording decks, character generator, lighting grid, test and measurement equipment, and routing equipment to allow for live production. The exterior of the property will be aesthetically designed for outdoor kinesiology classes and activities with options for enclosure during adverse weather. Students will enjoy outdoor activities and classes year-round.

Once an appropriate space is identified, Be Well Leadership Academy will provide the RIDE Office of Charter Schools with the terms and conditions for use of a facility, including draft lease or purchase agreements RIDE Charter Public School Certification Guide, 2018. We will utilize legal counsel to successfully negotiate a lease with the intent to include maintenance needs and supplies rolled into the lease amount. The Superintendent/Executive Director will be responsible for all day-to-day
communications with the property owner until a Director of Finance & Operations is hired in the third year of operation. The Facilities Subcommittee of the Board of Directors, in conjunction with the Superintendent/Executive Director, will oversee the terms of the lease. The Be Well Leadership Academy co-founders are cognizant of the many compliance regulations regarding the safety and health components of the school facility, including the fire safety code and local certification of occupancy as well as, appropriate Certificate of Insurance Coverage, including establishing a charter’s general liability policy naming the Council on Elementary and Secondary Education as additionally insured. To ensure compliance with all state and local codes and to obtain all facility safety documentation, we will work closely with RIDE staff and the city’s Department of Inspection & Standards. 

**10. Operations**

**School Safety**

In compliance with R.I. Gen. Laws § 16-21-23(b), Be Well Leadership Academy will adopt a comprehensive school safety plan that addresses preparedness, response, and recovery and meet the policy and procedure requirements in R.I. Gen. Laws § 16-21-24. Be Well Leadership Academy will use the Rhode Island Model for School Emergency Planning from the Rhode Island Emergency Management Agency (RIEMA) to form a Crisis Response Team and develop a school safety plan that contains guidance on issues such as visitor screening, school hazards assessment, violence prevention, drills and exercises, emergency supplies and equipment, sheltering in place, bomb threats, active shooter/intruder threats, missing children, natural disasters, suspicious mail, utility failure, emergency recovery and aftermath planning, and documenting emergency outcomes. Rhode Island School Emergency Planning, 2013. These plans will be shared with law enforcement and fire officials, as required.
Health Services

Be Well Leadership Academy will also provide assurance that we will implement the Rhode Island Coordinated School Health Program, now known as "thrive," aligned with the Rhode Island Department of Education Strategic Plan, Basic Education Program (BEP), and Health and Physical Education Frameworks RIDE Health & Safety, 2022. Consistent with the Rhode Island Rules and Regulations for School Health Programs, we will employ a 0.5 FTE school nurse teacher who will process student health records, conduct required vision, hearing, speech/language, and scoliosis screenings, and provide direct care to students, including administering any regular medications. As the student enrollment increases, we will expand the position to a 1.0 FTE school nurse teacher position by Year 3.

Food Service

Be Well Leadership Academy will contract with Revolution Foods through the RI League of Charter because their mission is aligned with our mission. Every ingredient is carefully selected to meet clean label standards, locally sourced, and innovative Revolution Foods, 2022. Breakfast, a healthy snack, and lunch will be served during the school day meeting nutritional requirements for adolescence while also being a healthy alternative to traditional food service programs. Revolution Foods was ranked the #1 healthiest school meal provider out of all companies studied in the competitive landscape Revolution Foods, 2022. We will also participate in the free and reduced lunch program following RIGL 16-810-10.1 and applicable federal laws. Expenses for the school related to the food service program will be related to kitchen equipment and the hiring of food servers for four hours daily for breakfast and lunch hours.
Transportation

The Superintendent/Executive Director will create a request for proposal (RFP) to find the most competitive bussing provider and/or share expenses with another charter school for maximum savings. The majority of our students will live more than a mile from the school and will need transportation from all parts of Rhode Island. The proposed budget allows for a current market rate and an appropriate number of buses commensurate with student enrollment. For those students who will be dropped off and picked up by family members, safe and orderly arrival and dismissal procedures will be in place before the start of school with input from families.

Human Resources

The Superintendent/Executive Director will be responsible for all Human Resource duties which will include: management of hiring processes, collection of paperwork and forms (e.g., W4, background checks, direct deposit, teacher certifications, etc.), benefit plan management, and management of personnel files. Purchasing functions will include purchasing/invoicing and bill paying functions, and report generation such as Uniform Chart of Accounts (UCOA) compliance, reporting to the Office of Municipal Affairs (OMA), the Attorney General, and RIDE, tax reporting, IRS communication, bank reconciliation, and monthly finance reports to the board. The school’s human resources and purchasing functions will be conducted by a full-time bookkeeper with accounting experience until the Director of Finance & Operations is hired in Year 3.

Information Technology

Many of the school’s applications will be web-based, with appropriate security measures, like the student management system (TBD) or related to software required for state reporting, or enhancing campus security with visitor tracking systems. Be Well Leadership Academy will contract a third-party
firm that will be under a managed services contract to monitor, maintain, and upgrade the network as well as advise on the purchase or lease of new hardware and software Technology for Education, 2022.

11. Finance & Budget

Five-Year Enrollment Figures and Budget Projections

The five-year budget projection, although based on a fictitious enrollment of five cities in Rhode Island with varying demographics, appropriately reflects the expenses related to all commitments in the proposal, and indicates that the school can eventually sustain over the five-year charter term and beyond, and meet the expectations of the financial indicator in the charter performance framework.

The main funding source is per pupil amounts generated from appropriate funds through Local and State Aid, and the federal Title I, III, and IDEA entitlement grants which have been estimated at $900/student. Also included in revenue in “Other” (line 7) are estimated reimbursements through the Federal School Lunch Program and the e-Rate Program. The estimated free and reduced lunch rate was 14%-18% for each fictitious city so actual numbers could be higher if, for example, more students enroll from Providence which has a rate of 85% thus providing more revenue.

Additionally, Be Well Leadership Academy will be actively seeking donations or grants to offset the expense of the 1) commercial grade kitchen built to current local code with professional standards, 2) fully equipped professional broadcast studios, 3) fully equipped kinesiology lab, and 4) aesthetically designed outdoor area for health and wellness activities.

Salaries

Average salaries in Year 1 for full-time employees based on discussions with the principal of a Rhode Island charter school and a review of other RI charter school budgets Kingston Hill Academy, 2022.

- School Secretary- $45,000 (line 10)
- Superintendent/Executive Director- $170,000 (line 14)
- Program Director- $115,000 (line 15)
- School Bookkeeper- $45,000 (line 16)
● Classroom teachers - $53,656 (this is the amount of Master’s degree); For the school’s first year, we will require 4.0 FTE content secondary teachers in ELA, Math, Social Studies, and Science; 4.0 FTE specialist teachers in Physical Education/Health, Culinary, Kinesiology and Communications/Technology; and 0.33 FTE Art, 0.33 FTE Music (Line 23)
● Paraprofessionals - $59,244 (this is the amount of Step 4); For the school’s first year, we will require 2.0 FTE paraprofessionals (line 24)
● School Nurse- $30,000 for 0.5 FTE in Year 1, but transitions to full time starting in Year 3 (line 30)
● Guidance Counselor- $60,000 1.0 FTE required in Year 1 budgeted at; 2.0 FTE starting in Year 3 (line 30)
● School Social Worker- 0.33 FTE starting in Year 1- budgeted at $20,000 (line 30)
● School Psychologist- 0.33 FTE starting in Year 1- budgeted at $25,000 (line 30)
● Special Educators- 1.0 FTE starting in Year 1 starting salary of $53,656 (line 33)
● Custodian/Maintenance- 1.0 FTE starting in Year 1; budgeted at $35,000 (line 45)
● Director of Student Support Services- 1.0 FTE starting in Year 2- budgeted at $85,000 (line 15)
● Director of Finance & Operations- 1.0 FTE starting in Year 2- budgeted at $85,000 (line 15)

Using the comparable salary data compiled by the RI League of Charter Schools, Be Well Leadership Academy will provide a fair-market value step and lane system for teachers and professionals. In the projected budget, we have assumed a 3% increase for certified employees (to incorporate step increases), a 4% increase for paraprofessionals (also to incorporate step increases), and a 2% increase for administrators and support staff. Fringe Benefits are estimated at 33% of all salaries (certified and non-certified).

**Transportation**

In Year 1, it is estimated that three buses will be needed to transport students at a rate of $375/day/bus for 185 days. For Year 2 and year 3, two additional buses per year have been added, and for Year 4 and year 5, an additional bus per year has been added. For each year the daily rate has been increased by 5%. However, the Be Well Leadership Academy will seek to share transportation expenses with another charter school to better utilize funds so the budget reflects this savings (line 46) *Kingston Hill Academy, 2022.*
Building Lease

The Projected Budget assumes leasing a short-term space of 22,600 square feet for 90 middle school students in Year One, at a cost of $10.00/sq. ft. with a 3% increase annually. (line 52) Kingston Hill Academy, 2022. By Year 2 however, we hope to secure a long-term space to realize the vision of serving 270 students by Year 5.

Food Services

We would seek to join the RI League of Charter Schools joint contract with Revolution Foods to provide breakfast, a healthy snack, and lunch to our students. Labor costs include two Safe Serve certified workers at 4 hrs/day and one at 6 hrs/day for 185 days at $15 per hour in 2021-22. This amount increases incrementally with the increased student population. For each of the five years, an additional $10,000 is budgeted for any kitchen equipment. (line 47) Kingston Hill Academy, 2022.

Other Expenditures were also based on discussions with the principal of a Rhode Island charter school and a review of other RI charter school budgets Kingston Hill Academy, 2022.

Line 11: General school office supplies
Line 12: In Year 1, outside consultation to facilitate the IEP Team process; in Year 2 a Director of Student Support Services will be hired.
Line 20: Lease acquisition of laptops for all teachers; school server, school networking infrastructure, student management software, photocopier lease
Line 25: Stipends for summer curriculum work, school year curriculum work, afterschool programs, and family and community programs
Line 26: Initial investment of $120K; acquisition of digital white boards for classrooms, classroom tablets, and portable laptop cart
Line 27: Purchase of Developing Literacy Proficiencies ELA curriculum 7-12, Eureka math curriculum 7-12, and Amplify Science curriculum 7-12 financed over three years

Supplies
Line 28: Contracted services for OT/PT/SLP services for students as required by IEPs (Year 1 only)
Line 34: Materials and supplies related to the school guidance curriculum
Line 35: Student furniture for six classrooms; increased by three classrooms each year
Line 37: Recruitment, promotional, outreach materials
Line 38: Supplies for the School Health Office
Line 41: Staff development expenses
In the first year, the Superintendent/Executive Director will manage and oversee finances. The school bookkeeper will oversee the school’s accounts payable, purchase order system, and human resources, and act as a liaison to an external payroll management company. The Superintendent/Executive Director will manage all aspects of the development and implementation of the budget until the third year when a Director of Finance and Operations will be hired. During the first two years of operation, Be Well Leadership Academy will also employ the consulting services of Certified Public Accountant George Steere of Richardson, Steere & Associates of Warwick. Mr. Steere is an experienced school business manager and has considerable expertise with the UCOA system.

Be Well Leadership Academy will comply with all state and federal reporting regulations and will ensure appropriate reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8. The faculty, staff administration, and Board of Directors will seek and approve an annual budget and cash flow statement and a copy will be sent to the RIDE Office of Charter Schools. An annual audit will also be conducted by an external firm and copies will be submitted to the RIDE Office of Charter Schools. Monthly financial reports will be organized by the

Kingston Hill Academy.
Superintendent/Executive Director and provided to the Board prior to regular Board meetings. The Board Finance Subcommittee and the Superintendent/Executive Director will develop financial policies and systems to track all income and expenses, reporting mechanisms, and financial controls.


12. Schedule & Calendar

The school day and how much time will be offered for various components of the Be Well Leadership education program will align with the needs of our students and our mission to excite the imagination of future health and wellness leaders. As such, the school day will be designed around experiential learning in the three key program areas selected because of their impact on adolescents’ current and future health, which are culinary, kinesiology, and communication.

We envision engaging learning opportunities in one-and-a-half-hour learning blocks throughout the day, delivered by teachers working collaboratively on interdisciplinary teams, in state-of-the-art facilities in the three key program areas Monday through Thursday. The schedule will also provide time for a morning meeting with the student’s cohort, a healthy snack break, lunch and outdoor activities, independent learning time, and end-of-day targeted Multi-tiered Systems of Support (MTSS) interventions. On Fridays, we will routinely invite families and the community into the school for demonstrations of learning as well as provide an assessment of each student’s progress toward their personal learning plan goals.

<table>
<thead>
<tr>
<th>Time</th>
<th>Mon/Wed</th>
<th>Tues/Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 AM-8:30 AM 30 minutes</td>
<td>Arrival, Breakfast, Morning Meeting with Cohort</td>
<td>Arrival, Breakfast, Morning Meeting with Cohort</td>
<td>Arrival, Breakfast, Morning Meeting with Cohort</td>
</tr>
<tr>
<td>8:30 AM-10:00 AM 1 1/2 hour</td>
<td>Kinesiology Interdisciplinary Project Block</td>
<td>Communication Interdisciplinary Project Block</td>
<td>Electives *Aligned with secondary educational</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Activity</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>10 AM-10:15</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>15 minutes</td>
<td>Healthy Snack</td>
<td>Healthy Snack</td>
<td>Healthy Snack</td>
</tr>
<tr>
<td>10:15 AM-11:45 AM</td>
<td>Culinary</td>
<td>Kinesiology</td>
<td>Electives</td>
</tr>
<tr>
<td>1 ½ hour</td>
<td>Interdisciplinary Project Block</td>
<td>Interdisciplinary Project Block</td>
<td>*Aligned with secondary educational requirements</td>
</tr>
<tr>
<td>11:45 AM-12:15 PM</td>
<td>Independent Learning</td>
<td>Independent Learning</td>
<td>Independent Learning</td>
</tr>
<tr>
<td>30 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 PM-1:15 PM</td>
<td>Lunch &amp; Outdoor</td>
<td>Lunch &amp; Outdoor</td>
<td>Lunch &amp; Outdoor</td>
</tr>
<tr>
<td>1 hour</td>
<td>Activities (Structured &amp; Unstructured)</td>
<td>Activities (Structured &amp; Unstructured)</td>
<td>Activities (Structured &amp; Unstructured)</td>
</tr>
<tr>
<td>1:15 PM-2:45 PM</td>
<td>Communication</td>
<td>Culinary</td>
<td>School-wide Presentations for Families &amp; Community</td>
</tr>
<tr>
<td>1 ½ hour</td>
<td>Interdisciplinary Project Block</td>
<td>Interdisciplinary Project Block</td>
<td>*weekly assessments</td>
</tr>
<tr>
<td>2:45 PM-3:15 PM</td>
<td>End of Day Check-In, Targeted/MTSS, Dismissal</td>
<td>End of Day Check-In, Targeted/MTSS, Dismissal</td>
<td>End of Day Check-In, Targeted/MTSS, Dismissal</td>
</tr>
<tr>
<td>30 minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The school day will be 7 hours and 15 minutes. Subtracting lunch, recess, and healthy snack breaks, the amount of instructional time will be 6 hours daily. The teachers will be working on teams and will have a daily planning period, interdisciplinary team meetings, supervisory duties during lunch and recess, and available after school hours each day for students or families. The teachers will plan their schedules but the Superintendent/Executive Director will have final approval. The faculty and staff work day will be from 7:30 am to 3:30 pm.

Located in Appendix G, is the draft school calendar for a 185-day school year in a semester format. The calendar will have five professional development days for the staff, two days for teacher-family conferences, and one day for end-of-the-year portfolio exhibitions, the culmination of the Friday school-wide presentations for families and the community.
13. Startup Time

The following startup timeline was prepared in accordance with RIDE’s Pre-Opening Handbook for New Charter Schools which indicates all the steps necessary for a school launch [RIDE Charter Schools Guidance, 2021.

Due in January 2023

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Task</th>
<th>Recipient</th>
<th>Person or Entity Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td>File articles of incorporation</td>
<td>RI Secretary of State</td>
<td>Legal counsel</td>
</tr>
<tr>
<td>Governance</td>
<td>Submit names, contact info, resumes of Board of Directors</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Governance</td>
<td>File ethics forms</td>
<td>RI Ethics Commission</td>
<td>Board Secretary</td>
</tr>
<tr>
<td>Governance</td>
<td>Apply for EIN</td>
<td>IRS</td>
<td>Legal Counsel</td>
</tr>
<tr>
<td>Governance</td>
<td>File for 501(c)3</td>
<td>IRS</td>
<td>Legal Counsel</td>
</tr>
<tr>
<td>Governance</td>
<td>Submit approved conflict of interest policies</td>
<td>RIDE</td>
<td>Board Secretary</td>
</tr>
<tr>
<td>Finance</td>
<td>Submit draft financial policies for review</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Facilities</td>
<td>Submit facility acquisition plan</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Submit draft student enrollment procedures</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Continue with student recruitment activities and application process</td>
<td>Prospective Families</td>
<td>Superintendent/Executive Director</td>
</tr>
</tbody>
</table>

Due 45 Days Prior to 2nd Council Vote February 2023

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Task</th>
<th>Recipient</th>
<th>Person or Entity Responsible</th>
</tr>
</thead>
</table>


<table>
<thead>
<tr>
<th>Finance</th>
<th>Provide evidence of RIDE-approved accounting system in compliance w/UCOA</th>
<th>RIDE</th>
<th>Superintendent/Executive Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Submit name, contact info, and resume of chief administrator</td>
<td>RIDE</td>
<td>Board Chair</td>
</tr>
</tbody>
</table>

**Due in March 2023**

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Task</th>
<th>Recipient</th>
<th>Person or Entity Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td>Submit updated names, contact info, and resumes of Board of Directors</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Governance</td>
<td>Submit draft of final charter</td>
<td>RIDE</td>
<td>Board Chair</td>
</tr>
<tr>
<td>Facilities</td>
<td>Identify building for operating the school</td>
<td>RIDE, Office of the Attorney General</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Facilities</td>
<td>Submit terms and conditions of building use (e.g., lease)</td>
<td>RIDE, Office of the Attorney General</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Facilities</td>
<td>Submit plans for conformance w/School Construction Regulations</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Submit lottery report (CSAR)</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Enrollment</td>
<td>Submit evidence that at least 50% of first year enrollment exists</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Personnel</td>
<td>Begin the process of recruiting educators and support staff</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
</tbody>
</table>
## Due in July 2023

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Task</th>
<th>Recipient</th>
<th>Person or Entity Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finance</td>
<td>Submit business plan, financial management procedures, budgets, policies, and cash flow reports</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Finance</td>
<td>Schedule training on UCOA system</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Personnel</td>
<td>Finalize hiring for all professional and support staff</td>
<td></td>
<td>Superintendent/Executive Director</td>
</tr>
</tbody>
</table>

## Due August 1, 2023

<table>
<thead>
<tr>
<th>Task Area</th>
<th>Task</th>
<th>Recipient</th>
<th>Person or Entity Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td>Submit final charter form</td>
<td>RIDE</td>
<td>Board Chair</td>
</tr>
<tr>
<td>Governance</td>
<td>Schedule RIDE presentation and discussion with Board of Directors</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Finance</td>
<td>Upload budget to UCOA</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Finance</td>
<td>File ETF/W-9 forms for direct deposit</td>
<td>RI General Treasurer</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Facilities</td>
<td>Submit Facilities Requirements &amp; assurances</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Facilities</td>
<td>Obtain Certificate of Occupancy- ensure ADA</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>Category</td>
<td>Task Description</td>
<td>Responsible Party</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>Procure necessary furniture and instructional materials for first year operation</td>
<td>Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>Obtain approval for evaluation and support system for all staff</td>
<td>RIDE Program Director</td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>Set up EPSS access and evaluation data reporting</td>
<td>RIDE Program Director</td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>Establish Personnel Assignment access &amp; eCert district portal</td>
<td>RIDE Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>Ensure new staff enroll in ESRI</td>
<td>RIDE RI General Treasurer Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Schedule on-site visit</td>
<td>RIDE Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>IT/Data Manager Training</td>
<td>RIDE Program Director</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Complete New School Information Form</td>
<td>RIDE Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Complete School Profile Form</td>
<td>RIDE Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>File Annual School Health Report</td>
<td>RIDE Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Finalize all school safety plans</td>
<td>RIDE Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Finalize student transportation</td>
<td>RIDE Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Finalize food/nutrition services</td>
<td>RIDE Superintendent/Executive Director</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Finalize school calendar</td>
<td>RIDE Board Chair</td>
<td></td>
</tr>
<tr>
<td>Enrollment</td>
<td>Finalize insurance coverage</td>
<td>RIDE</td>
<td>Superintendent/Executive Director</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------</td>
<td>-----------------------</td>
<td>-----------------------------------</td>
</tr>
</tbody>
</table>

| **Due September 2023** |
|------------------------|----------------------------|-----------------------|-----------------------------------|
| **Task Area** | **Task** | **Recipient** | **Person or Entity Responsible** |
| Facilities             | Submit evidence of completed milestones of facility acquisition | RIDE | Superintendent/Executive Director |
| Personnel              | Summer training on RI Evaluation Model | RIDE | Program Director |
| Educational Program    | Schedule training on RIDE assessment system | RIDE | Program Director |
| Educational Program    | Submit evidence of qualified special education administrator | RIDE | Superintendent/Executive Director |
| Educational Program    | Schedule training on health program requirements | RIDE | Program Director |
| Educational Program    | Schedule training on educator evaluation system | RIDE | Program Director |
| Educational Program    | Finalize plans/calendar for the assessment system | RIDE | Program Director |

| **Due September 30, 2023** |
|-----------------------------|----------------------------|-----------------------|-----------------------------------|
| **Task Area** | **Task** | **Recipient** | **Person or Entity Responsible** |
| Finance                   | File first quarterly financial report | RIDE, Office of Attorney General, Office of Municipal Affairs | Superintendent/Executive Director |
14. Variances

The Be well Leadership academy seeks no variances from statutes or regulations for our proposed charter school.

15. Charter School Program Grant to Apply

If our application receives preliminary approval, Be Well Leadership Academy intends to apply for planning and implementation grants through the Charter School Program Startup Grant. Our mission is: to excite the imaginations of future health and wellness leaders through academically rigorous, specialized curriculum and experiential learning opportunities in state-of-the-art facilities. Our challenge will be finding an appropriate site that can be renovated into a state-of-the-art facility in all three key program areas of culinary, kinesiology, and communication and there will be revenue to expense gap while waiting for the per pupil reimbursements.

- Consultant fees for start-up tasks
- Deposit on lease for appropriate site
- Consultant fees for school design that meets codes and professional standards for culinary, kinesiology, and communication at the appropriate site
- Facility upgrades for the school design
- Purchase of school furniture, equipment, and materials for specialized curricula
- Development of specialized curricula and assessments in web-based format for grades 7-12
- Professional development for teachers and staff in specialized curricula, assessments, and project-based learning
- Selection and purchase of staff and student-use technology
- Development of board and school policies
- Activities related to opening and preparing the operation of the school

Our needs are aligned with our mission of delivering an innovative curriculum in state-of-the-art facilities to excite the imagination of future health and wellness leaders.
Works Cited

Action for Healthy Kids, 2022
Amplify Science Curriculum 7-8, 2022
Be Well Leadership Academy Survey for Families, 2022
BRIDE-RI, 2022
Buck Institute for Education, PBLWorks, 2022
Center for Collaborative Education (CCE), 2022
Commission on Public Schools of the New England Association of Schools & College (NEASC), 2022
Data Use Professional Development Series, 2013
Developing Core Literacy Proficiencies ELA Curriculum 6-12, 2022
CampusPress Guide to Digital Portfolios, 2020
Edutopia, 2022
English Language Learner Identification, 2000
Eureka Math Curriculum 7-12, 2022
European Association for the Study of Obesity, 2022
Food And Truth, Inc.
High Quality Instructional Framework for Multilingual Learners (MLL) to Thrive, 2021
Learner, 2022
Integrated Curriculum Benefits 2020
Kingston Hill Academy, 2022
Multi-tiered System of Supports (MTSS), 2022
National Charter School Toolkit for Boards, 2022
National Health Standards, 2022
RI Health Crisis, 2022
RIDE Health & Safety, 2022
RIDE High School Graduation Requirements, 2020
RIDE Learning Beyond Grade Level Guide, 2022
RIDE Readiness-Based Graduation Requirements Executive Summary, 2021
RIDE Standards Space & Design of School Buildings, 2018
RIDE Strategic Plan: 2020 Vision for Education, 2020
Rhode Island School Emergency Planning, 2013
Social and Emotional Learning Core Competencies, 2022
Stakeholders in Education, 2022
Technology for Education, 2022
TechnoKids Blog, 2011
US Department of Education, 2017
Whole student Approach to Learning 2022
Appendix A: Assurances Form & Resumes of Founding Group

Appendix A: Assurances Form

This Assurance Form enumerates the requirements and, when you submit this signed sheet as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school’s governing board chair or the lead applicant for all applicants (new charters and expansions). These assurances should not be considered an exhaustive list, as RIDE may determine there are additional legal requirements for the board and school.

As the authorized representative of the applicant, I certify that if awarded a charter:

1. Curriculum must be aligned with Common Core Standards and other standards adopted by the state of Rhode Island, such as the Next Generation Science Standards.
2. The school will craft a comprehensive discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a differently-abled student discipline policy.
3. The board will comply with all applicable laws and regulations.
4. 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.
5. The school will comply with the statutory and regulatory requirements for school health programs and school safety plans.
6. The school will develop school safety and emergency response plans.
7. The school will provide health services to all students, including a plan to hire a nurse taking into consideration of the statutory requirements in the Rhode Island Rules and Regulations for School Health Programs.
8. The school will comply with reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8
9. The school board will annually seek and approve an operational budget and cash flow statement, with a copy to RIDE.
10. The school will complete a fiscal audit each year with an independent firm, with a copy to RIDE.
11. The board and school will comply with all of the requirements in the RIDE Pre-Opening handbook.

[Signatures and dates]

Karen Salvatore
Governing Board Chair, Charter School

Lynda J. Golditch
Lead Applicant, Charter School

Date
9/13/2022

Date
9/13/2022
Colleen Mercurio, Ed.D.
463 Glen Hill Drive Saunderstown, Rhode Island 02874
401-749-4956
colleenmercurio@gmail.com

Summary
Self-directed and driven education administrator with a demonstrated history of success working in the education management industry. Known as an innovative thinker with a deep knowledge of educator evaluation, educational assessment, educational technology, instructional design, and team building. Expertise includes guiding cross-functional teams, managing and mentoring staff, and advising top-level administrators. Passionate education professional with a Doctor of Education (Ed.D.) in Educational Leadership.

Experience
Educational Consultant, Rhode Island Area
March 2018 – present
I facilitate the process of defining, promoting, and increasing brand awareness for educational nonprofits and government clients resulting in better communication at all touch points to maintain strong and lasting relationships with their stakeholders, ultimately increasing support for sustainable funding.

Principal, Cedar Hill Elementary School, Warwick, Rhode Island
August 2013 – March 2018
Shaped the shared vision for building-wide technology immersion in a suburban elementary school with a K-6th-grade configuration and an enrollment of 400+ students. Every teacher collaboratively integrated 21st-century learning tools through a variety of learning opportunities, specifically in the areas of HP Tablets and Chromebook devices, educational applications, and technology.

Educational Consultant, Highlander Institute, Providence, Rhode Island
July 2016 – July 2017
Assessed district readiness for technology integration, analyzed student achievement data, and disseminated blended learning practices based on the district’s specific needs to digitize learning in “early adopter” classrooms for a district with 2800+ students and approximately 300 teachers.

District Evaluation Officer, Rhode Island Department of Education, Providence, RI
September 2011 – August 2013
Designed a new state-level educator evaluation training program for the Rhode Island pilot district, in collaboration with the Rhode Island Department of Education and The New Teacher Project staff, for 10 central office administrators, 33 building-level administrators, and approximately 1000 teachers in 25 buildings via presentations, professional development series, face-to-face appointments, and weekly district-wide newsletters.

Principal, Cottrell F. Foxsie Elementary School, Warwick, Rhode Island
October 2005 – October 2011
Proposed and assisted in the implementation of an $85,000 federal grant for a 1-day a week, 16-week Afterschool Extended Learning Opportunities program in all eight Warwick Title 1 elementary schools including this suburban, Title 1 school with a K–6 grade configuration and an enrollment of 300+ students.
Principal, George C. Calef Elementary School, Johnston, Rhode Island
August 2003 – October 2005
Reduced suspension rate by 20% by implementing and monitoring a school-wide positive behavioral support plan based on character education principles in an urban, Title 1 school with an enrollment of 200+ students.

Health Teacher Grades 6 – 8, Lincoln Middle School, Lincoln, Rhode Island
August 2001 – June 2003
Created the "Health Zone" information center for students and teachers of Lincoln Middle School which was awarded Health Program of the Year for 2002 by the Rhode Island Department of Health.

Health Teacher Grades 6 – 8, Nicholas Ferri Middle School, Johnston, Rhode Island
August 1991–June 1993
Awarded the Violence Prevention grant for middle school health education programs sponsored by the Rhode Island Department of Health.

Education

Doctor of Education (Ed.D.), Educational Leadership
Johnson and Wales University, Providence, Rhode Island
Graduated 2004

Master of Education (M.Ed.), Educational Administration K–12
Providence College, Providence, Rhode Island
Graduated 2003

Master of Education (M.Ed.), Health Education PreK–12
Rhode Island College, Providence, Rhode Island
Graduated 1991

Bachelor of Science (B.S.), Psychology
University of Pittsburgh, Pittsburgh, Pennsylvania
Graduated 1984

Advanced Certificates

Blended Learning Principal Leadership Program
North Carolina State University, Friday Institute for Educational Innovation
June 2016

Conference Presentations

2017 Blended Learning Leadership training for Friday Institute of Educational Innovation
2013-14, Rhode Island Department of Education: Common Core Ambassador Presentation series
2012-14, Partnership for Assessment of Readiness for College and Careers (PARCC) presentation series, Warwick Public Schools and Rhode Island Association of School Principals
2011-13 "Early Adopter District of the Rhode Island Model Educator Evaluation System" presentation series, Warwick Public Schools and Rhode Island Association of School Principals
2011 "Race to the Top Panel", Rhode Island Department of Education and the Rhode Island Foundation
2011 “Update on the Rhode Island Model Educator Evaluation System”, Warwick Public Schools
2010 “Overview of the New Rhode Island Model Educator Evaluation System”, Rhode Island Association of School Principals
2009 “Racism: Can We Talk?”, Warwick Public Schools
2008 “Analyzing the NECAP Data”, Warwick Public Schools
2007 “Reframing Organizations: Political Lens”, Warwick Public Schools
2006 “Utilizing Technology to Differentiate Reading & Writing Instruction”, Warwick Schools
2005 “Principles of Institute for Learning: Clear Expectations”, Johnston Public Schools
2004 “Principles of Institute for Learning: Clear Expectations”, Johnston Public Schools

Publications

- 2004 “Building the Leadership Capacity of K-12 School Principals”, Johnson & Wales University Dissertation for the Educational Leadership Doctorate Program

Professional Organizations

Johnson & Wales University Educational Leadership Doctoral Program Alumni Board
Providence, Rhode Island
June 2004 – Present
Doctoral alumni, faculty members, and other university stakeholders meet annually to ensure that the Educational Leadership Doctoral program emphasizes applied research, enabling students to conduct and interpret research in educational programs, policies, and practices.
- Contributed to two university program reviews for the doctoral program.
- Participated in doctoral program discussion panels for incoming doctoral students.

Executive Board of the Rhode Island Association of School Principals
Providence, Rhode Island
June 2004 – June 2015
Rhode Island Association of School Principals (RIASP) is an affiliate of the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP), the leading professional organizations for school principals K-12.
- Utilized an integrated advocacy model to address a broad range of issues facing the 500+ Rhode Island membership.
- Served as President from 2012 – 2014.
KAREN SALVATORE
921 Gilbert Stuart Road  Saunderstown, RI 02874 (401) 294-5800  Karen@foodandaltruism.org

Social entrepreneur dedicated to solving problems on the local level with cost effective solutions. Areas of focus: childhood obesity, food ingredients and the environment. Founder of Food And Truth, Inc. creator of Fit2Cook4Kids Summer camps. Founder, DOT Watch, Inc, a citizen advisory group on transportation issues.

PROFESSIONAL EXPERIENCE

Fit2Cook4Kids Summer Camp, Saunderstown, RI  2010-present
Founder/CEO
• Established & managed camp for kids ages 7-17, graduating over 1,000 “Junior Chefs”
• Developed curriculum including healthy food prep, yoga, communication/leadership skills
• Incorporated ServSafe basics, knife skills, nutrition and, immune and digestive systems
• Created Pressure Cooker® a team game where players prepare a dish to be judged
• Created TeaTime®, a fun game that emphasizes proper spoken English

Metropolitan Career and Regional Center, Providence RI  2014-2016
History of Food Instructor
• Developed curriculum on food history covering changes from cave dweller to present day

The Center for Business Intelligence, Woburn, MA  2007-2009
Business Development Manager
• Sold exhibit space for pharmaceutical conferences
• Took a non-performing account to high performing status in three months

METUFE, Warwick, RI  2005-2007
Customer Service Representative, 401(k) Department
Investment Company/Variable Contracts Representative
Conservation Specialist Life
• Series 6 Registered Representative with Securities Exchange Commission
• Life, Accident and Health Producer License
• Nominated for Chief Administrative Officer Award (March 2007)

American Biophysics, East Greenwich, RI  1998-2002
Director of Sales and Marketing
• Science based start-up company with patented, mosquito abatement technology
• Took sales from $250K to over $50 million in four years
• One of the fastest growing privately held companies in America at the time, “Inc. Magazine”

Red Alert, Cranston, RI  1998-1999
Executive Director
• Reported directly to Tao CEO, John Hazen White, Sr, a RI manufacturer
• Managed “Red Alert” founded to stimulate citizen involvement aimed at improving state government
KAREN SALVATORE continued

DOT Watch, Inc., nonprofit citizen advisory group on transportation issues, N. Kingstown, RI 1990-1997
Founder/Executive Director
- Won Federal lawsuit to halt construction of two east-west highways, preserving water resources
- Organized people around public comment periods and hearings
- Named Rhode Island's "Heroine of the Year" by the "Ladies Home Journal"

President
- Built specialty sporting goods business specializing in skate products, equipment and clothing
- Hired and trained part time youths to build skates and run a small business

Closeup Foundation, Alexandria, VA 1979
Program Instructor
- Empowered high school students to exercise the rights and accept the responsibilities of citizens in a democracy

Goodwill Industries of America, Bethesda, MD 1978
Coordinator, Projects with Industry
- Operated under a Federal grant to train persons with disabilities for jobs waiting to be filled

House Committee on Science and Technology, Washington, DC 1978
Consultant
- Served on a committee that held hearings
- Advised House committee members on devices designed for NASA with application for veterans and persons with disabilities

EDUCATION

Babson College, Wellesley, MA
BS, Business Administration, Major in Communications

EXTRACURRICULAR & VOLUNTEER ACTIVITIES
- Meeting Street School, conceived and executed fundraiser to collect one million pennies
- RI Youth Council on Smoking designed & tested reverse peer pressure program for high school students to teach elementary students health risks of smoking which was replicated statewide.
- Subject in Photo Journal Book, "Remarkable People" by Stephen Bridi
PAULA SANTOS
234 Mourning Dove Drive   Saunderstown, Rhode Island 02874
(401) 578-8677  email: pjsantos234@gmail.com

Certified Speech Language Pathologist with seven years of experience in Rhode Island Charter Schools. Culinary artist/Wellness consultant instructing adults and children on healthy eating practices. Organized and hard-working with a talent for collaborating with others.

Work Experience
Nov 2021-present Wellness Consultant/Culinary Artist | Bushnell Performing Arts Center, Hartford CT
- Teaching healthy eating classes to adults and volunteers
- Providing video content to website teaching simple, healthy recipes to children

2015-2021 Speech Language Pathologist | Achievement First Iluminar & Providence Mayoral Academies, Providence RI
- Evaluated, created IEP’s and provided individual & group therapy for students
- Collaborated with support staff to ensure the best outcome for each student
- Conducted IEP meetings serving as a consultant to parents and staff
- Responsible for report writing and documentation of therapy procedures and goals

1989-1993 Speech Language Pathologist | West Middle Elementary School, Hartford CT

Education
Master of Science in Speech-Language Pathology

1982-1986 Howard University, Washington, DC
Bachelor of Science, Communication Disorders, Magna Cum Laude

Volunteer Experience
1993-2015
- Created parenting mentor program at Rocky Hill School, East Greenwich, RI
- Co-chaired Rocky Hill School biennial gala
- Served as Vice President of Parent Teacher League at Rocky Hill School
- Served as Lower School Representative for Rocky Hill School
- Served as 12th Grade Class Representative for Rocky Hill School
- Co-chaired annual “Women Helping Women” event at Crossroads Rhode Island
- Co-chaired CharterCare Health Partners’ inaugural Gala

Certification and Licensure
American Speech Language Hearing Association Certificate of Clinical Competence (CCC)
Rhode Island Department of Education License
Rhode Island Department of Health License
Appendix B: Resumes of Food And Truth, Inc. Board Members
-ADAM TADDONIO, P.E.-

29 Samuel Hill Rd
Columbia, CT 06237
(315) 286-1745
adamtaddonio@gmail.com

EDUCATION:

CLARKSON UNIVERSITY
September 2003 – May 2007
• Bachelor of Science Degree with a Structural Concentration (GPA 3.2)

PROFESSIONAL EXPERIENCE:

Sole Proprietor
January 2022 - Present
• Provide residential engineer design and inspection services
• Review and approve design plans by others

Connecticut Department of Transportation
June 2015 – January 2022
• Supervised state inspection team for above water bridge inspections
• Attend construction meetings for in state bridge projects

AI Engineers, Inc.
June 2014 – June 2015
• Team Leader for above water bridge and tunnel inspections in Connecticut and Massachusetts
• Ancillary sign structure inspections in Massachusetts
• Bridge load rating reports for Virginia

Collins Engineers, Inc.
September 2012 – June 2014
• Above water bridge inspections in Connecticut, Rhode Island and Massachusetts
• Underwater (SCUBA) bridge inspections in Rhode Island and Connecticut
• Above water and underwater bridge inspection report writing
• Bridge load ratings in Massachusetts
• Bridge design and drafting in Massachusetts
• Inspection of ancillary sign and light structures in Massachusetts

Silva Engineering, LLC
January 2012 – September 2012
• Bridge and building design
• Building structural inspection
• Calculating quantities and estimates

CHA, Consultants (Clough, Harbour and Associates)
• Design of bridge superstructures with steel and concrete members
• Design of bridge substructures using cast-in-place or precast concrete
• Inspection of pedestrian truss bridges
• Structural analysis of new and existing structures for capacity
• ATL for NYS Bridge Safety Inspections
• Load Rating of approximately 400 bridges using VIRTIS
• Bridge inspection report writing using BiPPI

PROFESSIONAL CERTIFICATIONS AND TRAINING:
• Professional Engineering Licenses held in CT, NY, RI, MA, NH, MD and FL
NANCY SEALE

19 Arthur Richmond Road  West Greenwich, RI 02817  (401) 995-7942  nancyseale23@gmail.com

A loyal employee of the Rhode Island Credit Union for the past 41 years, demonstrating strong leadership skills and an outstanding ability to collaborate with peers. A true team member who motivates and assists others and is dedicated to the community at large.

Education

Coventry High School, Coventry, RI 1960

Experience

Branch Manager  1981-present
Rhode Island Credit Union, Kingston, RI
- Supervises and mentors a team of four branch personnel
- Provides outstanding customer service to credit union members
- Establishes strong relationships with outside vendors
- Assists with other RI Credit Union Branches

Activities

- Vice President, Board of Directors Food And Truth, AKA Fit2Cook4Kids
- Financial Literacy teacher Fit2Cook4Kids
- Financial Literacy teacher at Break Through Providence
- Financial Literacy teacher/mentor Providence Community Outreach Program
- South Kingstown Chamber of Commerce, Member
- Assisted with RI Credit Union's 75th anniversary celebration
- Participated in University of Rhode Island's 125th anniversary celebration
- Participated/mentored at Career Day at Park View Middle School
- Volunteered for Special Olympics, held at University of Rhode Island
NANCY A. MORETTI
242 Burlingame Road
Cranston, RI 02921
nmoretti105@gmail.com
401-374-2610

Education:
  Johnston High School, 1969
  Bryant University, Business courses, no degree

Employment:
  1986 - Present: Facilities Manager, Independence Square Foundation
  1981 - 1986: Program Director, United Cerebral Palsy
  1969 - 1986: Medical Secretary, Frank M. D'Alessandro, MD

Activities
  • East Greenwich Art Club; Member of Board of Directors & President
  • Fit2cook4Kids; Member of Board of Directors & Secretary
  • Quota Club, International; Board of Directors & President
LYNDA J. ZENOFSKY-GOLDITCH, CPA

170 Mystery Farm Drive
Cranston, RI 02921
lyndajz@yahoo.com
401-556-0616

Education
University of Rhode Island
  • Bachelor of Science, Accounting, 1993
  • Minor in Music, 1993

Experience
2009 – Present  Certified Public Accountant
  • Self-Employed, Cranston, RI

1996 – 2009  Controller
  • Enterprise Capital, Inc., East Greenwich, RI
  • Bernard Investment Group, Coventry, RI

1993 – 1996  Certified Public Accountant
  • Richard F. Saccoccia, CPA, Warwick, RI
  • Restivo Monacell LLP, Providence, RI

Activities
  • University of Rhode Island Alumni Association
  • RISCPA, Member
  • Food and Truth, AKA Fit2cook4Kids, Treasurer, Board of Directors
  • Temple Beth-El Sisterhood
  • Pianist, Various Organizations
ANTHONY J. REGINE, DDS
153 Meadow Lane, Middletown, RI 02842
aregine1@cox.net  401-575-1507

Education
University of Maryland School of Dentistry, DDS, 1960
Tufts University, BA, 1955
Classical High School, 1951

Experience
1962 – 2003  Private Dental Practice, Cranston, RI
1960 – 1962  Captain, United States Army, Fort Meade, Maryland, Dental Corps

Activities
- Member of the RI Dental Association
- Classical High School Alumni Association
- Tufts University Alumni Association
- Baltimore College of Dental Surgery Alumni Association, State President
- AARP – Member of Board of Directors, State President
- Urban League of RI, Member of Board of Directors
- Member of CODAC board of RI
- Edward King House, Member of Board of Directors
- RI American Heart Association, Member Board of Directors
- Advent House / Blackstone Academy, Board of Directors
- Opera Providence, Member of Board of Directors
- Chairman Cranston Mayoral Inauguration
- Cranston Historic District Commission
- Fit2cook4Kids, Member of Board of Directors
José G. Ramírez

50 President Avenue
Providence, RI 02906
(302) 981-6209

Industrial statistician with considerable consulting and teaching experience across different industries including semiconductors, chemical, electronics and biotech.

Strengths
- Statistical engineer, author, speaker and teacher.
- Recognized JMP software export
- Extensive knowledge of SAS software
- Fluent in English and Spanish

Work Experience
Kite Pharma, a GILEAD Company
West Greenwich, RI (2021 to Present)
Director and Chief Statistician
- Internal and external statistical leadership in the use, promotion, and adoption of best statistical approaches.

Amgen,
West Greenwich, RI (2011 to 2021)
Chief Statistician
- Internal and external statistical leadership in the use, promotion, and adoption of best statistical approaches.
- Statistical support for new products including biosimilars Amjevita™ and Mvasi™, and Repatha®, Blincyto®, Amgevita® and Imlugenic®.
- Recently offered a 4-part webinar series on applications of Bayesian statistics in CMG sponsored by the IQ Consortium of pharmaceutical and biotechnology companies.

W.L. Gore & Associates,
Landenberg, PA (1999 to 2011)
Industrial Statistician.
- Devised a new criterion, Maximum Clarity, to evaluate and select fractional factorial split-plot designs for multi-step process experiments.
- Developed, implemented, and established a statistical methodology for detection of early failures. Product reliability was improved by 70%.

INTEL Massachusetts,
Hudson, MA (1998 to 1999)
Senior Statistician.
- Designed experiment to fix adhesion problems with savings of $2M.
- Created and established statistical bin limits.

Digital Equipment Corporation
Digital Semiconductor Hudson, MA (1989 to 1998)
Consultant Quality Engineer (1996-1998)
Principal Quality Engineer (1989-1996)
- Developed and deployed methodology and SAS software for the analysis and trending of yield and particle data. Savings of $5M.
- Course development and delivery: design of experiments, introduction to design of experiments, linear regression.

Center for Quality and Productivity Improvement,
University of Wisconsin-Madison, WI (1985 to 1989)
- Conducted research on Cumulative Sum (Cusum) methods for quality improvement, and on data transformation and their relation to signal to noise ratios.
- Assisted in the preparation and administration of class notes for short courses for engineers and statisticians, and taught how to use experimental design software.
- Supervised a weekly seminar on topics in quality and productivity improvement.

Statistical Laboratory,
University of Wisconsin-Madison, WI (1984 to 1985)
- Statistical consultant in the areas of experimental design, Bayesian methodology, sampling and analysis of surveys for faculty, students, and several companies and government agencies.
- Developed Bayesian statistical methods for detecting when ground water standards have been exceeded, for the Wisconsin Department of Natural Resources.

Department of Mathematics and Computer Science,
Universidad Simón Bolívar, Caracas, Venezuela (1979 to 1983)
- Lecturer for calculus and statistics courses.
- Teaching assistant for probability, algebra and statistics courses.

Education

Minor Degree in Industrial Engineering.
Prof. George E. P. Box supervised research on sequential methods for statistical process monitoring.

Licenciatura in Mathematics, Universidad Simón Bolivar, 1982, Caracas, Venezuela.

Awards and Recognitions
- 2002 SAS Users Feedback Award.

Selected Publications


Mary P. Saggal
P.O. Box 282
Saanderstown, Rhode Island 02874
(401) 855-7060
mi@plazpsych.com

OBJECTIVE
To continue serving the community by fostering fruitful, positive impact.

EDUCATION
University of Rhode Island, Kingston, RI: Doctor of Nursing Practice Program: Current

Boston College William F. Connell School of Nursing, Chestnut Hill, MA: Master of Science in Family Psychiatric Mental Health: May 2018. Cumulative GPA: 3.6

Rhode Island College, Providence, RI: Bachelor of Science in Nursing: January 2012. Magna Cum Laude. Cumulative GPA: 3.6

Fordham University, Bronx, NY: Bachelor of Arts in Political Science and Minor in Middle-East Studies: May 2006. Cumulative GPA: 3.2

Our Lady of Victory Academy, Dobbs Ferry, NY: High School Diploma: June 2002. Cumulative GPA: 3.4; Class Rank: 8/127

SELECTED COURSES
Health Care Policy for DNP
Informatics • Health Care Sets for DNP
Theory Study Nursing Administration for DNP
Advanced Practice Nursing Across the lifespan II
Advanced Theory of Family & Group Psychotherapy
Advanced Psychiatric Nursing Across the lifespan I
Advanced Practice Theory of Psychiatry
Advanced Health Assessment Across the lifespan
Advanced Pharmacology Across the lifespan
Conceptual Basis for Advanced Practice Nursing
Ethical Issues in Advanced Practice Nursing
Role of the Advanced Practice Nurse
Advanced Pathophysiology Lifespan
Public & Community Health Nursing
Advanced Psychopharmacology Lifespan
Theories & Methods of Counseling
Research & Methods for APN
Psych/Mental Health Nursing
Health Assessment
Contemporary Professional Nursing
Adult Health Nursing II
Adult Health Nursing I
Fundational Therapeutic Intervention
Maternal Newborn Nursing
Fundamentals of Nursing Practice
Professional Nursing
Transition to Professional Practice
Nursing of Children & Families

CLINICAL ROTATIONS
1/18/4/18 Bradley Hospital, Riverside, RI: PMHNP Child/Adolescent Student Clinical Rotation
1/18/4/18 Gateway Healthcare, Pawtucket, RI: PMHNP Child/Adolescent Student Clinical Rotation
1/18/4/18 Gateway Healthcare, Pawtucket, RI: PMHNP Adult Student Clinical Rotation
1/18/4/18 Bristol County Jail, Dartmouth, MA: PMHNP Adult Student Clinical Rotation
9/17/12/17 Quality Behavioral Health, Warwick, RI: PMHNP Child/Adolescent Student Clinical Rotation
9/17/12/17 Quality Behavioral Health, Warwick, RI: PMHNP Adult Student Clinical Rotation
9/11/12/11 Rhode Island Hospital – ICU, Providence, RI: Clinical Rotation
5/11/6/11 East Providence High School, East Providence, RI: Clinical Rotation
1/11/4/11 Rhode Island Hospital – Bridge Building, Providence, RI: Clinical Rotation
9/10/12/10 Veterans Affairs Medical Center (VAMC), Providence, RI: Clinical Rotation
10/10/12/10 Hasbro Children's Hospital – Emergency Department, Providence, RI: Clinical Rotation
9/10/9/10 Mt Hope High School, Bristol, RI: Clinical Rotation
7/10/8/10 Arbor Health Hospital, South Attleboro, MA: Clinical Rotation
5/10/6/10 Women & Infants Hospital, Providence, RI: Clinical Rotation
1/10/4/10 Eleanor Slater Hospital/Zambararaa Unit, Pascoag, RI: Clinical Rotation
Mary P. Saggal
P.O. Box 282
Saanderstown, Rhode Island 02874
(401) 855-7060
ms@plazapsych.com

RELEVANT WORK EXPERIENCE

1/22 – Present  Wilkes University, Post-DNP Graduate PMHNP Certification Program: Clinical Preceptor
1/21 - Present  University of Rhode Island, PMHNP Graduate Program: Clinical Preceptor
1/21 - 5/21  University of Rhode Island, Butler Hospital: PMH Undergraduate Nursing Clinical Instructor
5/20 – Present  Plaza Psychology & Psychiatry, Outpatient Private Practice, East Greenwich, RI: PMHNP
3/27/20 – Present  University of New Hampshire, Post-Master PMHNP Certification Program: Clinical Preceptor
7/18 – 5/20  CPS Healthcare, Plymouth County Correctional Facility, Plymouth, MA: PMHNP
7/18 – 5/20  CPS Healthcare, Bristol County Jail & House of Correction, N. Dartmouth, MA: PMHNP
Fall/18 – 5/20  CPS Healthcare, Middlesex House of Correction & Jail, Billerica, MA: PMHNP
4/16 – 10/17  Hallworth House – Rehabilitation & Nursing Center, Providence, RI: Charge Nurse 2nd Floor
8/12 - 4/13  Rhode Island Hospital – Emergency Department, Providence, RI: Registered Nurse
11/10 - 8/12  Rhode Island Hospital – Emergency Department, Providence, RI: Patient Care Technician IIA

ADDITIONAL INFORMATION
- Rhode Island APRN CNP Psychiatric/MH License -- Current
- Rhode Island Controlled Substances Registration -- Current
- Rhode Island Drug Enforcement Administration Registration - Current
- Rhode Island Nursing (RN) License – Current
- CPR & AED American Heart Association (AHA) BLS for Provider certification - Current
- Medication Assisted Treatment (MAT): 24-Hour APNA Waiver Training – Completed
- DATA-waived Practitioner for MAT Treatment Maximum 100 patients
- American Nurses Association (ANA) - Member
- American Psychiatric Nurses Association (APNA) – Member
- American Association of Nurse Practitioners (AANP) – Member
- Be Well Leadership Academy - PMHNP Committee Board Member
- 40-Hour Department of Corrections (DOC) Training (Spring/Summer 2019) - Completed
- Perfect Chart Documentation Recognition; Rhode Island Hospital Emergency Department, 10/2012
- Sigma Theta Tau International Honor Society of Nursing - Inducted Fall 2011
- Rhode Island College Dean’s List - Spring 2009
Appendix C: Draft Bylaws

DRAFT

BYLAWS OF THE BE WELL LEADERSHIP ACADEMY PUBLIC CHARTER SCHOOL

ARTICLE I — NAME AND PURPOSE

Section 1 — Name: The name of the organization shall be The Be Well Leadership Academy Public Charter School. It shall be a nonprofit organization and incorporated under the laws of the State of Rhode Island.

Section 2 — Purpose: The Be Well Leadership Academy Public Charter School is organized exclusively for educational and dissemination/outreach purposes.

ARTICLE II — MEMBERSHIP

Section 1 — Eligibility for membership: Application for voting membership shall be open to any current parent of a student, member of a community served, an employee of a RI community-based organization, for profit or nonprofit, or a RI university or college educator that supports the purpose statement in Article I, Section 2. Membership is granted after completion and receipt of a membership application. All memberships shall be granted upon a majority vote of the Board.

Section 2 — Annual dues: there are no dues for membership

Section 3 — Rights of members: Each member shall be eligible to appoint one voting representative to cast the member’s vote in Board elections.

Section 4 — Resignation and termination: Any member may resign by filing a written resignation with the Secretary. A member can have their membership terminated by a majority vote of the membership.

Section 5 — Non-voting membership: The Board shall have the authority to establish and define non-voting categories of membership.

ARTICLE III — MEETINGS OF MEMBERS

Section 1 — Regular meetings: Regular meetings of the members shall be held monthly eight times per year designated by the Board Chair.
Section 2 — Annual meetings: Annual meetings of the members shall take place in the month of May, the specific date, time, and location of which will be designated by the Board Chair. At the annual meeting, the members shall elect new members and officers, receive reports on the activities of the school, and determine the direction of the school for the coming year.

Section 3 — Special meetings: Special meetings may be called by the Board Chair or a simple majority of the Board of Directors. A petition signed by seventy-five percent of voting members may also call a special meeting.

Section 4 — Notice of meetings: Notice of each meeting shall be given to each voting member, by mail or email, not less than five days prior to the meeting.

Section 5 — Quorum: A quorum must be attained by at least fifty-one percent of Board members for business transactions to take place and motions to pass.

Section 6 — Voting: All issues to be voted on shall be decided by a simple majority of those present at the meeting in which the vote takes place.

ARTICLE IV — BOARD OF DIRECTORS

Section 1 — Board role, size, and compensation: The Board is responsible for the overall policy and direction of the school, and delegates responsibility for day-to-day operations to the staff and committees. The Board shall have eleven members. The Board receives no compensation other than reasonable expenses.

Section 2 — Terms: All Board members shall serve two-year terms, but are eligible for re-election for up to four consecutive terms as long as they remain eligible members.

Section 3 — Meetings and notice: The Board shall meet at least eight times per year at an agreed upon time and place. An official Board meeting requires that each board member has written notice at least five days in advance.

Section 4 — Board elections: New members and current members shall be elected or re-elected by the voting representatives of members at the annual meeting. Members will be elected by a simple majority of those present at the annual meeting.

Section 5 — Election procedures: A Nominating Committee shall be responsible for nominating a slate of prospective Board members representing the school’s diverse constituency. In addition, any member can nominate a candidate to the slate of nominees.
Section 6 — *Officers and Duties:* There shall be four officers of the Board, consisting of a Chair, Vice-Chair, Secretary, and Treasurer. Their duties are as follows:

The President shall convene regularly scheduled Board meetings, shall preside, or arrange for other members of the Board to preside, at each meeting in the following order: Vice Chair, Secretary, Treasurer.

The Vice-Chair shall chair committees on special subjects as designated by the Board.

The Secretary shall be responsible for keeping records of Board actions, including overseeing the taking of minutes at all Board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Board member, and assuring that corporate records are maintained.

The Treasurer shall make a report at each Board meeting. The Treasurer shall chair the Finance Committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Board members and the public.

Section 7 — *Vacancies:* When a vacancy on the Board exists mid-term, the Secretary must receive nominations for new members from present Board members two weeks in advance of a Board meeting. These nominations shall be sent out to Board members with the regular Board meeting announcement, to be voted upon at the next Board meeting. These vacancies will be filled only until the end of the Board member's term.

Section 8 — *Resignation, termination, and absences:* Resignation from the board must be in writing and received by the Secretary. A Board member shall be terminated from the Board due to excess absences, more than two unexcused absences from Board meetings in a year. A Board member may be removed for other reasons by a three-fourths vote of the remaining members.

Section 9 — *Special meetings:* Special meetings of the Board shall be called upon the request of the Chair, or one-third of the Board. Notices of special meetings shall be sent out by the Secretary to each Board member at least two weeks in advance.

**ARTICLE V — COMMITTEES**

Section 1 — *Committee formation:* The Board may create committees as needed, such as fundraising, public relations, data collection, etc. The Board Chair appoints all committee chairs.

Section 2 — *Executive Committee:* The four officers serve as members of the Executive Committee. Except for the power to amend the Bylaws, the Executive Committee shall have all the powers and authority of the Board in the intervals between meetings of the Board and is
subject to the direction and control of the full Board.

Section 3 — Finance Committee: The Treasurer is the chair of the Finance Committee, which includes three other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plans, and the annual budget with staff and other Board members. The Board must approve the budget and all expenditures and must be within budget. Any major change in the budget must be approved by the Board. The fiscal year shall be July 1-June 30. Annual reports are required to be submitted to the Board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to the membership, Board of Directors, and the public.

Section 4 — Nominating Committee: This Committee shall be responsible for the recruitment, review, and orientation of new Board members representing the school’s diverse constituency.

Voting members of the Board shall not exceed nine. However, additional, non-voting members shall be recruited as necessary to fill positions on particular committees. In addition, any member can nominate a candidate to the slate of nominees.

Section 4 — Facilities Committee: The initial charge will be to guide the search for a building to lease, and to ensure that all appropriate safety regulations are met. Upon the school opening, this Committee will oversee the management of school facilities and begin strategic planning around long-term facility goals and needs, including research and recommendations for new construction or rehabilitation of an existing building.

ARTICLE VI — SUPERINTENDENT/EXECUTIVE DIRECTOR AND STAFF

Section 1 — Superintendent/Executive Director: is hired by the Board and has day-to-day responsibility for the organization, including carrying out the organization’s goals, policies, and mission. He/she will carry out the duties described in his/her job description and perform other such duties as the Board of Directors may designate. He/she will attend all board meetings, report on the progress of the organization, and answer questions from Board members. He/she will act as a liaison between the Board of Directors, staff, students, and families. The salary and benefits and term of office of this position will be subject to the approval of the Board.

ARTICLE VII — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary by a two-thirds majority vote of the Board of Directors. Proposed amendments must be submitted to the Secretary to be sent out with regular board announcements, and at least fifteen (15) days prior to the meeting at which the amendment is to be considered.
ARTICLE VII — INDEMNIFICATION

Section 1 — Indemnification: The Be Well Leadership Academy Public Charter School will indemnify its members, officers, and employees consistent with applicable Rhode Island laws and regulations.
Appendix D: Board Roles & Responsibilities

Be Well Leadership Academy will form a formal Board of Directors and the Charter Board Chair will be Karen Salvatore, the Co-Founder of the school. The Board shall provide governance of the school and oversight to the management of all school operations. As its key responsibilities, the Board will: support the school's administrative team; oversee the hiring of all personnel; provide guidance on management issues; assume fiduciary responsibility; develop, review, and revise school policies; and hire and evaluate the Superintendent/Executive Director. The Board shall consist of eleven members, including at least two parents, two teachers/staff members, two community members from the city where the school is housed, two representatives from a nonprofit organization or business from Rhode Island, and three members from our establishing entity.

Per the Be Well Leadership Academy Charter School By-laws, the Board shall meet eight times annually. Should additional meetings be necessary, the Board Chair may seek the consensus of the Board to call additional meetings. Attendance by more than 50% of the Board (at least 5 members) shall constitute a quorum. To be a high-functioning body to effectively meet the needs of the school community, the Board shall have Board Officers and Board Committees. Each May on an annual basis the Board shall reorganize to select Board Officers and Board Committee composition.

At all times the Board shall have the following four Board Officer positions which comprise the Board’s Executive Committee: Board Chair, Board Vice-Chair, Board Secretary, and Board Treasurer. The Executive Committee is responsible for overseeing the integrity of the Board through annual self-assessments and providing training when necessary; will ensure that the school complies with all laws and regulations relating to the operation of a 501(c)3 non-profit organization, including publicly posting all Board Meetings per the
requirements of RI Open Meeting Laws.

**Roles & Responsibilities**

**Board Chair:**
- Ensures that the Board is functioning effectively and meeting high standards for effective governance
- Holds the Board accountable for executing all Board functions
- Facilitates all meetings of the Board and other meetings or events as necessary
- Develops Board meeting agendas in partnership with the school leader that reflect the school’s and Board’s priorities, drive strategic conversation and decision making, and keep the board’s work focused on the goals
- Makes sure that the Board conducts a self-assessment each year and addresses areas for improvement
- Leads the discussion on planning Board retreats

**Board Vice Chair:**
- Attends all Board meetings
- Executes specific projects at the request of the Board Chair
- Helps the Board Chair develop and implement officer transition or succession plans
- Understands the responsibilities and duties of the Board Chair, and is ready and prepared to stand in for the Board Chair as needed
- Actively recruits new board members, and helps to retain current Board members
- Provides leadership and direction to the Board in concert with the Board Chair
- Ensures transparent communication between all Board members

**Board Secretary:**
- Keeps accurate minutes for each Board meeting
- Shares minutes with the Board in a timely fashion
- Makes sure the Board adheres to open meeting laws and other legal requirements
- Assumes responsibilities of the chair in the absence of the Board Chair and Vice Chair

**Chair**
- Provides notice of Board and Subcommittee meetings to all Board members
- Keeps all legal and official documents up-to-date
- Maintains the Board's records and archives for future reference by Board members, the Rhode Island Department of Education (RIDE), the Rhode Island Secretary of State, and others

**Board Treasurer:**
- Serves as the chair of the Finance Committee, and leads the Committee in setting
and meeting annual financial goals
- Ensures that all members of the Board fully comprehend the financial matters of the school and receive reliable and timely information regarding those matters
- Works with the Finance Committee and Superintendent/Executive Director in leading the development of an annual school budget and presenting the budget to the full Board for approval

The Board of Directors shall have four standing Board Committees to facilitate the detail-oriented work of the Board's overarching responsibilities. Each Committee will meet only as needed, and each Board meeting shall include updates from Committees as needed. Each Board member shall serve on at least two Committees. Each Committee shall have a minimum of five members. The standing Committees could be the following Finance, Facilities, Nominating, and Evaluation but this has yet to be determined. The following is the existing Be Well Leadership Academy Planning Committee:

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last name</th>
<th>Occupation</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleen</td>
<td>Mercurio, Ed.D.</td>
<td>Educational Consultant</td>
<td><a href="mailto:colleenmercurio@gmail.com">colleenmercurio@gmail.com</a></td>
</tr>
<tr>
<td>Adam</td>
<td>Taddonio, PE</td>
<td>Public Engineer</td>
<td><a href="mailto:adamantaddoniop@gmail.com">adamantaddoniop@gmail.com</a></td>
</tr>
<tr>
<td>Andrew</td>
<td>Esposito</td>
<td>Chef, Entrepreneur, Instructor</td>
<td><a href="mailto:jadny2@aol.com">jadny2@aol.com</a></td>
</tr>
<tr>
<td>Louise</td>
<td>Dinsmore</td>
<td>Partners in Philanthropy, LLC</td>
<td><a href="mailto:LDinsmore16@yahoo.com">LDinsmore16@yahoo.com</a></td>
</tr>
<tr>
<td>Joan</td>
<td>Fargnoli, Ed. D.</td>
<td>Middle School Principal, Retired</td>
<td><a href="mailto:jfargnoli50@gmail.com">jfargnoli50@gmail.com</a></td>
</tr>
<tr>
<td>Nancy</td>
<td>Moretti</td>
<td>Facilities and Real Estate Manager</td>
<td><a href="mailto:nmoretti105@gmail.com">nmoretti105@gmail.com</a></td>
</tr>
<tr>
<td>Lynda</td>
<td>Golditch, CPA</td>
<td>CPA</td>
<td><a href="mailto:lyndajz@yahoo.com">lyndajz@yahoo.com</a></td>
</tr>
<tr>
<td>Christine</td>
<td>Marinello, Esq.</td>
<td>Attorney</td>
<td><a href="mailto:christinemarinello@cox.net">christinemarinello@cox.net</a></td>
</tr>
<tr>
<td>Christine</td>
<td>Benetti Taddonio, PE</td>
<td>Public Engineer</td>
<td><a href="mailto:cbenetti@cox.net">cbenetti@cox.net</a></td>
</tr>
<tr>
<td>James</td>
<td>Salafia</td>
<td>Environmental Scientist</td>
<td><a href="mailto:j.salafia@gmail.com">j.salafia@gmail.com</a></td>
</tr>
<tr>
<td>Mary</td>
<td>Saggal</td>
<td>Psychiatric Mental Health Nurse Practitioner</td>
<td><a href="mailto:saggalpmhnp@gmail.com">saggalpmhnp@gmail.com</a></td>
</tr>
<tr>
<td>Michael</td>
<td>Salafia</td>
<td>Commercial Real Estate Broker</td>
<td><a href="mailto:michaelsalafia@gmail.c">michaelsalafia@gmail.c</a></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Email</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Heather Singleton</td>
<td>RI Hospitality Assoc Co-Chair, Hospitality Sub Committee</td>
<td><a href="mailto:heather@rihospitality.org">heather@rihospitality.org</a></td>
<td></td>
</tr>
<tr>
<td>Karen Salvatore BS BA</td>
<td>Founder, Director Food And Truth</td>
<td><a href="mailto:karen@foodandtruth.org">karen@foodandtruth.org</a></td>
<td></td>
</tr>
<tr>
<td>Kinnan Dowie</td>
<td>Fit2Cook4Kids Leader in Training</td>
<td><a href="mailto:kinnandowie2001@gmail.com">kinnandowie2001@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Paula Santos</td>
<td>Speech Pathologist</td>
<td><a href="mailto:pjsantos234@gmail.com">pjsantos234@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Kinnan Dowie</td>
<td>Fit2cook4Kids Leader in Training</td>
<td><a href="mailto:kinnandowie2001@gmail.com">kinnandowie2001@gmail.com</a></td>
<td></td>
</tr>
<tr>
<td>James Vible</td>
<td>School Resource Officer</td>
<td><a href="mailto:jbvible1@hotmail.com">jbvible1@hotmail.com</a></td>
<td></td>
</tr>
<tr>
<td>Michelle Collette Graham MBA, MSN, RN-BC</td>
<td>Nurse</td>
<td><a href="mailto:mmessier1@yahoo.com">mmessier1@yahoo.com</a></td>
<td></td>
</tr>
</tbody>
</table>

All Board meetings shall be open to the public and posted per the requirements of R.I. Gen.

Laws § 42-46-5(a)(1). When appropriate, the Board may meet in executive session to discuss the following: the job performance of an employee; current or pending litigation; civil or criminal investigations into misconduct; or school disciplinary hearings.
Appendix E: School Leader Job Descriptions

Superintendent/Executive Director Job Description

The Superintendent/Executive Director has general management and oversight responsibilities for the school. The Superintendent/Executive Director directly supervises all staff; ensures 100% compliance with all educational and legal requirements at the federal, state, and local levels; ensures plans and procedures are in place for success in student achievement; plans the annual school budget and allocates school resources in a manner consistent with the annual budget approved by the Board; ensures effective operations within the school, and works closely with the Board with respect to all school activities. This position may be part-time or full-time, depending on the qualifications of the successful candidate and the needs of the School, as determined by the Board. The Superintendent/Executive Director is hired by and reports to the Be Well Leadership Academy Board.

Required Experience
Master’s Degree in Educational Leadership and/or Curriculum & Instruction; doctorate degree preferred. A valid Rhode Island certificate as Superintendent is required. At least 5 years as a building-based administrator; and at least 5 years of experience as a classroom teacher.

Responsibilities
- Establish and manage school governance
- Lead and monitor community relations
- Lead and monitor advocacy and fundraising efforts
- Manage and facilitate organizational development
- Support the recruitment of staff and students

Program Director Job Description

The Program Director will provide leadership and vision in the ongoing planning, implementation, development, direction, review, and evaluation of the curriculum, instructional, and evaluation services. The Program Director ensures that the school’s educational objectives are aligned to state frameworks and to instructional practices that yield the highest standards of student achievement and instructional excellence. The Program Director reports to the Superintendent/Executive.

Required Experience
Master’s Degree in Educational Leadership and/or Curriculum & Instruction. A valid Rhode Island certificate as PK-12 building-level administrator or Curriculum & Instruction is required. At
least 2 years as a building-based administrator; and at least 5 years of experience as a classroom teacher.

Responsibilities:
- Provide instructional leadership
- Recruit, develop, supervise, and evaluate staff
- Recruit and supervise students
- Lead, manage and evaluate school programs
- Lead, manage, and evaluate school curriculum.
The following curricula will be finalized by the faculty and administrators the summer before the opening of the school. Subsequently, there will be curriculum reviews each semester to respond to the needs of the students in real time. The Program Director will then be responsible for managing school-based committees that will regularly calibrate the written and taught curriculum. All curricula and resources will be on the school website.

Semester Course Schedule for Grades 7-12:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Culinary Curriculum</th>
<th>Kinesiology Curriculum</th>
<th>Communication Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Safety and Sanitation</td>
<td>Injury Prevention</td>
<td>Communicating in the Kitchen</td>
</tr>
<tr>
<td>7</td>
<td>Food Ecology</td>
<td>Kinesiology: Fundamentals</td>
<td>Finding Your Voice: Journalism</td>
</tr>
<tr>
<td>7</td>
<td>Food History</td>
<td>Physiology of Exercise</td>
<td>Photography</td>
</tr>
<tr>
<td>8</td>
<td>Culinary Cooking: Fundamentals</td>
<td>Mindfulness and Movement</td>
<td>Public Relations and Health &amp; Wellness Issues</td>
</tr>
<tr>
<td>8</td>
<td>Industry Tools and Techniques</td>
<td>Coordination and Control</td>
<td>Media Studio: Fundamentals</td>
</tr>
<tr>
<td>8</td>
<td>Ingredient Functionality</td>
<td>Kinesiology: Advanced</td>
<td>Social Media and Global Health &amp; Wellness Issues</td>
</tr>
<tr>
<td>9</td>
<td>Culinary Cooking: Advanced</td>
<td>Kinesiology &amp; Nutrition</td>
<td>Web Design &amp; Digital Literacy</td>
</tr>
<tr>
<td>9</td>
<td>World Cuisines</td>
<td>Movement &amp; Healthy Physical Choices</td>
<td>Podcasting: Fundamentals</td>
</tr>
<tr>
<td>9</td>
<td>Sustainable Food &amp; the Environment</td>
<td>Kinesiology Activity: Specific Sports Featured</td>
<td>Podcasting and Sharing How Food Connects Us to Each Other</td>
</tr>
<tr>
<td>----</td>
<td>----------------------------------</td>
<td>---------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Plant-based Culinary Arts</td>
<td>Kinesiology Activity: Specific Sports Featured</td>
<td>Media Studio: Advanced</td>
</tr>
<tr>
<td>10</td>
<td>Menu Design and Planning</td>
<td>Personal Fitness Plan for Life</td>
<td>Designing Your Own Radio Program</td>
</tr>
<tr>
<td>10</td>
<td>Purchasing and Cost Control</td>
<td>Strength &amp; Conditioning</td>
<td>Producing Your Own Radio Program</td>
</tr>
<tr>
<td>11</td>
<td>Food Trucks</td>
<td>Kinesiology Activity: Specific Sports Featured</td>
<td>Media Studio: Mastery</td>
</tr>
<tr>
<td>11</td>
<td>Culinary Cooking: Mastery</td>
<td>Kinesiology: Mastery</td>
<td>Designing Your Own TV Show</td>
</tr>
<tr>
<td>11</td>
<td>Culinary Entrepreneurship</td>
<td>Kinesiology Entrepreneurship</td>
<td>Producing Your Own TV Show</td>
</tr>
<tr>
<td>12</td>
<td>Culinary Internship</td>
<td>Kinesiology Internship</td>
<td>Designing and Producing a Reality Series</td>
</tr>
<tr>
<td>12</td>
<td>Senior Project: Culinary Leadership</td>
<td>Senior Project: Kinesiology Leadership</td>
<td>Senior Project: Communications</td>
</tr>
<tr>
<td>12</td>
<td>Graduation Portfolio</td>
<td>Graduation Portfolio</td>
<td>Graduation Portfolio</td>
</tr>
</tbody>
</table>
# Appendix G: School Calendar

## DRAFT

Be Well Leadership Academy Calendar 2023-24

### 2023/24 School Calendar

<table>
<thead>
<tr>
<th>August 2023</th>
<th>September 2023</th>
<th>October 2023</th>
<th>November 2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Calendar Image]</td>
<td>[Calendar Image]</td>
<td>[Calendar Image]</td>
<td>[Calendar Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 2023</th>
<th>January 2024</th>
<th>February 2024</th>
<th>March 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Calendar Image]</td>
<td>[Calendar Image]</td>
<td>[Calendar Image]</td>
<td>[Calendar Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>April 2024</th>
<th>May 2024</th>
<th>June 2024</th>
<th>July 2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Calendar Image]</td>
<td>[Calendar Image]</td>
<td>[Calendar Image]</td>
<td>[Calendar Image]</td>
</tr>
</tbody>
</table>

### Federal holidays 2023/24

<table>
<thead>
<tr>
<th>Jan 1, 2024</th>
<th>New Year’s Day</th>
<th>Jan 15, 2024</th>
<th>Martin Luther King Day</th>
<th>May 30, 2024</th>
<th>Memorial Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jun 19, 2024</td>
<td>Independence Day</td>
<td>Jun 27, 2024</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**8/24, 8/25 Staff Professional Development Days**

**8/28 First Day of School**

**9/4 Labor Day (No School)**

**10/6 Staff Professional Development Day (No School)**

**10/9 Columbus Day (No School)**

**11/1 Family Conferences (No School)**

**11/10 Veterans Day (No School)**

**11/23-11/24 Thanksgiving Recess (No School)**

**12/22-1/1 Holiday Break**

**1/3 Return to School**

**1/12 Staff Professional Development Day (No School)**

**1/15 Martin Luther King Day (No School)**

**1/19 Portfolio Exhibitions Families Invited**

**2/16-2/19 Winter Break (No School)**

**3/6 Family Conferences (No School)**

**3/15 Staff Professional Development Day (No School)**

**4/22-4/25 Spring Break**

**5/27 Memorial Day (No School)**

**6/7 Portfolio Exhibitions Families Invited**

**6/14 Last Day of School (Day 185)**

### MARKING TERM DATES:

**TERM1:** August 28, 2023—November 3, 2023

**TERM2:** November 4, 2023—January 16, 2024

**TERM3:** January 17, 2024—April 5, 2024

**TERM 4:** April 8, 2024—June 14, 2024
Appendix H and I: Operating Budget

Be Well Leadership Academy Projected Enrollment & Funding
Appendix J: Evidence of Community Support

Letters of Support for Be Well Leadership Academy

August 29, 2022

Karen Salvatore
Food And Truth, Inc.
621 Gilbert Stuart Rd.
Saundersong, RI 02974

Dear Karen,

On behalf of the College of Food Innovation & Technology (CFIT) at Johnson & Wales University (JWU), I am writing in support of Food And Truth Inc.’s application to the RI Department of Education to launch “Be Well Leadership Academy”, a RI charter school themed around food, the culinary arts, nutrition and lifelong wellness. Food And Truth Inc.’s success in designing and delivering food and nutrition programming in the summer camp context in RI for many years will undoubtedly translate to a meaningful, impactful charter school model that prepares students for the burgeoning world of careers in the food and nutrition ecosystem.

JWU’s CFIT will partner with Be Well Leadership Academy in the following ways:
- Consultation with Be Well leadership on teaching/learning/facility design and layout
- Consultation with Be Well instructors on lab-based pedagogy and curriculum
- Formal articulation agreements through which Be Well graduates are granted preferred admission status (including scholarship opportunities and advanced standing) for JWU’s portfolio of food, nutrition and hospitality programs

Be Well Leadership Academy will ultimately prove an important prospective student pipeline for all of RI’s post-secondary institutions given the professional skills that the school’s students will learn and hone through its intensive hands-on curriculum.

Thank you for the opportunity to write in support of Be Well Leadership Academy’s application. If I can provide further information, please contact me.

Sincerely,

Jason R. Evans, Ph.D.
Dean, College of Food Innovation & Technology
Johnson & Wales University
### FACILITY SELECTION

<table>
<thead>
<tr>
<th>Location</th>
<th>Contact Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>North Providence</td>
<td>Charles A. Lombardi</td>
</tr>
<tr>
<td>North Kingstown</td>
<td>Ralph Mollis</td>
</tr>
<tr>
<td>Narragansett</td>
<td>James R. Tierney</td>
</tr>
<tr>
<td>Charlestown</td>
<td>Mark S. Slankiewicz</td>
</tr>
<tr>
<td>East Greenwich</td>
<td>Andrew Nata</td>
</tr>
<tr>
<td>West Greenwich</td>
<td>Kevin A. Breene</td>
</tr>
<tr>
<td>Cranston</td>
<td>Kenneth J. Hookins</td>
</tr>
<tr>
<td>South Kingstown</td>
<td>James Manni</td>
</tr>
<tr>
<td>Richmond</td>
<td>Shaun Lacey</td>
</tr>
<tr>
<td>Exeter</td>
<td>Danial Patterson</td>
</tr>
<tr>
<td>Exeter</td>
<td>Shawn Lacey</td>
</tr>
<tr>
<td>Exeter</td>
<td>Philip Gould</td>
</tr>
<tr>
<td>Exeter</td>
<td>Jeffrey J. Mutter</td>
</tr>
<tr>
<td>Exeter</td>
<td>Joseph M. Polsena</td>
</tr>
<tr>
<td>Exeter</td>
<td>Randy R. Rossi, M&amp;A, CGFM</td>
</tr>
<tr>
<td>Scituate</td>
<td>Abbie Groves</td>
</tr>
</tbody>
</table>

We sent the Be Well Leadership Academy executive summary to sixteen city and town mayors to gauge interest in siting the academy within their city or town. Six responded with interest as seen below.

**North Providence.** We met with Mayor Lombardi on May 25, 2022. While he would like to have BWLA in North Providence, there are no suitable buildings or land sites large enough to build out the academy. He was genuinely excited about BWLA and offered to help, by mentoring and advising. Mayor Lombardi serves on the boards of two charter schools.

**Richmond.** Caren Pinch, Town Administrator, expressed interest and immediately connected us to Shaun Lacey, Town Planner who shared potential sites. The plan is to view the sites after the proposal is submitted.

**Westerly.** Shawn Lacey, Town Manager, got back with potential sites which we agreed to look at after the proposal is submitted.

**Lincoln.** Philip Gould responded with interest. We agreed to discuss and visit potential sites after the BWLA proposal is submitted.

**Cumberland.** We met with Mayor Jeffrey Mutter on June 28, 2022. In the interest of time, we agreed to look at potential sites after the proposal is submitted to RDE.

**Smithfield.** Met with Randy Ross, Town Manager on June 28, 2022. He was genuinely excited about siting BWLA in Smithfield. We agreed to look at sites after the proposal is submitted. We had several phone conversations after the meeting to discuss aspects of the proposal.

**KEY:** BLUE-no land, GRAY-no interest, YELLOW-no response, GREEN-interested
Appendix K: Establishing Entity Audit

Food And Truth, Inc: Management Report
Appendix L: Community Need Assessment Surveys

Does your child's secondary educational programming include experiential learning or just learning facts and then taking tests?

17 responses

- 64.7% Only traditional lectures and testing
- 17.6% Some hands-on experiences but mostly lectures and testing
- 17.6% Mostly experiential learning but sometimes lectures and testing
- Always project-based learning with rigorous academic expectations

How valuable do you believe it is to include health and wellness in middle and high school educational programming along with a traditional focus on literacy and numeracy?

17 responses

- 0 (0%) 1
- 0 (0%) 2
- 1 (5.9%) 3
- 1 (5.9%) 4
- 15 (88.2%) 5
Does your child’s secondary schools integrate academic disciplines or offer single-subject courses? 
17 responses

- School provides traditional single-subject courses: 5 (29.4%)
- School has some nontraditional courses but mostly single-subject courses: 6 (35.3%)
- There are cross-discipline assignments, units, and project-based learning for some students: 4 (23.5%)
- There are cross-discipline assignments, units, and project-based learning for all students: 2 (11.8%)

Does your child’s secondary educational programming include academically challenging, specialized curriculum?
17 responses

- School provides traditional courses and low academic expectations: 2 (11.8%)
- School has some nontraditional courses and some high academic expectations: 9 (52.9%)
- There is specialized curriculum and high academic expectations for some students: 6 (35.3%)
- There is specialized curriculum and high academic expectations for all students: 3 (17.6%)
Do you think your child or children would thrive in a secondary school where they are prepared for college or career through a specialized curriculum...culinary, kinesiology, and communication courses?

17 responses

- **64.7%**
  - No-not interested in this type of non-traditional secondary school

- **35.3%**
  - Maybe-this is different than any public or private school option
  - Yes-this is out of the box thinking and students would thrive in this learning environment