Para Todos Public Charter School
Dual Language Learning for All

Diversity is our strength!

¡La diversidad es nuestra fuerza!
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1. Cover Sheet

Name of Charter: Para Todos  
Charter Type: Independent

Location of Charter School: Town approval dependent: South Road School - South Kingstown, RI or facilities in Newport, RI (e.g. Maher School)  
Second option: Camp Hoffman - Kingston, RI

Enrolling Communities: Statewide (Busing: Narragansett, Jamestown, Block Island, Westerly, Exeter, North Kingstown, Charlestown, Hopkinton, Richmond, South Kingstown, West Greenwich). Chartered buses to Warwick, Cranston, and Providence.

Primary Contact Name: Valerie Maior-Speredelozzi  
Primary Contact Role: Lead Applicant

Date: 9/14/2022

Address: 6 Mechanic Street  
City/State/Zip: Wakefield, RI 02879  
Phone: 401-207-1381

Email: Paratodosri@gmail.com

<table>
<thead>
<tr>
<th>Charter</th>
<th>Grade Levels</th>
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</tr>
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<tbody>
<tr>
<td>AY23-24 proposed new or expanded charter</td>
<td>K-5</td>
<td>22 per class (264)</td>
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</tr>
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<td>AY27-28 (5-years) proposed new or expanded charter</td>
<td>K-5</td>
<td>22 per class (264)</td>
<td>Statewide</td>
</tr>
<tr>
<td>Proposed new or expanded charter at-scale</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name: Kari Kurto (Legal name: Kathryn Kurto)  
Organization/Title: Decoding Dyslexia Rhode Island, Co-Vice President

Signature of Board Chair:  
Date: 9/14/2022

Name of Establishing Entity: Decoding Dyslexia Rhode Island

Print Name: Shannon Saglio

Position/Title: President

Signature of Establishing Entity:  
Date: 9/13/2022
2. Executive Summary

The mission of Para Todos is to provide a bilingual education that fosters academic excellence, compassion, and citizenship - both local and global. We value differences as assets, and believe that all students should have the opportunity to become bilingual and biliterate. We understand that a language immersion environment with evidence-aligned instruction is the most effective path towards this goal. We focus on developing academic proficiency in Spanish and English through an empathetic cultural lens that supports and encourages students from diverse backgrounds and students with diverse learning needs. Students will graduate 5th grade with the foundation they need to achieve and succeed in a bilingual and biliterate future.

For seven years, South Kingstown was home to a Dual Language Immersion program that brought many Latinx teachers and staff to the district and fostered an environment where differences were embraced and honored. Unfortunately, in May 2022 the South Kingstown School Committee voted to end the district’s dual language immersion program. This abrupt action has now left almost 500 children without access to the language instruction that has become part of their culture and identity, and the district will see a significant reduction in teachers and staff from minority backgrounds. With a new charter school based in Southern Rhode Island, we are hoping to offer a dual language option for students in central and southern Rhode Island, a school that features best practices to develop bilingualism for multilingual learners, and provide an atmosphere where student difference is celebrated. Additionally, Para Todos will fill a much-needed gap for a public school that incorporates best practices for students with language-based learning differences (LBLDs) such as dyslexia.

The goals of the school are to develop bilingualism and biliteracy, grade-level academic achievement, and cross-cultural competence. Students and staff will view differences as assets, and evidence-aligned supports for students with language-based learning differences and Multilingual Learners (MLLs), an asset-based term for English Learners. Para Todos will put best practices for MLLs and students with language-based disabilities at the forefront of instruction, not as an afterthought as is often the case. What is beneficial for MLLs and students with LBLDs is beneficial for all; thus, it will strengthen core instruction for all students so they graduate as confident, bilingual, biliterate, and cross-culturally competent students who view differences as assets and are globally minded. We also aim for all students to achieve grade-level academic competence and to develop a foundation for language proficiency with the goal of students being prepared in later years to attain the Rhode Island seal of biliteracy.

The applicant group is composed of families and educators who are committed to all children obtaining a high quality bilingual education in a school that welcomes all learners (e.g., multilingual, academically disadvantaged, differently-abled, emergent bilingual) and who see their education in Rhode Island as enabling them to be responsible, participating global citizens. The initial core applicant group was brought together by the Dual Language Education program offered in the South Kingstown School District between 2015-2022 and has since expanded to include like-minded advocates state-wide.

According to the Guiding Principles for Dual Language Education (Howard et al., 2018)\(^1\), effective dual language programs allocate at least 50% of instructional time in Spanish. Therefore, Para Todos school will follow the 50/50 dual language model, making it unique in that students develop initial literacy in two languages. Also, Para Todos will intentionally recruit and support students with language based learning differences (LBLD), the educational program will be built on a strong Multi-Tiered System of Support (MTSS). General educators and specialists will work together to gather and use data and research to inform decision-making, instruction, and intervention.

Additionally, projects and activities will be globally-oriented, with attention to the range of ways that people communicate and live around the world so students graduate understanding their place in the local

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and global community. Para Todos is also unique in that there is an intentional focus, from day one, on supporting the needs of students with LBLDs and Multilingual Learners (MLLs).

Para Todos charter school will form a governing board of directors composed of 3 family members, 3 teachers, and 3 community members, who will each serve 3 year terms in rotation. In addition, there will be a student council which will interface with the board to incorporate the student’s perspective. Finally, there will be monthly staff meetings and professional development days set aside for staff to work together on school improvement activities. Teachers will be supported by an administrative team (e.g., Executive Director, Dean of Students, Special Education Director) in addition to bilingual coaches.

To advise the organization of the school, Para Todos will have partnerships with faculty members from the University of Rhode Island (URI) School of Education, Department of Communicative Disorders, Modern and Classical Languages and Literatures Department, and will draw from the expertise of other departments expressing interest at URI and Salve Regina. The school also has plans to work collaboratively with professional organizations and nonprofits who have offered support such as the Coalition for a Multilingual Rhode Island, establishing entity Decoding Dyslexia Rhode Island, Conexion Latina, Progresso Latina, and educators and professionals from Rhode Island Science of Reading.

Biliteracy and bilingualism is a priority in Rhode Island as evidenced by the recent passage of the Rhode Island Seal of Biliteracy, the Dual Language standards, and resources to support dual language instruction developed by the Rhode Island Department of Education (RIDE). Additionally, there is a huge need for a school which provides training and coaching to support students who are not proficient readers as evidenced by the passage of the 2019 Right to Read Act and other recent legislation related to dyslexia.

The Dual Language program in South Kingstown was well-loved by families who participated, including students. In the Spring of 2022 when the DLI program was voted to end, numerous students were compelled to testify, sharing how much they loved this program and how valuable it was to them. It has become part of their identity and culture, and they were, and continue to be, shocked and distraught that their language learning has been taken away from them. Their families saw their emotional reaction to the news and after only 24 hours, over 100 families signed up to express interest for their students to attend a charter school that would continue to provide a dual language education in English and Spanish. In a survey released this summer, other families from throughout Rhode Island expressed interest in a school such as Para Todos. The family and student need can also be seen by the long wait lists for dual language charter schools such as the International Charter School and Nuestro Mundo as well as public dual language programs. The demand for a charter school education continues to outpace the number of available seats. In the 2020-2021 school year, there were 5.4 unique applicants for every available charter public school seat in Rhode Island.²

Para Todos will utilize the RIDE standard student enrollment application for all prospective students. Efforts will be made to recruit a diverse student population. If there is a great demand for student seats in the school’s primary year, a lottery will be held for student enrollment. After the first year, a lottery will be held yearly for kindergarten students only. Students who are not accepted into the school after the lottery will be placed on a waitlist and ranked according to the order that they were selected using a technology-based lottery selection system. Families will be systematically contacted in writing, and Para Todos will use the established waitlist to fill any grade level vacancies.

² Quote retrieved from: https://ripec.org/charter-public-schools-in-ri/, September 2022
3. Mission Statement

Mission statement:

The mission of Para Todos is to provide a bilingual education that fosters academic excellence, compassion, and local and global citizenship. We value differences as assets, and believe that all students should have the opportunity to become bilingual and biliterate. We understand that a language immersion environment with evidence-aligned instruction is the most effective path towards this goal. We focus on developing academic proficiency in Spanish and English through an empathetic cultural lens that supports and encourages students from diverse backgrounds and students with diverse learning needs. Students will graduate with the foundation they need to achieve and succeed in a bilingual and biliterate future.

Analysis:

Through bilingualism we believe everyone can have the opportunity for greater academic achievement and future success. Bilingualism and biliteracy fosters academic achievement, socioeconomic and cultural empathy, and better prepares children for the future. The school culture will be one of academic excellence for all learners. That means that faculty, staff, and students will have high expectations of themselves and each other that will be noticed and rewarded. Morning announcements will include personalized acknowledgments that will be shared with students’ families, ensuring that each student receives at least two acknowledgments per year. Students will be taught schoolwide vocabulary words and will be rewarded for their use in academic and social settings.

Special education will be developed through an asset-oriented approach that targets areas of need and not by simplifying curriculum. Para Todos staff will support students with diverse learning needs and not lower their expectations for them. The curriculum and pedagogical approaches will be evidence and research-based to ensure students are taught in a manner that they learn best. Differences are seen as assets as Para Todos will develop a school climate where mistakes are seen as opportunities and students feel safe in their learning environment. Cultural differences will be shared and embraced to weave together a unique class culture each year. Students will curate a binder of knowledge of each student’s
unique heritage that will advance with them through the years. They will investigate and study their own culture, teach aspects of it to others, and connect with other students globally who share their heritage to see how we fit into a broader global community, thereby promoting **local and global citizenship**. Students will be empowered to participate in this global community as they will have laid the foundation to being bilingual and biliterate through their immersive dual language K-5 education at Para Todos.

In order for stakeholders to know if the mission is being achieved and how progress against the mission will be measured, we will create internal evaluation metrics, in addition to using traditional benchmark assessments used by our curriculum and the state of Rhode Island, to evaluate and understand how well our students are progressing and how successful the school is in maintaining alignment with our mission. Based on the results, the school will adapt and revise where needed to ensure the school community is effectively achieving its mission.

### 4. Proposed New Student Seats & Enrollment

The enrollment table shows that Para Todos Public Charter School intends to start as a K-5 school with 2 sections per grade. Part of the rationale for this is that we believe there is sufficient demand to start at full capacity given the abrupt end of the immersion program in South Kingstown, as well as the high demand for bilingual education and charter school lotteries across the state.

<table>
<thead>
<tr>
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K-5 are the elementary age grades and dual language learning has the best outcomes when it begins in Kindergarten (Howard et al., 2018). Community support and outreach has shown that there are ample Multilingual Learners (MLLS) at the elementary grade levels within the state, to fill each grade level. We understand that students will initially enroll with various levels of proficiency in the target language and we will work with them using specialist intervention. In Grade 6, most districts are transitioning to middle school; thus, we feel a K-5 school is appropriate as we will be an elementary model. At Para Todos, we plan to follow a 50/50 language allocation plan, which will enable us to meet the research-based guidelines for language acquisition while also requiring fewer bilingual teachers to staff the program than a 90/10 model. In our 50/50 model, we will have two sections for each grade (K-5) to allow for one English teacher and one Spanish teacher who will switch classes halfway through the day each day.

During the summer of 2022, the planning team began recruiting interest by strategically placing flyers at libraries, YMCAs, Boys and Girls Clubs of America, and local grocery stores in majority Hispanic neighborhoods throughout the state. We also attended Hispanic community festivals (e.g., Puerto Rican Festival, Bolivian Festival, Dominican Festival) in order to hand out flyers and personally answer questions for interested parents/guardians. The general consensus was that there are not enough charter schools in Rhode Island offering bilingual options, especially for children with learning differences. This makes our charter school a welcome choice for families.

The applicant group has started a Facebook page, a website, and created an online interest form all linked through our flyers. We plan to continue these recruiting methods even after the event of the school opening in order to keep a steady flow of students to our school. If our charter gets funded, we plan to also advertise with the radio stations Latina 100.3, Poder 1110am, and La Mega.

A lottery will be held for the enrollment of students in all grades during the school’s opening year. After that, the lottery will be primarily for kindergarten students. All procedures will be held in accordance with the RIDE Lottery and Enrollment Guidance document. Para Todos will use the online standard student enrollment application required of all charter schools. A print version will also be obtained and will be made available in Spanish and English, with other languages as necessary and/or
requested. The lottery will take place on April 1st of the year prior to the enrolling school year, or if that
day is on the weekend, it will occur on the immediately following Monday. All applications must be
submitted 3 days prior to the lottery. On lottery day, we will use a technology-based lottery selection
process to determine students selected and will rank students ordinally. All applicants will be drawn to fill
the classrooms and will then be added to a waitlist. Written offers will be made, and families will be given
at least 15 days to communicate acceptances back to the school. If students are not accepted into the
school after the lottery, they will be placed on a waitlist and ranked in lottery order. To address attrition, if
a student leaves the school, that student will be replaced by the next student on the waitlist at the
according grade level. If a student is invited to attend the school and declines, the next student on the
waitlist will be offered the vacancy until it is filled. Any vacancies during the school year will be filled as
soon as possible. Upon notice of unenrolling, an exit interview will be conducted with the family to
understand any practices that might improve a student or family’s experience at Para Todos. Siblings will
be given preferential enrollment at kindergarten. Children of founding members, teachers, and staff will
be able to enroll their children and do not have to participate in the lottery. However, these students may
constitute no more than 10% of the school’s total enrollment. If there are more applicants than available
seats and a lottery is needed, we will apply to RIDE to employ a weight or enrollment preference. This
would serve to increase the opportunity for enrollment to serve educationally disadvantaged students,
including limited English proficient students (Spanish speaking) and migrant students. We would request
permission from RIDE to add one or more questions to the standard enrollment application to determine
which students need to be given enrollment preference. If, due to location, Para Todos is forced to start at
a smaller scale than full size (2 classrooms of 22 children in grades K-5 for a total of 264 students), we
would recruit students to fill seats for the grades available and undergo the same lottery process as
previously stated.
5. Goals and Track Record of Academic Performance

The goals of Para Todos are as follows:

- Bilingualism and biliteracy
- Grade-level academic achievement
- Cross-cultural competence
- Students and staff view differences as assets
- Evidence-aligned supports for students with language-based learning differences and Multilingual Learners

Student Academic Performance

Since a foundational principle of Para Todos is to support the needs of MLLs as well as students with LBLDs, collecting useful data will be a bedrock component of Para Todos. Data will be collected from curriculum-based measures, progress monitoring, intervention systems, and additional measures in Para Todos’ suite of assessments. Whenever possible, students will be assessed in their home language.

It will be essential for our teachers and administrators to become literate in not only understanding the data that is available to them, but how to interpret this data to understand the strengths and needs for individual students, groups of students, grade-levels, and the entire school. Data will not be a marker for tracking or to lower expectations for any child, but instead will be used as a diagnostic-prescriptive measure to inform whole-class, small-group, and individual instruction.

Bilingualism and biliteracy

Students identified as MLLs will make steady progress in their English language development with the goal of all students attaining grade-level English language proficiency by the end of 5th grade. Given that it takes 5-7 years to acquire grade-level academic proficiency in a second language (Cummins, 1981)⁴, we believe this is a reasonable goal. We also anticipate that many students will reach this goal more quickly, as multilingual learners participating in the dual language program will be developing their first language at school, which research has shown contributes to deeper understanding in a new language.
Students in grades K-3 will show increasing levels of proficiency as measured by the Modified Oral Proficiency Interview (MOPI), progressing at least one ACTFL Proficiency Scale sub-level each year, and attaining at least Novice Mid by the end of the 3rd grade.

Students in grades 4-8 will show increasing levels of language proficiency as measured by the Assessment of Performance towards Proficiency in Languages (AAPPL), progressing at least one ACTFL Proficiency Scale sub-level each year.

According to the 2020-2021 ACCESS Results, the majority of MLLs in Rhode Island are entering, emerging, or developing in their English language proficiency. Only .1% of 4th graders showed that they were meeting language proficiency and only .8% of 5th graders were meeting proficiency goals. Our goal is for 80% of MLLs in grades K-5 with a composite level of 4.0 or lower to demonstrate an increase of one English Language Proficiency Level in their composite score as measured by the WIDA ACCESS for ELLs 2.0 Assessment.

**Grade-level academic achievement**

The 2020-2021 RICAS results show between 30-35.7% of students are meeting expectations in 3rd-5th grade, respectively. And between 2.6-4.6% of students are exceeding expectations. At Para Todos, our goal is to leverage high-quality curriculum and deep knowledge and implementation of evidence-based literacy practices for 40% of students to meet or exceed expectations in Year 1, and to increase that percentage by at least 5 percentage points in years 2 and 3.

It is also clear from the data of the 2020-2021 RICAS scores that students with disabilities need a great deal of support. Students with disabilities meeting expectations on the RICAS in 3rd and fourth grade ranged from 11.2% to 5.4%. Scores from 5th grade were not reported as more than 95% of students did not meet expectations. At Para Todos, our strong Multi-Tiered System of Support and evidence aligned practices will provide greater opportunities for students with disabilities to succeed. Therefore our third goal is to ensure that in year 1, 15% of our students with disabilities meet expectations with growths of at least 3 percentage points in years 2 and 3.
Although Para Todos’ goals are mostly language and literacy based, the school will also implement research aligned practices for mathematics and will use data to drive instruction. At Para Todos, however, we see language as an asset and literacy as the key lever for success in all content area classes, including mathematics. In states like Mississippi, a strong focus on implementing practices aligned to the science of reading had a positive correlation on increased math scores on the National Assessment of Educational Progress (NAEP), which jumped from 235 in 2017 to 241 in 2019. It is also important to note that Mississippi is the only state whose NAEP scores have improved consistently in literacy and in math.

**Evidence-aligned supports for students with LBLDs and MLLs**

Measuring student data in grades K-2 is essential to ensure a preventative approach is taken for students who exhibit warning signs for being at-risk for future academic struggles. However, it is essential to measure more than just comprehension as this is akin to going to a doctor’s office and simply receiving a diagnosis simply that you are ill.

The visual metaphor of Scarborough’s Reading Rope (Scarborough, 2001) shows the subskills of word recognition and language comprehension that must be addressed through instruction and developed, practiced, and automatized for reading comprehension to occur. Therefore, a goal of Para Todos is to track data on these subskills of reading comprehension, a powerful practice that often is not implemented in Rhode Island schools and districts. In grades K-2, we would collect data regularly on the lower strands of the rope dedicated to phonological and phonemic awareness, phonics, and decoding to measure student progress. This is particularly essential if we are to support and accelerate learning for students with LBLDs. In year 1, it will be our goal to have 60% of students on grade level for their word-level reading skills, with growth of an additional 5% of students per year on grade-level for the next four years.
Mission Goals:

Part of the Para Todos mission is to develop an empathetic cultural lens that supports and encourages diversity. This perspective must be embodied by the staff and pervasive throughout the school environment so that the students can acquire this lens. We believe this mission goal can be achieved by building cross cultural competence. Cultural competence is defined by an open attitude, self-awareness, awareness of others, cultural knowledge, and cultural skills. Using resources and guidance from the Collaborative for Academic, Social, and Emotional Learning (CASEL), Para Todos school staff will be expected to reflect on their own biases to create a supportive and inclusive environment for students, staff, and families. After the first trimester, all school staff will be expected to use the Promoting Cultural and Linguistic Competency Self-Assessment Checklist to cultivate self-awareness of bias and cross cultural understanding, and work towards our goal of cross cultural competence. We will commit to promoting practices that encourage engaging and cooperative culturally responsive environments that focus on a growth mindset for students and staff.

A second mission goal is to ensure Para Todos develops a culture among students and staff where differences are valued as assets by celebrating our differences. Children in first grade will create an independent project that highlights their families heritage and cultural background. It will also include what each child values about themselves. They will present to the class as part of their first experiences in developing public presentation and speaking skills. Children will again do the same project as they progress in grades with the content becoming increasingly complex as they reflect upon and demonstrate how they have learned to value their differences as assets.

Organizational Goals:

Para Todos will demonstrate that it has the basic structures, policies and systems in place to support a high quality learning environment and will meet all standards for organizational performance and compliance. In our third year of operation we aim to become a candidate for accreditation through the Commission on Public Schools of the New England Association of Schools and College (NEASC). As part of the RIDE charter renewal process in the fourth year, Para Todos will meet all academic
performance and sustainability indicators required for program renewal. This will include a demonstration of fiscal accountability and legal and regulatory compliance. Para Todos will use state, federal, grant, and private funding to be financially viable, and will ensure all governance structures are sustainable and actively in communication with one another.

The school will also cultivate a strong school-community partnership to meet student academic and social needs, physical and mental health, and overall wellness. This will be evidenced by surveying student parents/guardians on an annual basis and will demonstrate meeting or exceeding expectations.

6. Community Need and Support

Para Todos will support all students in its statewide catchment area equally; however, the school will intentionally seek to recruit MLLs and students with LBLDs, a need that is evidenced in data and populations of students that are priorities of RIDE. The need for dual language instruction is clear when considering recently passed biliteracy legislation, guidance from RIDE, and the long charter school wait lists. Yet, there are far too few schools that prioritize developing bilingualism and biliteracy. Additionally, dual language instruction has been shown to have academic benefits for MLLs as it gives them the opportunity to build vocabulary and background knowledge in their home language. At this time, there are no dual language options for these MLLs in Southern Rhode Island. Thus, there is a great need for a dual language school in this geographic location. Figure 2 shows data for the number of multilingual students in areas of central and southern Rhode Island that do not currently have dual language options.

2: Census Data on Multilingual Students in Rhode Island
<table>
<thead>
<tr>
<th>Site</th>
<th>2022 Total Population</th>
<th>2022 Household Population</th>
<th>2020 Pop 5-17 Speak Spanish %</th>
<th>2020 Households Below the Poverty Level %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhode Island</td>
<td>1,101,372</td>
<td>1,055,617</td>
<td>25,534</td>
<td>16.58%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51,189</td>
</tr>
<tr>
<td>Warwick City</td>
<td>82,954</td>
<td>82,241</td>
<td>566</td>
<td>5.56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2,926</td>
</tr>
<tr>
<td>Cranston City</td>
<td>82,767</td>
<td>79,099</td>
<td>1,743</td>
<td>15.80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3,224</td>
</tr>
<tr>
<td>Newport City</td>
<td>25,258</td>
<td>22,437</td>
<td>191</td>
<td>6.57%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,358</td>
</tr>
<tr>
<td>Wakefield/PD</td>
<td>8,929</td>
<td>8,795</td>
<td>49</td>
<td>3.41%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>349</td>
</tr>
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</table>

Beyond the geographical location, we see our community as the multicultural, multilingual, and neurodiverse population of Rhode Island whose needs have not been met in public school. Para Todos will provide a place of belonging for these academically disadvantaged students. Recently, the Rhode Island Department of Education was awarded a State Personnel Development Grant. Language from this grant speaks to the need for a school that directly supports students with LBLDs:

*Current classroom practices in Rhode Island are not meeting the needs of students with disabilities.*

*Summative data from the 2017-18 RICAS evaluation indicated the students with disabilities were much less likely to meet academic proficiency goals than students without disabilities. The state missed the FFY2018 Indicator 3 Targets for students with disabilities reaching proficiency on the RICAS ELA in grades 3-8 as reported in the Annual Performance Report to OSEP. Reading proficiency ranged from a low of 4.53% in grade 7 to a high of 14.26% in grade 3 in FFY18. Across RI, 34% of students in grades 3-8 demonstrated proficiency on RICAS reading spring 2018 while 38% reached proficiency on the 2019 administration compared to 6% of students with disabilities demonstrating proficiency.*

Data from this past year’s RICAS in target recruitment areas can be found in Figure 3. These data show areas in need of improvement that the evidence-aligned practices of ParaTodos will be able to support including student achievement in Newport, Warwick, and Cranston, and students with disabilities in South Kingstown.
Furthermore, data show that neither the needs of students with disabilities nor Rhode Island's multilingual learners are performing well on the Rhode Island Comprehensive Assessment System (RICAS). In 2018-2019, 47% of MLLs with IEPs in grades 4-8 demonstrated low growth on RICAS ELA, meaning their scores placed them in the bottom 35th student growth percentile in relation to their peers. In that same year, typical-to-high growth was attained by 70% of students never classified with a disability or as a MLL on RICAS ELA.

Beyond test score data, the SPDG proposal also spoke to the gap in teacher knowledge related to supporting students with LBLDs. The following data is important to consider as building teacher knowledge to empower them to understand their students as learners is an important goal of Para Todos.

In 2017, RIDE surveyed districts on their level of knowledge of dyslexia and their capacity to screen. The results showed only 2.7% of general educators, 30% of reading specialists and coaches, and 21.1% of special educators completed training in these evidence-based literacy practices.

We also look to Rhode Island legislators, who have seen the need for a charter school in Rhode Island that intentionally supports the needs of students with LBLDs such as dyslexia. In 2019, they passed RI General Law 16-67, which calls for a research commission to “study the possibility and feasibility of establishing two (2) schools, to be located on the university of Rhode Island and Rhode Island college campuses, that would be dedicated to the instruction of dyslexic children and the development of instructional techniques and professional development programs used to improve the instruction and

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### Figure 3: Performance of students (RICAS) in 2020-21

<table>
<thead>
<tr>
<th>District</th>
<th>School year</th>
<th>Students</th>
<th>Meeting expectations</th>
<th>Change</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newport</td>
<td>2020-21</td>
<td>758</td>
<td>17.94%</td>
<td>-7.5%</td>
<td>88.3%</td>
</tr>
<tr>
<td>Warwick</td>
<td>2020-21</td>
<td>3,178</td>
<td>30.11%</td>
<td>-7.8%</td>
<td>86.2%</td>
</tr>
<tr>
<td>Cranston</td>
<td>2020-21</td>
<td>3,822</td>
<td>33.33%</td>
<td>-8.1%</td>
<td>82.8%</td>
</tr>
<tr>
<td>South Kingstown</td>
<td>2020-21</td>
<td>1,098</td>
<td>52.00%</td>
<td>-6.3%</td>
<td>91.3%</td>
</tr>
<tr>
<td>SK DAS</td>
<td>2020-21</td>
<td>131</td>
<td>9.92%</td>
<td>-1.4%</td>
<td>86.2%</td>
</tr>
</tbody>
</table>
identification of dyslexia and other learning disabilities.” This law also calls for “(d) The commission shall render a report to the governor and to the general assembly prior to the commencement of the 2021 legislative session on the ways in which the department can enforce realistic goals pertaining to the increased availability of quality instruction for (1) Students with dyslexia and other learning disabilities; and (2) Instructors, administrators, and special educators regarding dyslexia and other learning disabilities.” This language shows the need for and support of legislators to open a school that specifically meets the needs of students with dyslexia.”

Community Outreach

In 2015, when the DLI program was implemented in South Kingstown, the schools saw an increase in the linguistic, cultural, and racial diversity within the learning environment of DLI students. The DLI program brought many Latinx teachers and staff to the district and fostered an environment where differences were embraced and honored. Sadly, in May 2022 the South Kingstown School Committee voted to end the district’s DLI program. Although a consultant was hired and reported positive outcomes for this cost-neutral program, budgetary conflicts were cited. This abrupt action has now left almost 500 children without access to the language instruction that has become part of their culture and identity, and the district will see a significant reduction in teachers and staff from minority backgrounds. Within 24 hours of the vote to end the program, over 100 families signed an online form to express interest for their students to attend a charter school that would continue to provide a dual language education in English and Spanish (see Figure 4).

With a new charter school based in Southern Rhode Island, we are hoping to offer a dual language option for local families, but also expand dual language learning to students across the state. There is also a need in neighboring communities with multilingual learners including Warwick, Cranston, and Newport. The Para Todos applicant group has an open interest form for families to sign up if they would like more information. The applicants have also connected with community-based organizations such as Conexion Latina in Newport, whose Executive Director has said:
As a result of the rich tourism industry, Newport has become the home to an estimated 4,500 Hispanic residents, many of whom have arrived in the last 5 years. Along with that workforce comes families and many school-aged children, many of whom are monolingual Spanish speakers who are thrust into a monolingual English school system. These families have never had the option of bilingual education, and sadly over the years we have seen many lose their ability to speak, read and write in their mother tongues, and often struggle to become proficient in English, so learn to make due with the language skills they have, and often do not reach their full potential because of it. Newport reports that 33% of their students are self-reported Hispanic English Language Learners.

Both Nuestro Mundo and the International Charter School, currently the only charter schools in the state to offer dual language education in English and Spanish, have long wait lists for most grades. Nuestro Mundo has a two-digit waitlist for most grades, and the International Charter School has a three-digit waitlist for most grades. Even public school systems (e.g., Pawtucket, Central Falls, Providence) offering dual language programs are mostly full or have waitlists.
Para Todos will consistently involve the community and families and use their voice as a guide by using Cashman et al.'s (2013) *Leading by Convening: Blueprint for Authentic Engagement* and consistently work to strengthen community connections through the part time family coordinator, or *madrina*. Additionally, Monthly public board meetings will be held that allow for public comment. The community will be encouraged to participate and make suggestions that will guide Para Todos in their decision making.

With inclusion of diversity and citizenship as core values of Para Todos, community engagement will be at the heart of school culture and learning. Through partnerships with other schools, multicultural and multilingual organizations in RI such as the Coalition for a Multilingual RI, the Dorcas International Institute, Progresso Latino, Para Todos students will have many opportunities to engage in their larger community. In partnership with the nascent URI School of Education, School of Communicative Disorders, and Department of Modern and Classical Languages, as well as the education department at Salve Regina, Para Todos hopes to work with preservice educators and specialists as well as multilingual students in training and other multilingual peer students from around the country and around the world.

7. Educational Program

7(A). Guiding Principles

- Para Todos is a Dual Language Immersion Elementary school that will develop bilingualism and biliteracy for all students
- Our school fosters grade-level academic achievement, supported by a strong Multi-Tiered System of Support
- We see multiculturalism and neurodiversity as assets and strive for every student to be seen, valued, understood, and supported
We commit to instruction that is firmly grounded in the Rhode Island Science of Reading and Structured Literacy (RIDE Literacy/Dyslexia Endorsement) competencies and RI’s Multilingual Learner Success to support our students.

**Principles explained: Para Todos is a Dual Language Immersion Elementary school that will develop bilingualism and biliteracy for all students**

Research on dual language immersion has consistently found that students in these programs outperform their peers in other educational models, regardless of students’ race, ethnicity, class, or dominant language (Lindholm-Leary & Howard, 2008; Steele et al., 2017). Dual language programs are especially effective at closing the achievement gap for MLLs, both in terms of English language acquisition and academic content learning (Lindholm-Leary & Genesee, 2014). In the largest random-assignment study of dual language education to date, Steele and colleagues (2017) compared data from seven cohorts of language immersion lottery applicants in the Portland Public School District, exploring academic outcomes for students who were successful in the lottery (i.e., entered a dual language program in kindergarten) and those who were not. They found that participation in a dual language program led to increased reading performance (in English) for students in fifth and eighth grades and a reduced probability of students remaining classified as an English learner. Other studies comparing large-scale assessment data sets have reported similarly positive findings about the academic benefits of dual language education compared to other program models, particularly for Latinx students and MLLs (Lindholm-Leary & Hernandez, 2011; Valentino & Reardon, 2015).

The affordances of dual language education extend beyond academic achievement. Psychological researchers have highlighted the cognitive benefits of bilingualism, including improved working memory and attention control (Bialystok & Craik, 2010; Bialystok et al., 2008). Researchers have also found that bilingual children are better able to take a stranger’s perspective (Liberman et al., 2017), which might contribute to improved cross-cultural understanding and the development of empathy. Others have highlighted the economic benefits of bilingualism, demonstrating the material opportunities afforded by knowing more than one language. And, importantly, Latinx students who participate in dual language
programs maintain and develop their home (or heritage) language, which may contribute to greater intergenerational continuity and an increased sense of belonging (de Jong et al., 2020).15

The Rhode Island Department of Education recognizes that speaking, reading, writing, and understanding multiple languages are important 21st century skills for an increasingly global society. The benefits of knowing two languages are many and carry with them educational, economic, cognitive, and socio-cultural advantages. Proficiency in multiple languages permits individuals to expand their world because it permits them to communicate with members of other cultural groups.16

Our school fosters grade-level academic achievement, supported by a strong Multi-Tiered System of Support (MTSS)

MTSS is a framework to support all students. MTSS models address not only the academic, but also the social, emotional, and behavioral development of students. It leverages both Response to Intervention (RTI) and Positive Behavioral Instructional Supports (PBIS) to ensure a system-level framework to address students’ needs. Positive outcomes have been associated with a strong MTSS across the country. MTSS utilizes data to inform practices. Within the multi-tier approach, interventions are differentiated into three tiers with increasingly individualized interventions according to the needs of the students after analyzing data (Batsche, et al., 2005). It is essential to note that MTSS begins at Tier I, which is the general education classroom. The core curriculum delivered to all students will be designed to bring the majority of students to acceptable levels of proficiency. Tier 2 will also occur in the classroom through small group instruction that will provide additional interleaving practice of the skill or concept that data show a student is in need of. At Tier III, students will receive intensive instructional interventions, most often with a specialist and/or special educator. Data is collected and analyzed to track student progress as well as the effectiveness of instruction at each tier (Batsche, et al., 2005; Fuchs & Fuchs, 2006) and this data will be used to inform instruction and intervention (Batsche, et al., 2005; Fuchs & Fuchs, 2006).
2008\textsuperscript{18} Gresham, 2007\textsuperscript{19}) and to ensure the evidence-aligned instruction and intervention is working for Para Todos’ diverse population of students.

**We see multiculturalism and neurodiversity as assets and strive for every student to be seen, valued, understood, and supported**

At Para Todos, educators and staff will have an asset-based lens for all students. This will support their social-emotional well being, and develop a safe learning environment for student success. In their research article *You Matter Here* Amy Seely Flint and Wanda Jaggers (2020)\textsuperscript{20} state:

> Focusing on intellectual growth, affirmation of culture, and critique of social inequities enables teachers and students to link learning and skill development with appreciation of culture and to use history as a blueprint to advance equity in learning (Ladson-Billings, 2014\textsuperscript{21}; Muhammad, 2020\textsuperscript{22}). Gay (2000)\textsuperscript{23} emphasized teaching from a culturally responsive lens and noted the importance of teachers gaining a more thorough knowledge base of cultural diversity and capitalizing on students’ cultural and linguistic diversity. Synthesized work of Ladson-Billings and Gay and suggested 4 tenets that resonated across the frameworks for culturally relevant educators: (1) build on students’ knowledges and cultural assets; (2) engage students in critical reflection about their own lives and societies; (3) facilitate students’ cultural competence; and (4) explicitly critique systems of power. They used these tenets to analyze over 40 studies that addressed the impact of culturally relevant/responsive frameworks on student learning. Findings noted a positive impact on student outcomes across disciplines and a continued commitment to collective empowerment and social justice.

**We commit to instruction that is firmly grounded in the Rhode Island Science of Reading and Structured Literacy competencies and RI’s Multilingual Learner Success to support our students**

A national conversation has been occurring between Multilingual learner advocates and those who advocate for literacy practices that align with the research of how students learn to read. Para Todos will be the school to prove that guidance from both fields can be used to guide instruction, to the benefit of all learners. For MLLs, Para Todos will ensure school-based practices are aligned with the MLL Blueprint (see 5 Principles in Figure 5) and Strategic plan. To ensure instruction is aligned to the scientific evidence
of how students learn to read, the RI Literacy / Dyslexia Endorsement competencies will be used as a roadmap. Adhering to both of these compelling resources is a unique focus of the school, and has drawn attention from national experts including those from Haskins Lab, an esteemed community of top reading researchers. Thus, the model of Para Todos could be used as a local and national example for best practices.

Figure 5: Rhode Island Department of Education MLL Blueprint

The school will also have unique partnerships with experts and schools of education. The University of Rhode Island Department of Communicative Disorders (CMD) will provide high-quality diagnostic and therapeutic services for all children including those children from culturally and linguistically diverse populations. Para Todos will be an opportunity to greatly enhance the clinical education of our URI Speech Language Pathology Program. Para Todos will provide our graduate students exclusive training opportunities in the provision of appropriate diagnostic and therapeutic interventions for children from culturally and linguistically diverse backgrounds, but particularly students with dyslexia, this school will truly be founded on what research shows is how students, particularly MLLs and students with disabilities who are often marginalized, learn best. Instead of having these students be an afterthought, Para Todos will desilo education so all students have access to the best, research-based practices to ensure successful learning outcomes.

Para Todos’ principles can be seen in the following school actions. Per the Principle Four: Prioritizing RIDE MLL Blueprint Principals and the RIDE Literacy / Dyslexia Endorsement Competencies, these
actions have been crosswalked to show how the instructional choices are steeped in these RIDE priority areas while also showing how they align with Para Todos Principles I-III.

**Figure 6: Crosswalk of Para Todos Instructional Actions with Rhode Island Principles for MLL Success and RIDE Literacy/Dyslexia Endorsement Competencies**

<table>
<thead>
<tr>
<th>Para Todos Guiding Principles</th>
<th>Para Todos instructional plan</th>
<th>Rhode Island Principles for RI Success</th>
<th>RI Literacy / Dyslexia Endorsement Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principle I</td>
<td>A two-way Dual Language Immersion framework is used to ensure all students receive half of their core instruction in both Spanish and English during each instructional day.</td>
<td>Principle I</td>
<td></td>
</tr>
<tr>
<td>Principles I and III</td>
<td>Home culture and language are celebrated and embraced within the school environment as well as during community events that will occur both at school as well as in communities served by Para Todos.</td>
<td>Principles I and III</td>
<td></td>
</tr>
<tr>
<td>Principle II</td>
<td>All educators understand their role in the school’s Multi-Tiered System of Supports</td>
<td>Principle IV</td>
<td>Competency III</td>
</tr>
<tr>
<td>Principle II</td>
<td>Data-based decision making drives understanding of student learning profiles, strengths and gaps, and informs instruction.</td>
<td>Principle IV</td>
<td>Competency III</td>
</tr>
<tr>
<td>Principle I and III</td>
<td>When available, assessments are available in a student’s home language.</td>
<td>Principle I</td>
<td>Competency III</td>
</tr>
<tr>
<td>Principle I</td>
<td>Educators will have learning opportunities to further their understanding of the bilingual brain, the science of reading, and training and student-focused coaching in structured literacy approaches across MTSS to support neurodiverse learners.</td>
<td>Principle IV</td>
<td>Competency I and II</td>
</tr>
<tr>
<td>Principle I</td>
<td>Multilingual learners and students who require additional support with vocabulary, syntax, and comprehension will be supported through research-aligned practices in language comprehension.</td>
<td>Principle II</td>
<td>Competency IV</td>
</tr>
<tr>
<td>Principles I and II</td>
<td>Students who require additional support with decoding will be supported, beginning with High Quality Curriculum in Tier I along with explicit, systematic instruction in foundational skills aligned with RIDE Foundational Skills Tool with multiple opportunities for</td>
<td>Principles II and IV</td>
<td>Competencies I-IV</td>
</tr>
<tr>
<td>Principle</td>
<td>Description</td>
<td>Principle</td>
<td>Competency</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Principle I</td>
<td>Students will be exposed to expository texts and content-area instruction to build background knowledge in both Spanish and English, and will further their understanding by responding orally and through writing.</td>
<td>Principle I</td>
<td>Competency IV</td>
</tr>
<tr>
<td>Principle II</td>
<td>Evidence aligned instruction across Para Todos’ MTSS; with an understanding of the essential nature of evidence-aligned instruction in tier I and aligned supports.</td>
<td>Principle V</td>
<td>Competencies II and III</td>
</tr>
<tr>
<td>Principle I</td>
<td>High expectations for learning in the domains of speaking, listening, reading, and writing.</td>
<td>Principle II</td>
<td>Competency IV</td>
</tr>
<tr>
<td>Principle I</td>
<td>Bilingual coaches with expertise in literacy and mathematics are available as shoulder partners and supports to analyze data and support student achievement using a student-focused coaching framework.</td>
<td>Principles III and V</td>
<td></td>
</tr>
<tr>
<td>Principle I</td>
<td>Time allotted for PLCs and educator study groups to create a culture of lifelong learners among not only students, but staff as well.</td>
<td>Principle IV</td>
<td>Competency I</td>
</tr>
<tr>
<td>Principle III</td>
<td>Reciprocally beneficial community partnerships to bolster student achievement and serve the community partners. For example, observers and student teachers from URI and Salve Regina will be welcomed and mentored as well as family partnerships and those that honor students’ home culture.</td>
<td>Principles I and II</td>
<td></td>
</tr>
<tr>
<td>Principle I</td>
<td>Cross-Cultural connections will be made at a personal/family, state, national, and global level through student-led research and a penpal program</td>
<td>Principle IV</td>
<td></td>
</tr>
<tr>
<td>Principle III</td>
<td>Student voices will be lifted up as change-makers through student councils and through feedback cycles.</td>
<td>Principle I</td>
<td></td>
</tr>
</tbody>
</table>

Para Todos will draw on the expertise of other local charter schools who have been successful in this geographical area such as Kingston Hill and The Compass School, and we will learn from the expertise of other Rhode Island Dual Language Schools such as the International Charter School and Nuestro Mundo. Additionally, a connection with Haskins Laboratory (see Appendix O) will allow us to learn directly from top researchers as well as successful partner schools for students with LBLDs, AIM Academy and the Windward School.
7(B). Curriculum and Coursework

High-Quality Curriculum with comprehensive English and Spanish Materials

There are limited instructional minutes in a day during which a comprehensive high-quality curriculum (HQC) must be implemented. If instruction is coordinated to simultaneously develop literacy skills across two languages, teachers can make the most efficient use of instructional time. In order to do this efficiently, a HQC with aligned materials in both English and Spanish will be selected. After reviewing curricula from RIDE’s approved HQC list, Wonders and Spanish equivalent Maravillas were selected for English Language Arts (ELA) and Spanish Language Arts (SLA) to ensure a seamless model of instruction. Of curriculum options with full-scale Spanish and English materials, this curriculum was selected as the one that most aligns with how students, particularly students with language-based learning differences, acquire foundational reading skills. This curriculum will be supplemented with Wonders’ intervention materials, WonderWorks, even as part of their Tier I instruction to ensure all students receive evidence-aligned literacy instruction to support accurate and automatic word recognition.

In addition to the evidence-aligned components to support instruction, Wonders and Maraveillas integrate social-emotional learning each week. There are also aspects of this curriculum that help to engage families in powerful home-school partnerships that value home languages and diverse abilities, encourage families and students to share in the learning process, and celebrate student learning by showcasing activities completed at home. This strong home-school connection with an asset-oriented approach to language and culture is integral to the Para Todos mission.

Because there is no perfect curriculum, other evidence-aligned components to instruction will be introduced including using a heart word approach to learning high-frequency words and focusing on articulation by using a Spanish and English sound wall from Tools4Reading. These additional components will facilitate developing the phonological to orthographic route necessary for orthographic mapping and therefore accurate and automatic word recognition (Seidenberg and McClellan, 1989).
Additionally, the shared writing and writers workshop components of the curriculum that are less research-based, so they will be supplemented by building oral language through academic discourse at least two times per week, and additional focus on knowledge-building through writing by integrating practices from the *Writing Revolution* (Hochman and Wexler, 2017). A literacy coach will support implementation of the Tier I curriculum while slowly weaving these additional concepts that will set Para Todos apart and be a key level for success for our MLLs as well as students with LBLDs, but will benefit all children.

**Math:**

Eureka math is a curriculum with materials in Spanish and English that was created to help children access grade level content. This program was successfully used in South Kingstown’s Dual Language program. This program supports conceptual understanding by using stories to develop mathematical concepts, which teachers anecdotally offered was helpful for their MLLs. In order to further support language learners, Eureka reinforces content and language by using scaffolded instruction. In each lesson, children go from concrete to semi-concrete material allowing them to make sense of new concepts as well as communicate their thinking to others. Sentence stems will also be integrated to help students express their ideas both verbally and in writing, and will have secondary benefits on syntactic awareness. Think alouds are used when introducing new concepts and terminology. Eureka also helps students show their thinking and solutions with more than just numbers.

To ensure continuity of instruction, Spanish-English partner teachers will complete a bridging activity with the children during the time of transitioning mathematics instruction in English to matemáticas instruction in Spanish, or vice versa. This practice is specifically designed to bring the two languages together. During the bridging lesson, teachers will guide students to transfer the academic content they have learned in one language to the other language.

**Science:**

Para Todos will seek to partner with the GEMS-Net program, Guiding Education in Math and Science Network, coordinated by facilitators at URI. The network coordinates the sharing and loaning of Foss
Science kits by public schools throughout Rhode Island. These kits have proven to be highly effective in other Dual Language Immersion programs because materials are available in both Spanish and English. The GEMS-Net program provides professional development opportunities to teachers with advice from subject matter experts and ensures that curriculum materials are aligned with Common Core Standards and Next Generation Science Standards. Kits will be delivered entirely in one language of instruction, switching to the other language of instruction for the next kit in a balanced manner.

EdReports has rated Para Todos’ selected English Language Arts / Spanish Language Arts and our Math curriculum green in all three gateways, indicating they are both fully aligned to the Common Core State Standards upon which the RI Core standards are built.

**Figure 7: EdReports rating of Para Todos English Language Arts and Math curriculum**

**Wonders:**
Eureka Math:

The school-based MTSS team will monitor data to determine the level to which instruction and intervention is meeting the needs of our students. Because we will have multiple data points to review, the Para Todos MTSS team will be able to pinpoint exactly which aspect of instruction is in need of support. First, the team will evaluate the schedule to determine if frequency and dosage can be adjusted to support the increased achievement outcomes. Next, Para Todos staff will work with resources already in use, or aligned resources from vendors with whom the school already works, before considering changing an entire program or assessment as “initiative overload” has been an expressed frustration of educators.

All students K-5 will have dedicated English Language Arts and Spanish Language Arts focused on developing word recognition skills, English Language Development and Writing, as well as Mathematics, Science, Social Studies, Art, Music, Library, and Physical Education.

Curriculum for special area instruction will primarily be determined once special area instructors are hired so as to draw from their expertise and language abilities. However, guidance will be used from the RIDE Connecting the Science of Reading to Special Area Instruction resource to empower a whole-school approach to learning. As funding becomes available, materials from curriculum developers such as art materials from Deep Space, Sparkle, or Davis Art Curriculum could be explored.
7(C). Learning Environment and Pedagogy

**Language Separation and Cross-Linguistic Connections**

As the program follows a 50/50 language allocation policy using a “one teacher, one language” approach, classrooms will be set up as either “English” or “Spanish” spaces, with students transitioning between them each day to ensure adequate exposure to both languages as they learn grade-level content. That said, given current research in the field on the importance of cross-linguistic learning opportunities, both English and Spanish teachers will create spaces during their daily instruction to cultivate cross-linguistic transfer through activities such as contrastive analysis, the creation of bilingual dictionaries and word walls, and bilingual projects.

**Sheltered Instruction Techniques**

Everyday instruction at Para Todos will be enacted according to best practices for dual language education as outlined in the *Guiding Principles for Dual Language Education* (2018). For example, as research in second language acquisition has highlighted the importance of comprehensible input (Krashen, 1982) and sheltered instruction (Markos et al., 2016), educators at Para Todos will ensure that students can access grade-level content through the use of strategies such as using visual aids (e.g., pictures, charts, graphs, semantic maps), modeling new concepts and skills, making connections between course content and prior knowledge, allowing student to act as mediators and facilitators, and using alternative assessments such as portfolios to check comprehension.

**Explicit and Integrated Language Instruction**

As research has demonstrated the importance of targeted language instruction to support second language acquisition (Saunders et al., 2013), teachers at Para Todos will design content-language integrated lessons that include explicit language instruction within larger thematic and content-based units. For example, a math lesson focused on conditional reasoning (If / then statements) might also include some explicit teaching on the conditional verb tense. Of course, as research has clearly demonstrated the need to embed such form-focused instruction in meaningful contexts for learning, it is
important to highlight that these lessons will be integrated into content-based instruction such that students are mastering important elements of language and literacy in English and Spanish as they learn grade-level academic content.

**Student Collaboration and Interaction**

The specific design of learning spaces in each classroom (e.g., structure/layout) will be differentiated by grade level; however, all classrooms will be designed with an understanding of the importance of student collaboration for both content learning and language acquisition. Accordingly, it will be common practice for students to be situated in table groups so that they can engage in projects and activities that require interaction and negotiation of meaning. Class sizes will also be relatively small to ensure that all students have ample opportunities to engage in whole class and small group discussions.

**Reciprocally Beneficial Relationships with Community Partners**

The school will also have unique partnerships with experts and schools of education including the University of Rhode Island Department of Communicative Disorders (CMD) will provide high-quality diagnostic and therapeutic services for all children including those children from culturally and linguistically diverse populations. URI associate professor Dr. Alisa Baron (see Appendix O) wrote the following:

> Para Todos will be an opportunity to greatly enhance the clinical education of our URI Speech Language Pathology Program. Para Todos will provide our graduate students exclusive training opportunities in the provision of appropriate diagnostic and therapeutic interventions for children from culturally and linguistically diverse backgrounds. This opportunity will allow us to expand and develop more comprehensive academic coursework around bilingual assessment and intervention practices as well as provide clinical opportunities to learn how to be a cultural and linguistically responsive speech language pathologist. This will allow for generations of informed SLPs that can enter the workforce prepared to provide high-quality services for children who are often underserved or misdiagnosed because of misunderstandings around bilingual language development, language differences, and lack of cultural responsiveness. Para Todos will allow for close and consistent collaborations between CMD
researchers and the bilingual community with the potential to conduct the necessary research that can significantly improve education for our US English-Spanish speaking bilingual children at large.

The delivery instruction will be explicit and systematic to build student knowledge in a cumulative fashion. Students will practice concepts to automaticity and have immediate error correction in a supportive manner.

7(D). Specific Populations

1. For students struggling academically and behaviorally and research to support this assertion:

Para Todos will incorporate evidence-aligned instruction that is grounded in the findings of the science of reading with the understanding that reading comprehension is necessary for academic success in all core content areas. The Simple View of Reading, a framework that has been validated in hundreds of research studies and across languages, states that a student must have accurate and automatic word recognition as well as strong language comprehension to develop skilled reading. Reading comprehension is, in fact, the product of these two separate but interrelated components \( (Gough and Tunmer, 1986)^{29} \).

The National Reading Panel \( (NICHD, 2000)^{30} \) reviewed numerous studies related to literacy instruction in kindergarten and found that explicit, systematic, cumulative training in phoneme awareness and phonics was essential to build word recognition skills, particularly for students who struggle to acquire the code, regardless of socioeconomic status (Shapiro and Solity, 2008)\(^ {31} \). Teaching the subskills of word recognition (e.g., phoneme awareness, phonics, decoding, encoding) supports the development of word recognition for all students, but especially those with severe reading disabilities (Torgesen et al., 2001)\(^ {32} \) including dyslexia (Horowitz et al., 2017)\(^ {33} \) which have been found to be up to 80% (Lerner, 1989)\(^ {34} \) of those referred for special education services (Shaywitz, 1998)\(^ {35} \). Early, explicit, code-based instruction, such as that provided by Para Todos’ high quality curriculum, has also shown positive outcomes for multilingual learners (MLLs) (Shanahan & Beck, 2006)\(^ {36} \) in both their native language as well as English (Soto, Crucet-Choi & Goldstein, 2020)\(^ {37} \).
However, Para Todos will not focus solely on word recognition as all students, but particularly MLLs, benefit from instruction focused on developing language comprehension including morphology, vocabulary, syntax, and semantics. Strong practices in language comprehension that will be a part of ELA and SLA blocks, but will also be incorporated into content area instruction through the use of The Writing Revolution. Additional focus on language will support neurodiverse students including students with autism (Fletcher, Lyons, Fuchs, and Barnes, 2019)\textsuperscript{38} and Developmental Language Disorder (Catts et al., 2002)\textsuperscript{39}. Instruction that focuses on both decoding and language comprehension as outlined in the Simple View of Reading is essential for students with disabilities, and benefits students with co-morbid conditions including Attention Deficit Hyperactivity Disorder (ADHD) and dyscalculia (Willcutt et al., 2013\textsuperscript{40}; DuPaul et al., 2013\textsuperscript{41}) and will result in strong core instruction for all learners.

Educators will be trained and supported in understanding student learning differences along with how to identify risk factors. Multiple data points will be studied weekly and translated into appropriate interventions that are specifically tailored to meet student needs. Therefore, there will not be wasted instructional minutes dosing a student with an intervention that is not prescriptive to their data.

Interventions will be aligned with high-quality, evidence aligned Tier I instruction. At Tier II, data will identify the needs of the students and small group instruction will align with what the data show. If data show students still require additional repetition and practice after Tier III instruction, they will be provided services from a highly-trained specialist at Tier III.

2. For students learning English (MLLs):

In accordance with federal and state guidelines for identifying MLLs, Para Todos will send a home language survey (HLS) to all students who enroll at the school to identify languages other than English spoken by students. Following the HLS, students identified as potential MLLs will take the WIDA screener to assess their English language proficiency across all four language domains (speaking, listening, reading, and writing). Assessment data will then be used to identify MLLs so that appropriate support can be put in place for students during the English instructional portion of the school day. All educators will understand the tenets of English Language Development and the RIDE MLL Blueprint will
be a decision-making framework for all educators. If data show MLLs need additional support, they will see the school’s MLL specialist during their grade level’s intervention block.

As noted earlier, research on dual language education has consistently shown that DLI is the most effective program model for closing the achievement gap between ELs and their native English speaking peers, both in terms of English language acquisition and academic content learning (Lindholm-Leary & Genesee, 2014). One of the reasons for the efficacy of dual language programs is that MLLs’ home languages are cultivated and supported at school, which facilitates cross-linguistic transfer and deeper content learning. There is a strong and growing research base demonstrating the success of dual language programs for supporting MLLs; thus, we are confident that MLLs at Para Todos will be well positioned to succeed academically. Additionally, in keeping with the latest research-based guidance (Howard et al., 2018), teachers will provide targeted English language development support during English instructional time, which will be intentionally integrated into content-based instruction.

As noted in the citations above, Para Todos’ instructional approach is based on research to intentionally support students who need additional academic support. First, core Tier I instruction will be evidence-based with aligned Tier II support in the general education classroom during small group instructional time. Tier III specialized instruction will be provided during each grade’s unique intervention block. Tier III interventions will be based on the Orton-Gillingham approach of explicit, systematic, cumulative, diagnostic-prescriptive.

The primary purpose of assessment data will be to determine student need in the general education, Tier I setting. Data will inform instructional decisions during core instruction as well as in Tier II instruction. If data show a student is not progressing over time despite evidence-aligned instruction and adequate practice, the MTSS team will monitor the data and make a recommendation for services if needed. All educators will understand the value of using data to understand a student’s learning profile, the essential nature of assessing a student in their home language, and how to use data in a diagnostic prescriptive manner and not as a means to lower expectations or over identify students.
7(E). Assessment System

Questions our suite of assessments will answer are as follows:

- How are students progressing academically with word recognition, fluency, language comprehension, and mathematics?
- Which students require additional repetition through small-group Tier II instruction?
- Are there students for whom the data show additional academic needs to be supported outside of the classroom?
- What are the social, emotional, and behavioral needs of the students?
- Does the school have a healthy MTSS? If not, where do we need to adjust scheduling and/or materials to strengthen the system, beginning with Tier I?

Data will be collected in a variety of ways. The selected ELA curriculum, *Wonders* and the corresponding Spanish curriculum, *Maravillas*, will be used in lock-step in each grade. Each curriculum comes with assessment measures that provide data on subcomponents of word recognition including phoneme awareness, phonics, nonsense word decoding, and fluency. Curriculum based measures will also be used to monitor oral and reading comprehension. If a student is exhibiting weaknesses in these areas, additional data will be collected from the hybrid computer-based and teacher-led intervention system of Lexia and Lexia English. Lexia provides additional data points and charts to track student progress in elements of word recognition including phonics, encoding, and phoneme awareness as well as elements of language comprehension including vocabulary, syntax, and comprehension. Additionally, it is evidence-based for Multilingual Learners and includes language support in Spanish. Lexia English includes data points to track Emergent Bilingual students as they work to achieve language proficiency and will give additional data points on Multilingual learners’ vocabulary acquisition, and growth in the areas of grammar and syntactic awareness. Understanding and meeting our MLL students’ academic needs will support ParaTodos to meet its goals of increased student achievement on the ACCESS test.
Figure 8 shows an assessment table that indicates the purpose and plan for Para Todos’ assessment system.

**Figure 8: Table of Assessments for Literacy (Adapted from Una Malcolm: Evidence-Based Assessment)**

<table>
<thead>
<tr>
<th>Assessment for Learning</th>
<th>Assessment of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screeners</td>
<td>Diagnostic Assessments in Spanish and English</td>
</tr>
<tr>
<td>Why</td>
<td>Which students are at risk? Which systems are at risk?</td>
</tr>
<tr>
<td>What</td>
<td>Brief, standardized assessments of key literacy skills</td>
</tr>
<tr>
<td>Who</td>
<td>All students</td>
</tr>
<tr>
<td>When</td>
<td>Beginning, middle, and end of year</td>
</tr>
<tr>
<td>Examples</td>
<td>Initial screening data from Wonders and Maravillas: Phoneme awareness, phonics, fluency, oral retell Rapid Automatic Naming Assessment</td>
</tr>
</tbody>
</table>
The MTSS team will include the Executive Director, the Special Education Director, specialists, special educators, coaches, and select educators. The team will meet weekly to look at data and plan for whole group (Tier I), in-class small-group (Tier II), and intervention instruction (Tier III), to formulate IEP goals when necessary, to understand students through their learning profiles, and to consider the health of the schools Multi-Tiered System of Support. This team will include the head of school, special educators, specialists, and the literacy coach who will use the data during the student-led coaching meetings with general educators.

End-of-year assessments will include the Rhode Island Comprehensive Assessment System (RICAS) exam, the ACCESS test for English Language Proficiency, as well as the AAPPL exam to track educator and program efficacy on building students’ Spanish language proficiency using Para Todos’ dual language model.

Table 9 depicts the assessments used to measure progress. The same assessments will be used K-5 to understand learners as they proceed through the grades using the same data measures. Phonics, phoneme awareness, and Rapid Automatic Naming (RAN) testing will not be used past grade 2 with the exception of for students who are not making adequate progress and students who are new to the school in grades 3-5.

**Figure 9: K-5 Assessment table**

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Spanish Language Arts</th>
<th>Mathematics/ Matematicas</th>
<th>Science</th>
<th>Social Studies</th>
<th>SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wonders / Maravillas phoneme awareness, phonics, nonsense word fluency, and comprehension measures</td>
<td>Maravillas Rapid Automatic Naming in Home Language</td>
<td>Eureka assessments in Spanish / English</td>
<td>Oral language, written, and reading comprehension prompts and assessments from Foss</td>
<td>Oral and reading comprehension assessment. Writing rubrics adapted from The Writing Revolution</td>
<td>DESSA-SSE (Devereux student strengths assessment-second step edition) Spanish/ English</td>
</tr>
</tbody>
</table>
If the data show that multiple students show a lack of progress in a certain area of literacy, mathematics, and/or content area instruction, the system will flex to ensure that area is given adequate attention. Since our curricula are high-quality, this will not be a time for new materials, but considerations for additional allotted time or more individualized instruction. Para Todos will avoid teacher burnout by flexing the system in place and not consistently adopting new initiatives.

7(F). Promotion and Graduation Policy

Para Todos teachers and administrators will inform families regarding student achievement and progress toward academic goals through report cards issued 3 times per year on a trimester basis. Family/Teacher conferences will be held once per year at the beginning of the second trimester to promote collaboration and communication for establishing individual goals and identifying challenges for each student. Additional conferences between family members, teachers, and administrators will be scheduled on an as needed basis throughout the academic year, particularly as the time approaches for considering promotion to the next grade level in the subsequent year. Students who are struggling
academically will be identified for intervention using the MTSS framework as soon as a trend is noticed; the school will employ a preventative approach and will avoid a “wait to fail” model. Data will be communicated with families as needed to ensure a positive home-school connection to further support student academic success.

7(G). School Culture

Para Todos will be a school community that embraces and values difference as an asset. We recognize that each person brings their own unique culture, characteristics, and heritage with them to school. Each student is on their own journey of language development and learning that must be understood, valued, and supported. Differences can encompass language differences, cultural differences, or learning differences, as well as many others. Valuing differences as an asset means being open to people having different family structures, being from different neighborhoods and communities, or speaking or doing things differently. At Para Todos, students and teachers will intentionally integrate these differences into the school culture. From the beginning, all school community members will learn tools and techniques to embrace and value individual differences. When misunderstandings happen, there are specific protocols and specific language used and understood by all school faculty and students, so students can seek mediation and work towards resolution. Para Todos will also embrace translanguaging, which means that we do not want to compartmentalize Spanish, English, or any other language; instead, students and teachers will be encouraged to share linguistic resources to communicate with each other.

Para Todos respects the inherent value and dignity of each member of the school community. Each person, regardless of ability, background, or role, is a fully valued member of the school community. Each person is treated with respect and has a say in the school community.

Para Todos encourages creative and critical thinking, first through oral language and academic discourse as students are developing word recognition skills, then gradually through reading and writing once assessment data shows students are automatic with the code. A continued focus on discourse,
through English Language Development will continue in all grades to support the needs of our Multilingual Learners while simultaneously strengthening language comprehension skills (e.g., vocabulary, syntax) of their English-speaking peers. Additionally, we believe that art, music, science, math, and literacy can be integrated to support interdisciplinary approaches to learning. Quantitative literacy (mathematical reasoning) and scientific literacy will be taught and incorporated from the earliest years. Young readers need to be excited about what they are reading, and integrating their literacy learning with the topics they are studying in STEM, the arts, and students of culture and social studies encourages their further engagement in the curriculum. Teachers and students are encouraged to be curious, and the school culture will empower students to take chances and understand that mistakes are always an opportunity for growth. Reflection and encouragement are important parts of learning. Students are encouraged to connect what they are learning in the classroom with the bigger events and moments in their lives.

We understand that learning cannot happen if students and faculty do not feel safe, stable, and supported. In order to create a safe, stable, and supportive space for all learners, Para Todos will foster positive connections across the school community, among students and faculty (lateral) and between typical hierarchies (grade levels, faculty-administration, etc.). We will regularly seek input from teachers, staff, families, and students about the school, its activities, and the quality and content of learning. Additionally, students will be encouraged to understand themselves as learners, and educators will be encouraged to think through any undesired behaviors through an asset-based lens of their individual learning profile.

We truly want the children to enjoy learning and coming to school. Meaningful and positive interaction will lead to better engagement of students and families. The Dean of Students will be a social worker who will be assisted in family and community outreach by a part-time Madrina position. Should attendance issues arise, the Madrina will contact families to problem solve and overcome attendance barriers. We will actively work to prevent school absenteeism, and will take a multi-tiered approach to intervention as we do throughout the school. We hope to prevent absenteeism by community building
activities inside of the classroom (e.g., morning meeting, school wide assemblies, home-school connections). We will strive to create a school environment that reflects the differences that we see in one another in the residential and global community. This will foster an environment of welcoming and acceptance and will help lead to high student and staff retention rates within the school. We learn that even though we have differences, we all share a desire to be part of our school community and cultivate connectedness to the local and global community as well.

Para Todos will provide an immersive language experience for all learners. This means that from the first day in the classroom, regardless of the language spoken at home, students will be in classrooms where instruction occurs in Spanish for half of the day and English for the other half. Multicultural and multilingual activities will occur both during the school day and during family and community events. Signage throughout the school will be in both Spanish and English, and classroom curriculum materials as well as library books will represent both languages and a wide variety of cultures. Music selections, art projects, and social studies topics will come from cultures around the world, particularly those that originate from areas in the world that traditionally speak Spanish and/or English.

Throughout the year, Para Todos will engage students and families to celebrate traditions and food from some of the more than 20 Spanish-speaking countries in the world. We may learn how to make Salvadoran pupusas or celebrate Mexican Día de Los Muertos. We will share the traditions of Spanish speakers and the learned experiences of students in community events both in and out of school. School events will occur at community centers that are meaningful to the culture of Para Todos’ Spanish-speaking families.

Each student brings with them their own unique cultural heritage. Para Todos will invite students to share that heritage in yearly cultural exchange programming where students get to tell their own family history by presenting the traditions that have molded them into the individual person that they are. Learning about each other’s uniqueness will help us understand our own individualism and the role we play in a global community. Information from these presentations will be curated in a binder that will travel with the students from grade to grade.
In terms of population, and with about 50 million Spanish speakers, the United States is second only to Mexico’s population of 125 million Spanish speakers. Para Todos will engage our students and families in the Spanish spoken here in Rhode Island. The Madrina will publicize opportunities to visit Latinx restaurants where students can sharpen their skills ordering in Spanish, attend Spanish story times at local libraries, and attend Spanish classes, camps, performances, and festivals offered through many different community organizations.

It has been demonstrated by research that a social and emotional learning (SEL) program improves academic achievement, impacts the quality of the school climate and prepares children for the workforce. According to The Aspen Institute National Commission on Social, Emotional, and Academic Development overwhelming evidence demands that we complement the focus on academics with the development of the social and emotional skills and competencies that are equally essential for students to thrive in school, career, and life. We believe that everyone in the school community contributes to social and emotional health. Para Todos will use two SEL programs Responsive Classroom and Second Step, both identified by CASEL with the SESelect designation. This designation indicates that the program demonstrates evidence of effectiveness at improving student outcomes at the highest level, supports students’ social and emotional growth, and offers multi-year programming. The school community will adopt a common language so that there is a consistent school-wide approach to interaction, and so that all members can contribute to the desired culture and climate. This will occur across both languages of instruction. Respect for diversity and differences as assets is another key component to the Para Todos school culture. As a bilingual school we will be sure to have school signage and components of written communication in both Spanish and English. Students, staff and parents will all learn the same expected behaviors and how we prefer to work through conflict. All adults will be expected to model the desired behavior. How the adults interact with each other is paramount in making this an authentic, lived experience. From core instruction classrooms to the Dean of Students’ office to the school bus, SEL is embedded in the entire school experience, and all professional development will embrace this approach.
The assurances in Appendix A include that Para Todos will comply with all regulations and laws for student discipline policies. In accordance with the Basic Education Program (BEP) regulations for the Rhode Island public education system, Para Todos will “ensure that schools promote a positive climate with emphasis on mutual respect, self-control, good attendance, order and organization, and proper security. Para Todos “shall develop protocols that define a set of discipline strategies and constructs that ensure that students and adults make positive behavioral choices and that are conducive to a safe and nurturing environment that promotes academic success” (Basic Education Program Section F-1-1.3.2).

Through the PBIS program within Para Todos’ MTSS, intervention and support must be consistent but differentiated for differently-abled students. All students will be closely monitored for the need for an intervention plan such as an IEP or 504b. We will proactively support and respond to the social, emotional, behavioral, and academic needs of students with disabilities. We will commit to implementing culturally and linguistically relevant evidence-based academic and behavioral practices, systems to support educators and build local capacity, and data-based decision making to guide implementation. We believe that the Responsive Classroom SEL model is highly complementary to PBIS.

Aligned with RIDP expectations for discipline in schools, Para Todos will develop a policy with discipline strategies that emphasize mutual respect and self-control. We will create an environment of understanding of differences, which will help to develop a sense of security and belonging that is needed for an optimal learning environment. Our overarching goal is to reduce the need for disciplinary action. We will prepare to adopt the Responsive Classroom approach that discipline is to teach students to be in control of themselves and to choose socially and morally responsible behavior because it is the right thing to do, not because of fear of punishment or hope of reward. Teaching students self-discipline and self-control develops goal-setting, problem-solving, and critical thinking skills and helps them to become good citizens who exhibit prosocial behaviors and demonstrate respect for self, others, and property. We will use the approach of Goodness of Student Intentions. This is the belief that educators should hold and communicate positive beliefs and expectations for all students, including those who may have different
values than they do; are culturally, racially, or socioeconomically different from them; who appear
disengaged and unmotivated; or who struggle and misbehave.

8. Organizational Capacity

This proposal for the Para Todos Public Charter School represents coordinated efforts from Decoding
Dyslexia Rhode Island as the establishing entity, the applicant group which grew from families
advocating for improvement of the Dual Language Immersion program in the South Kingstown School
District, the proposed board members, and a wide array of educational experts who have been consulted
and contributed to this effort, including faculty from Rhode Island College, University of Rhode Island,
Community College of Rhode Island, and Salve Regina University.

8(A): Establishing Persons or Entities

The mission for Decoding Dyslexia Rhode Island (DDRI) is as follows:

Decoding Dyslexia Rhode Island is a grassroots parent movement driven by Rhode Island families
concerned with the limited understanding of dyslexia in Rhode Island schools, impacting access to
educational interventions and support for students with dyslexia. The goals of DDRI are to promote
evidence-based literacy practices in schools to help all students to become fluent readers and writers, raise
awareness about dyslexia to support schools and to empower families, share resources on the Science of
Reading with policy-makers and the Rhode Island Department of Education to promote inclusive policies
and practice, create an Education Alliance Network to build stronger communities between families and
schools, and support culturally responsive practices to promote instructional equity in schools

Decoding Dyslexia Rhode Island has been supporting Rhode Islanders with language based learning
differences since 2014. During this near-decade of support, members of DDRI have presented at Special
Education Local Advisory Committees, community events, hosted Dyslexia Awareness Month events,
formed community partnerships, and have been active in supporting legislation that benefits all students,
but particularly students with LBLDs. Their expertise and mission to support academic progress for all learners using evidence-aligned practice aligns seamlessly with the goals and mission of Para Todos.

The board of DDRI has a great deal of collective knowledge, and will act as advisors for supporting the needs of these students at Para Todos. Most notably, DDRI co-Vice President Kari Kurto will serve as the chair of the board of directors of Para Todos. As a former literacy specialist at RIDE and an expert in supporting students with LBLDs, Ms. Kurto will advise decisions regarding instruction, curriculum, and assessment. She will support the literacy coach, provide PD at no cost to the school, and be available as a support to teachers and special educators, as needed.

Additionally, Decoding Dyslexia Rhode Island will work with the board and the Executive Director to investigate the use of the physical space of Para Todos for community based meetings to support the needs of families with students with dyslexia. This space has the potential to meet the requirement to convene a learning lab as outlined in RI General Laws 16-67.2-2. This legislation calls for:

(a) The department of elementary and secondary education (the "department") shall develop a collaborative learning laboratory (the "laboratory") to assist and promote training for parents, guardians, caregivers, and teachers in:

1. Recognition of the characteristics of dyslexia, related disorders, dyscalculia, and dysgraphia; and
2. Evidence-based interventions and accommodations for dyslexia, related disorders, dyscalculia, and dysgraphia.

(b) In developing the laboratory, the department shall work with professionals and experts who have proven, data-driven models of success in teaching students with dyslexia. The department shall seek to foster partnerships among educators and practitioners from both the public and private teaching sectors, with the goal of ensuring that every student in this state who has dyslexia shall be appropriately and adequately screened, diagnosed, and provided therapy, instruction, and accommodations as needed.

Because DDRI is a small organization run by the same board of four individuals for several years, and the Vice President of DDRI will directly serve as the Para Todos board Chair, no contract was written. However, the members of the DDRI board are open to signing a contract in the future, as needed.
8(B): Applicant Group

The applicant group is composed of families and educators who are committed to children obtaining a high quality, multilingual education in a school that welcomes learners who see their education in Rhode Island as enabling them to be responsible, participating global citizens. The initial core applicant group was brought together by the Dual Language Immersion program offered in the South Kingstown School District between 2015-2022 and has since expanded to include like-minded advocates state-wide. Resumes of the applicant group are available in Appendices B and C.

The applicants Valerie Speredelozzi, Annie Esposito, Elena Munisteri Smith, Emily Caldarelli, Kari Kurto, Meghan Moore, Josh Daly and Sarah Gaines are all parents of students who were enrolled in the South Kingstown DLI program, who were also strong advocates for continuation and improvement of the program. Kim Mather was a founding administrator and elementary building principal for the program and Sol Hernandez was a teacher in the SK DLI program, who helped to develop the kindergarten and 1st grade curriculum and the overall organizational structure of the program in the early days. Valerie Speredelozzi is a professor of engineering at URI where she has mentored many bilingual students in the International Engineering Program over the past 18 years, and also been consistently involved in K-12 STEM outreach. Annie Esposito works as director of creative content at MetLife, designed the Para Todos logo, and is an expert in marketing and public relations. Elena Munisteri Smith has lived all over the world and worked as a teacher in both charter schools and bilingual immersion schools. Emily Caldarelli has taught elementary education in a variety of settings, including a Rhode Island charter school and is currently co-chair of a nursery school board. Kari Kurto is the National Science of Reading Project Director at The Reading League, has expert knowledge in assessment and instruction for students with LBLDs, and was a former Literacy Specialist at the Rhode Island Department of Education supporting the implementation of the Right to Read Act. Meghan Moore is a bilingual pediatric nurse practitioner. Sarah Gaines is a bilingual scientist working at the University of Rhode Island. Josh Daly has worked to support small businesses throughout Rhode Island. Pam O’Day is an experienced Rhode Island educator and
literacy leader, currently working at Salve Regina University. Teresa Andrade Borja is a bilingual educator and has done work with Conexión Latina Newport, a community organization that advocates for enhanced availability of bilingual services for residents. Mariana Denis has a wide array of business management experience in bilingual environments. Upon submission of the application, founding members Kurto, Daly, O’Day, Mather, Moore, Borja, Denis, Esposito, and Gaines will shift their roles and responsibilities to become founding members of the board of directors. The applicant group will coordinate with the board during the formation of Para Todos Public Charter School, and will remain a support system until the full time Executive Director and other key staff are hired.

8(C): Board Development and Duties

Appendix A provides the assurance that the Para Todos Charter School will comply with all applicable laws and regulations. Appendix E provides a draft copy of the bylaws. Para Todos will form a governing board of directors composed of 3 family members, 3 teachers, and 3 community members, who will each serve 3 year terms. In addition, there will be a student council which will interface with the board to incorporate the student’s perspective. The school’s executive director will schedule monthly staff meetings and professional development days set aside for staff to work together on school improvement activities. Finally, a parent teacher organization (PTO) will be formed to encourage all family members to engage with the school community and share their time, talent, and treasure to enhance the needs of the school.

For family board members, the school director will ask for volunteers each year via a family newsletter and list-serve that will be distributed in Spanish and English. All families will then be invited to vote on who will represent them on the board. The staggered terms will be such that each year one family representative will rotate off of the board and be replaced by a newly elected member.

For teacher/staff board members, a similar structure will exist where each year the school director will ask for volunteers who will be elected by their colleagues to serve on staggered 3-year terms.
Finally, for community board members, the school director, current board members, and teachers/staff will be encouraged to solicit volunteers who are willing to serve on the school governing board. If necessary, an election will be held each year to fill the 3-year staggered term vacancy that opens. The votes will be taken by existing board members and the director, with particular interest in ensuring that experts in financial, legal, and bilingual education research are represented. This could include accountants, lawyers, leaders of local non-profit organizations, and faculty from language, education and special education departments of local universities.

Given that there will only be 3 community board members at any given time, the school will contract financial, legal, and educational consultant services when needed. In addition, depending on who is elected, it is possible that family members and faculty/staff may bring some of the necessary skills. For example, in certain years, a family member who is elected to the board may be an accountant or may have previously worked in bilingual non-profit environments. Or, perhaps a staff member may have advanced degrees in special education or bilingual education.

Each year, the newly reconstituted board with 3 new members will have the opportunity to elect a new chairperson and vice chair from among the board membership. The school director will also attend all board meetings and the agendas will be set collaboratively between the director, chair, and vice chair. All board members will be required to submit the legal documents to serve on the board, such as the annual filing with the RI Ethics Commission.

Para Todos will welcome contributions, comments, and input of community members. The board will hold monthly meetings which will comply with Open Meetings Act regulations, be held on regular repeating days of the month (for example, the third Monday), and will publish the agenda with supporting documentation at least 5 days prior to the meeting. The school director will publicize upcoming meetings via list-serve announcements to families and faculty/staff. Each meeting will allow for a period of open comment, and board member email addresses will also be provided and published to encourage engagement with the community prior to meetings where critical decisions will be made. Each meeting
will follow the set agenda. Family members and teachers or staff who disagree with decisions of the board will have the opportunity to contact the board via email or during community comment.

Appendix D shows the table of proposed initial board members, along with a narrative of their affiliations, and Appendix C has the resumes of these individuals. As the school hires teachers and enrolls students, these members of the board during the proposal and school opening phases will cycle off and be replaced by family members and educators from within the Para Todos charter school. Para Todos will contract with other legal, financial, and educational consultants as needed. Barton Gilman law firm has offered initial mentoring and legal counsel.

The first duty of the Para Todos governing board will be to interview and hire Para Todos’ Executive Director who will serve as the head of the Local Education Agency (LEA). The board will publish the open position on SchoolSpring which is a well-known portal for job opportunities in public and charter schools, along with other databases and recruitment sites. The members of the applicant team and initial board members will also recruit through professional organizations and personal communications to colleagues. The board will conduct interviews, including a public segment.

The Executive Director will report to the board and will be present at board meetings to report on the current status of school operations. They will research, present alternatives and make recommendations to the board that will then be brought to a vote regarding decisions such as large expenditures, major changes in curriculum, and school policies. The school director will also report annually to the board regarding student achievement and assessment performance, as well as school performance relative to the stated mission and goals of Para Todos Public Charter School. The board will have the authority to remove the director if there are concerns regarding leadership of the school. All other school personnel will report to the director, who will coordinate hiring, professional development, and annual performance reviews.

The board will be responsible for approving the annual budget of the Para Todos charter school. The school director will present the board with a proposed annual budget which the board will then review and have the opportunity to question and clarify during an open meeting. The budget will include income
through the funding formula based on enrollment projections and any possible grants received. Expenses will include line items such as staff salaries, benefits, lease of facilities, curricular materials, transportation, consultants, and professional development, as projected in section 11 of this proposal.

8(D): Staffing Plans

The Executive Director, who serves as the role of principal and superintendent of the LEA, reports to the Board of Directors. The School Nurse, Transportation/Facilities Director, Dean of Students (Social Worker), Special Education Director/MTSS Coordinator, Information Technology Coordinator, and Administrative Support positions will all report to the Executive Director. In addition, the instructional staff of Classroom Teachers, Paraprofessional Teaching Assistants, and Unified Arts Teachers will also report to the Executive Director. The Transportation/Facilities Director will oversee the food services and maintenance employees and contracts, and administer the USDA National School Lunch and Breakfast Program. The Dean of Students will coordinate the activities of the Student Council and the bilingual madrina, who will assist with family and community outreach. The Student Council will be an elected group of grade 4 & 5 students, which will help to provide the student voice and also give students the opportunity to engage in civic responsibility and service. The Special Education Director/MTSS director will coordinate the work of the Special Educators, and support staff for teachers (math/literacy coaches), and students (e.g., speech language pathologist, MLL specialist, occupational therapist) some of whom may be contracted, part time, or shared with other schools, depending on demand. The assumptions made when developing this staffing plan include consideration of students with special needs and IEP goals, as well as federal and state laws. Appendix J provides 5-year projection tables with proposed salaries and quantities of staff.
8(E): Leadership

A job description of the Executive Director can be found in Appendix F. Ms. Kim Mather is a candidate of interest for this position. Her CV is listed in Appendix C, as part of the initial board of directors. Recruitment will occur by posting the job on SchoolSpring and other recruitment databases. Interviews will be conducted with questions aligned to the Para Todos mission to determine how well each candidate’s skill and experience align to the goals and mission of the school. Ideal qualifications are posted within the job application in Appendix F.

The Executive Director will possess appropriate certification as a superintendent of schools and/or building administrator, such as through the Principals’ Residency Network (PRN) Program through the Center for Leadership and Educational Equity or similar certification. All teachers will all have appropriate RI certification for their role and be highly qualified. The school nurse teacher will also possess appropriate RI certifications for their respective areas.
All administrative positions will be year-round positions with a 225-day work year and the expectation is that administrators will be on call to attend school functions, events, and meetings outside of the regular school day. Typical conditions of employment will exist, including successful background and Criminal Offender Record Information checks. All administrators will be evaluated annually using the RIDE Model Evaluation for Building Administration systems with appropriate rubrics of performance such as the one listed in Figure 11.

**Figure 11: Rubrics for evaluating administrator performance**

<table>
<thead>
<tr>
<th>Element</th>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Conferences</td>
<td>Three conferences between the building administrator and the evaluator (beginning-of-year, middle-of-year and end-of-year)</td>
</tr>
<tr>
<td>School Visits</td>
<td>At least three school visits (one announced and two unannounced) and evidence gathered through day to day interactions</td>
</tr>
<tr>
<td></td>
<td>Written feedback after each visit</td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>Holistic ratings on each of the seven components of the Building Administrator Professional Responsibilities Rubric</td>
</tr>
<tr>
<td>Professional Growth Goal</td>
<td>One Professional Growth Goal written by the building administrator and approved by the evaluator at the beginning of the year and scored by the evaluator at the end of the year</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
<td>At least two but no more than four SLOs per building administrator</td>
</tr>
<tr>
<td>Final Effectiveness Rating</td>
<td>Calculated using the points-based system, with each measure having the following weights:</td>
</tr>
<tr>
<td></td>
<td>Professional Practice: Instructional Leadership (25 percent)</td>
</tr>
<tr>
<td></td>
<td>Professional Practice: Site Management (25 percent)</td>
</tr>
<tr>
<td></td>
<td>Professional Responsibilities (20 percent)</td>
</tr>
<tr>
<td></td>
<td>Student Learning (30 percent)</td>
</tr>
<tr>
<td>Performance Improvement Plans</td>
<td>Development and implementation of a Performance Improvement Plan for any building administrator receiving a FER of Developing or Ineffective as defined in Standard Four of the Educator Evaluation System Standards.</td>
</tr>
</tbody>
</table>
8(F): Teachers

The qualities and characteristics required of the teachers and all staff at Para Todos are those that have a well-developed resume highlighting their successes developing, maintaining and applying rigorous, multilingual and multi-cultural educational curricula and experiences. All candidates must have an understanding of how to meet the needs of students with LBLDs or a willingness to build knowledge of evidence-aligned practices through supportive student-focused coaches to meet the needs of their neurodiverse learners. The Administrative Team will regularly communicate with faculty and serve as guest speakers in pre-service education courses at URI, Rhode Island College (RIC), and Salve Regina. Board Members will visit job fairs throughout New England, and seek opportunities to advertise positions outside of New England. Jobs will be posted on SchoolSpring. Hiring/Interview teams will consist of parents, board members, administrators, and fellow teachers. At this time, we have several bilingual teachers interested in positions at Para Todos as well as a bilingual school nurse.

Section 12 shows the typical daily schedule for a sample teacher and student. Teachers will be responsible for instruction as well as supervising bus loading and unloading, where safety is paramount. Paraprofessionals (teaching assistants) will serve as supervisors for recess and lunch times. For the instructional program, each grade level teaching team will consist of one bilingual DLI teacher, and one partner teacher. One half of the instructional time curriculum will be taught in Spanish. The remaining half of the instructional time will be taught in English. For the learners, this means that their mornings may be in the DLI classroom learning content in Spanish, and the afternoon will be in the partner class, learning more content in English. Multi-disciplinary units will be developed in the content subjects so that the unit is complete in the language in which it was introduced, such as a 3-week science kit unit.

There will be weekly face-to-face meetings between leadership and teachers to build relationships and encourage, support, and problem-solve issues related to instruction and the school mission. Additionally, a new teacher mentor program will pair more veteran teachers with those who are new to the classroom. There will be weekly data team meetings where the classroom teacher, the instructional coach and the
school leader will meet to review student progress using data from Para Todos’ suite of assessments. Additionally, there will be monthly faculty meetings for professional development, led by the school leader, the instructional coach, the special education coordinator and teachers themselves, on a rotating basis. Itinerant specialists will be afforded bi-monthly professional development time to create multi-disciplinary units of study. This team will have a standing PD time during monthly faculty meetings to present and to train fellow teachers.

Teachers will be evaluated using RIDE’s Educator Evaluation rubrics, comparable to that used for administrators shown in section 8E. Professional development will be created from student performance data generated through weekly data review meetings. PD will also be created by a member of the MTSS team to address trends in data, areas in need of support, IEP goals, or needs identified by the math/literacy coaches. Para Todos teachers will also have access to PD opportunities through state initiatives required for accreditation. As part of the faculty meeting and data review meetings, teachers will be encouraged to provide input in the governance and operations of the school. The extent to which they are involved, however, will be up to each individual faculty member and not required as part of their job. Faculty or staff who want to be more involved can volunteer for elected positions on the board.

8(G): Management Organizations and Other Essential Partners

Not applicable.

8(H): Family-School Partnership

A part-time family outreach coordinator, or madrina will be hired to be in constant contact with families. Para Todos will follow Cashman et al. (2013)’s Leading by Convening: A Blueprint for Authentic Engagement, to ensure that families feel every bit a part of the school as their students and their teachers. Three family members will sit on the Board of Directors in perpetuity to ensure family voices are heard.
An interpreter will be provided for any Spanish-only speaking family members wishing to serve on the board.

Parents and guardians will play a central role in fostering a compassionate and accepting learning environment. The school will have a Parent Teacher Organization that will manage school social events and activities. As the Spanish idiom goes, *mi casa es tú casa*. That will be true at Para Todos. People feel welcomed and at home when they know that they truly are a member of a community and are allowed to share a little of themselves. As each child will be required to have their own identification card, parents or child guardians will also receive an identification card and school lanyard as well, identifying them as a member of the Para Todos community. It is a small token, but signifies to each guardian that they are also an important part of their child’s school. Parents and guardians will also be welcome to share a little of themselves in our Parent Resource Directory. Parents and guardians who wish to join will be able to list special skill sets that they are willing to share with the school community. One of the first activities for new parents, guardians, and students is a cultural exchange night. Each family will have an opportunity to contribute a little of their background whether it be through food, music, performance or another family tradition. Understanding our school community better will foster a more secure and supportive learning environment for all. Para Todos will develop a weekly email bulletin from the *madrina* in English and Spanish that keeps families informed of the latest developments as well as a calendar of events that includes PTO and school board meetings, student performances/presentations and opportunities for participation in programming. We will also have a social media site such as Facebook that families can turn to for information. Family members will be encouraged to create and maintain their own grade level site for grade specific information. To measure and respond to family and student satisfaction, Para Todos will distribute biannual surveys to all school staff, committee members, students and families. The results will be reviewed at the school committee meeting to maintain transparency and to help the entire community understand what we are doing well and what we need to work on.
9. Facilities

Several facilities are currently under consideration as potential homes for the first year of operations of Para Todos.

The South Road School, located at 1157 South Road, South Kingstown, RI 02879, is approximately 34,000 square feet and was the previous home of an elementary school that was part of South Kingstown School District. At the time of the RIDE facilities study in 2017, this building was already not serving as a public school, but the “sister” building was assessed to have a functional capacity of 268 students and an aspirational capacity of 189 students. It has 22 classroom spaces, which would be adequate for 2 sections of K-5 education with additional spaces for art, music, special education, and a library. In the last two years, respectively, it has hosted COVID public testing facilities and the Meadowbrook Waldorf School while they were rebuilding their permanent home following a catastrophic fire. Prior to that, it had been leased to a Montessori school and had housed preschool classes and kindergarten screening. This facility was custom-built as a public elementary school and has all appropriate structures in place. The property abuts the Curtis Corner Middle School property with extensive playing fields and open public space. The facility is currently available to rent and the quoted rates are reasonable. The proposal team has approached the South Kingstown Town Council to request approval to rent the South Road School for Para Todos but does not have an agreement at time of application.

In addition, the proposal development team was approached by the Executive Director of the Girl Scouts of America, Southeastern New England Branch, with the invitation to rent their Camp Hoffman property located at 2850 Ministerial Rd, South Kingstown, RI 02879. This rustic rural property is used as a girl scout camp during the summer time and has a beautiful location in a pine forest on the shores of Larkin Pond. Both other charter schools in South County, Compass School and Kingston Hill Academy used Camp Hoffman during their first year of operation. There are four significant winterized buildings which could be used to host Para Todos, including a dining hall with industrial kitchen, a smaller building which could function as the main welcome and administrative space. Numerous other camp buildings
would be wonderful learning spaces during the shoulder seasons. If a longer term rental was envisioned for school operations at this site, building improvements could be considered. It would be more practical to start at a smaller size (such as 1 section per grade) at this location. Camp Hoffman is currently available for academic year rental and the Girl Scouts are ready to rent this property to Para Todos following approval of the Charter.

Both of these locations are within the South Kingstown borders, which would be convenient for families who previously participated in the Spanish immersion program at the public schools, but further away from areas of the state with higher populations of students who speak Spanish as their first language at home. For that reason, other facilities have been explored including inquiries to the City of Newport and the Diocese of Providence regarding vacant schools or other large buildings that could be available in Southern RI or Aquidneck Island by Fall 2023. All of these options would come unfurnished, so the Para Todos school would also need to work to acquire appropriate desks, chairs, tables, and storage for elementary level classrooms. Buildings that have been recently vacant will also need to be assessed for necessary maintenance and safety issues. The Transportation/Facilities Director will oversee initial preparation of the building and future ongoing operations, with the help of the maintenance staff.

The Para Todos school would strive to coordinate adequate transportation for families in target recruitment towns and neighborhoods, regardless of where the school is located. Both South Road School and Camp Hoffman regularly accommodate bus traffic and food service, as sites which have operated as a school or camp within the past 2 years. Appendix A includes the assurances that Para Todos will follow all regulatory and legal requirements, including providing a copy of a final lease agreement to RIDE following approval of this proposal and approval from the Para Todos initial board of directors.

10. Operations

Para Todos will be responsible for arranging and managing operational services for students. This includes all coordination and planning to ensure that the school will operate safely, and that the instructional staff will have the information and resources they need to perform their duties.
We will comply with statutory and regulatory requirements for school safety and emergency plans. At Para Todos we believe a safe school environment is paramount to a healthy school environment. We will develop a school crisis response team and School Crisis Response Plan which will address school safety and emergency/crisis prevention and intervention. The school will use the Rhode Island Model for School Emergency Planning as a guide for developing a comprehensive safety plan that will include school hazard assessment, violence prevention, security, natural disasters, utility failure, emergency equipment and preparedness, and emergency aftermath and evaluation of any emergency or safety interventions implemented. We will work with the Rhode Island Emergency Management Agency (RIEMA) and local law enforcement agencies to ensure the best possible safety plan has been created and complies with all state and federal laws and regulations.

Para Todos will be in compliance with the school health education, health services and healthy school environment guidelines set forth in the Rules and Regulations for School Health Programs. Para Todos will hire a school nurse teacher who will process student health records, conduct required health screenings, and provide direct care to students for acute and chronic illnesses. The school nurse is critical to ensuring that Para Todos maintains a healthy school environment. They will provide useful information to families on timely topics including health monitoring, the need for vaccinations and well child visits. They will act as a liaison between the school and other health care professionals. In addition to the nurse, certain members will also become certified in first aid and child/adult CPR.

Para Todos will be aligned with the Rhode Island Physical Education Framework standards. Students will receive 100 minutes per week of health and physical education combined. Additionally, students will also have a minimum of 30-minutes of outdoor recess. Teachers will be encouraged to build in more time for outdoor play/recess when reasonable, and to integrate outdoor experiences into the curricula. A guiding pedagogical principle of Para Todos is that children need to be learning and playing outdoors. It is well documented that recess improves educational outcomes, improves school climate, and fosters better social interactions. Research has also shown that outdoor learning has benefits on student mental health, academic performance. Students are often more calm and better able to focus when
learning in nature, and teachers have reported better behavior with fewer disciplinary issues (Meighan & Rubenstein, 2018).42.

Policies and protocols will be in place to ensure safe and sanitary food practices, and a physically healthy learning environment both inside and outside of the school. The mental health of a child is critical to achieve full learning potential. All students will be closely monitored for both physical and mental affliction. Para Todos will comply with the RI Statewide bullying policy and will seek positive solutions for student conflict. Self-awareness, self-reflection, respect, and kindness towards ourselves and others will be practices embedded into the school’s learning environment.

Para Todos will contract with Sodexo to provide breakfast and lunch during the school day. We will also participate in the free and reduced lunch program in accordance with RIGL 16-810-10.1 and applicable federal and state laws, including federal and state specific requirements for nutritional requirements, reimbursable meals and competitive foods and snacks. As part of our community engagement initiative and building a healthy school environment, we hope to partner with the Rhode Island Farm to School organization to build a relationship between our school and local farms, support access to local food, create opportunities for health promotion and understanding of the relationship between nutrition and lifelong wellness. We expect that expenses for the school related to food service will include kitchen equipment and the hiring of food servers for four to five hours daily during breakfast and lunch hours. All applicable licenses will be obtained, and safety measures met, including certification by the Occupational Safety and Health Administration and the United States Department of Agriculture.

Para Todos will submit an RFP for a school bus vendor to find the safest and most cost-effective transportation. Qualifying students who are out of district but within the schools designated transportation region will be eligible to use the statewide student transportation system. As the school will have a statewide catchment area, we anticipate that there may be additional busing costs for students who are outside of the transportation region in which the school is located. Para Todos will have a goal of providing transportation for all students who attend the school. Following RIDE standard operating procedures, we will plan for these children to be on the bus for no more than 90 minutes, and ideally no
more than 60 minutes. There will be no more than 3 students per seat. All school bus routes shall be reviewed by the local police chief of each city and town for safety hazards within ninety (90) days before the start of the school year. Student safety is of the utmost importance. Para Todos will create a plan that clearly outlines arrival and dismissal procedures for the entire school. Students will be dropped off no earlier than 15 minutes prior to the start of school. Security measures will be put in place to be sure that each child is safely dismissed. Any closures or delays will be communicated in a timely manner in accordance with state policy.

Para Todos will contract with a payroll processing firm for managing human resources records and withholding of social security and tax requirements. Purchasing will be conducted in alignment with Rhode Island rules and regulations for issuing RFPs and selecting vendors, with approval from the school board of directors. The preliminary budget for Para Todos includes initial investments for hardware and software, as well as regular annual maintenance and contract renewals for critical management functions and instructional curriculum.

11. Finance and Budget

Financial Management Plan

The Executive Director of Para Todos will manage and oversee all financial operations at the school, including budget development and reporting, and develop financial policies to ensure accurate and timely tracking and reporting of all income and expenses. The Board will provide regular fiduciary oversight, through review of monthly financial reports prepared by the Executive Director and annual external audits. Para Todos will contract with a Certified Public Accountant to provide appropriate financial controls and prevent any potential fraud or mismanagement. Administrative support staff will assist with bookkeeping, accounts receivable and payables, human resources/payroll. The school will use an external payroll management company with the administrative support staff as liaisons.
Para Todos gives full and truthful assurance that it will comply with all state and federal reporting regulations and will report to appropriate agencies as outlined in RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8. The Executive Director will develop an annual budget in consultation with school leadership which will be approved by the Board and a copy will be sent to the RIDE Office of Charter Schools. An outside CPA firm will also conduct an annual fiscal audit which will also be sent to the RIDE Office of Charter Schools.

**Budget Projections, Enrollment Expectations, & Assumptions**

The attached five-year budget projections and enrollment expectations (Appendix J and Appendix K, respectively, and the attached Excel file) outline the anticipated enrollment, revenue, and expenses. The attached assumptions (Appendix L and Excel file) offer descriptions of each line item in the budget.

**12. Schedule & Calendar**

Appendix I shows that Para Todos will adopt RIDE’s statewide school calendar.

Figure 12 depicts a typical K-5 classroom teacher’s day. This particular chart is that of a K-5 educator teaching Spanish to both sections of the grade during a time when math is being taught by their English grade level co-teacher. Grade level teachers will be expected to co-plan during the students itinerant block, and as needed. Teachers will be encouraged to meet and work together for collaborative Communities of Practice (CoPs) to problem-solve and share information. In the morning, these meetings will be organized from time to time by the math/literacy coaches to discuss how to best support students and make instructional choices based on student data.

**Figure 12: Sample Teacher Weekly Schedule**

<table>
<thead>
<tr>
<th></th>
<th>Monday/Friday</th>
<th>Tues/Thurs</th>
<th>Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:00</td>
<td>Morning Prep/Grade level team CoPs</td>
<td>Morning Prep/CoPs</td>
<td>DUTY</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Tier II intervention groups</td>
<td>Tier II intervention</td>
<td>Tier II intervention groups</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>9:30-9:45</td>
<td>Morning Meeting</td>
<td>Morning Meeting / SEL</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>Spanish Language Arts (SLA)</td>
<td>SLA</td>
<td>Spanish Science</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Spanish Writing</td>
<td>Spanish Writing</td>
<td>Spanish Science</td>
</tr>
<tr>
<td>11:40-11:45</td>
<td>Switch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45-12:35</td>
<td>SLA Class #2</td>
<td>SLA Class #2</td>
<td>SLA Class #2</td>
</tr>
<tr>
<td>12:35-12:55</td>
<td>Recess</td>
<td>Recess</td>
<td>Recess</td>
</tr>
<tr>
<td>1:00-1:25</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:25-2:15</td>
<td>Spanish Writing</td>
<td>Spanish Writing</td>
<td>Spanish Writing</td>
</tr>
<tr>
<td>2:15-2:20</td>
<td>Switch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:20-3:00</td>
<td>Prep</td>
<td>Prep</td>
<td>Prep</td>
</tr>
<tr>
<td>3:00-3:13</td>
<td>Afternoon prep</td>
<td>DUTY</td>
<td>Afternoon prep</td>
</tr>
<tr>
<td>3:15-4pm</td>
<td></td>
<td></td>
<td>Asset-based student discussions / staff meetings</td>
</tr>
</tbody>
</table>

This schedule will be modified from grade to grade depending on lunch, recess, and special area instruction. Additionally, content area subject matter will shift from English to Spanish throughout the year to ensure students are developing vocabulary and background knowledge in both languages. Teachers will be joined by literacy and math coaches during their intervention blocks to support Tier 2 instruction. Those in need of Tier 3 interventions will see their specialists at this time. Students not assigned to a group will participate in small group activities including research projects, connecting with their penpals from classrooms outside the United States, or other enrichment activities that align to the mission of the school. These activities will be differentiated to challenge Gifted and Talented students. After school and summer programming including additional sports and arts-based classes as well as tutoring services will be planned in year 1 to begin year 2.
Figure 13: Sample Student Weekly Schedule (Content areas such as Science, Social Studies, and Math will switch throughout the year)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:53 - 9:00</td>
<td>Arrival</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Intervention Block</td>
<td>Intervention Block</td>
<td>Intervention Block</td>
<td>Intervention Block</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Morning Meeting</td>
<td>Morning Meeting 9:30-10:00 SEL</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>Spanish Language Arts (SLA)</td>
<td>Spanish SLA</td>
<td>Spanish Science</td>
<td>SLA</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Snack</td>
<td>Snack</td>
<td>Snack</td>
<td>Snack</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Spanish Writing</td>
<td>Spanish Writing</td>
<td>Spanish Science</td>
<td>Spanish Writing</td>
</tr>
<tr>
<td>11:40-11:45</td>
<td>Switch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:45-12:35</td>
<td>English Math</td>
<td>English Math</td>
<td>English Math</td>
<td>English Math</td>
</tr>
<tr>
<td>12:35-12:55</td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00-1:25</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:25-2:15</td>
<td>English ELA</td>
<td>English ELA</td>
<td>English Social Studies/ Writing</td>
<td>English ELA</td>
</tr>
<tr>
<td>2:15-2:20</td>
<td>Switch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:20-3:00</td>
<td>Music</td>
<td>Library / Health</td>
<td>P.E.</td>
<td>Art</td>
</tr>
<tr>
<td>3:00-3:13</td>
<td>Dismissal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

13. Startup Timeline

Table 14 identifies the major milestones and target dates to meet those milestones. When a month is listed, it represents the first day of the listed month.

Table 14: Start-up milestones and timelines

<table>
<thead>
<tr>
<th>Pre-Opening Item(s)</th>
<th>Date Due</th>
<th>Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>File articles of incorporation with Office of the Secretary of State</td>
<td>January 2023</td>
<td>Legal Counsel</td>
</tr>
<tr>
<td>Submit names, contact info, and resumes of Directors founding the charter school board</td>
<td>January 2023</td>
<td>Board chair</td>
</tr>
</tbody>
</table>

64
<table>
<thead>
<tr>
<th>Task</th>
<th>Due Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>File ethics forms as required by the RI Ethics Commission</td>
<td>February 2023</td>
<td>Board of Directors (BoD)</td>
</tr>
<tr>
<td>Apply for Employer Identification Number (EIN)</td>
<td>In Progress</td>
<td>Board member</td>
</tr>
<tr>
<td>File for 501(c)3</td>
<td>In Progress</td>
<td>Board member</td>
</tr>
<tr>
<td>Submit RID/EBoard approved conflict of interest policies</td>
<td>February 2023</td>
<td>BoD</td>
</tr>
<tr>
<td>If applicable, enter into Commissioner-approved contract with</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>comprehensive service or management provider</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit updated names, contact info, and resumes of Directors and</td>
<td>March 2023</td>
<td>Board Chair</td>
</tr>
<tr>
<td>Officers</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Submit draft of final charter form</strong></td>
<td>March 2023</td>
<td>Board Chair</td>
</tr>
<tr>
<td>**Submit final charter form. If the school is an independent or</td>
<td>August 2023</td>
<td>Board Chair</td>
</tr>
<tr>
<td>mayoral academy, this document shall confer the authority to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>operate as a local education agency. If the school is an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>in-district charter, this document shall confer the authority to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>operate as a public school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finalize charter amendment for expansion to be included in charter</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>form</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule RID/E presentation and discussion with school board</td>
<td>August 2023</td>
<td>Executive Director (ED)</td>
</tr>
<tr>
<td><strong>Finance</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit draft financial policies for RID/E review</td>
<td>January 2023</td>
<td>Board Treasurer</td>
</tr>
<tr>
<td>Submit business plan, financial management procedures, and other</td>
<td>July 2023</td>
<td>ED</td>
</tr>
<tr>
<td>relevant financial information, including first year and five-year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>operating budget, first year monthly cash flow, board-approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>financial policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule training on UCOA financial reporting system</td>
<td>July 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Provide evidence of RID/E-approved accounting system in compliance</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td>with UCOA regulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upload budget to UCOA</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td>File ETF/W-9 forms for direct deposit</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td>File first quarterly financial report</td>
<td>September 2023</td>
<td>ED</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit facility acquisition plan; review milestones with RID/E</td>
<td>March 2023</td>
<td>Lead Applicant</td>
</tr>
<tr>
<td>Submit evidence of completed milestones from facility acquisition</td>
<td>May 2023</td>
<td>Board Chair</td>
</tr>
<tr>
<td>plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify building(permanent or temporary) for operating the school</td>
<td>March 2023</td>
<td>BoD</td>
</tr>
<tr>
<td>Submit terms and conditions of building use (e.g. purchase and sale</td>
<td>March 2023</td>
<td>BoD</td>
</tr>
<tr>
<td>agreement, deed, lease)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Task</td>
<td>Date</td>
<td>Responsible Party</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<td>-------------------</td>
</tr>
<tr>
<td>Submit Facilities Requirements and Assurances with appropriate signatures</td>
<td>April 2023</td>
<td>BoD/ED</td>
</tr>
<tr>
<td>If new building, submit plans for conformance with the RIDE School Construction Regulations</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Procure furniture and instructional materials for first year operation</td>
<td>August 2023</td>
<td>ED/Board</td>
</tr>
<tr>
<td>Obtain Certificate(s) of Occupancy for school facilities and ensure ADA and 504 compliance for accessibility</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td><strong>Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit name, contact information, and resume for qualified chief administrator (e.g. Executive Director)</td>
<td>April 2023</td>
<td>Board Chair</td>
</tr>
<tr>
<td>Submit a staffing plan designed to put in place a faculty that meets student needs</td>
<td>May 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Obtain approval for evaluation and support system for all certified teachers, support professionals, and building principals (RI Model)</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Set up EPSS access and evaluation data reporting</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td>If adopting the RI Model, evaluators must attend summer training</td>
<td>August 2023</td>
<td>Evaluators</td>
</tr>
<tr>
<td>Establish Personnel Assignment System access and eCert district portal access (and participate in training for reporting personnel to RIDE)</td>
<td>Summer 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Establish staffing policies, including procedures for staff to legally challenge Board decisions</td>
<td>Summer 2023</td>
<td>Legal counsel</td>
</tr>
<tr>
<td>Ensure new staff enroll into Employees Retirement System of RI (ESRI), as applicable, or other retirement plan</td>
<td>Summer 2023</td>
<td>ED</td>
</tr>
<tr>
<td><strong>Enrollment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit draft student enrollment procedures for RIDE review; submit finalized student enrollment procedures prior to opening student enrollment</td>
<td>January 2023</td>
<td>Lead Applicant</td>
</tr>
<tr>
<td>Submit lottery report (CSAR), including accepted and waitlisted students</td>
<td>March 2023</td>
<td>Board Chair</td>
</tr>
<tr>
<td>Provide evidence that 50% of its first-year enrollment is willing to enroll if the school opens the following year</td>
<td>March 2023</td>
<td>Board Chair</td>
</tr>
<tr>
<td>Schedule on-site visit</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td><strong>Educational Program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schedule pre-opening training on RIDE assessment systems</td>
<td>July 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Schedule pre-opening training with RIDE coordinators for English language learners; ensure ELL data reporting available through eRIDE</td>
<td>July 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Submit evidence of appointment of a qualified special education administrator</td>
<td>July 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Schedule pre-opening training with RIDE coordinators for students with disabilities</td>
<td>August 2023</td>
<td>Special Education Director</td>
</tr>
</tbody>
</table>
Schedule pre-open training on curriculum and assessment systems | August 2023 | ED
Schedule pre-open training on evidence based practices for MLLs and students with LBLDs, and MTSS | August 2023 | Special Education Director
Schedule pre-opening training on health program requirements | August 2023 | School Nurse
Schedule pre-opening training regarding educator evaluation system | August 2023 | ED
Finalize plans and calendar for implementing a comprehensive assessment system | August 2023 | ED

**Operations**

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT and Data Manager training completed [SIS, data submission procedures and collection calendar, Automatic Data Transfer (ADT) connection]</td>
<td>July 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Complete the New School Information Form, signed by superintendent or director</td>
<td>July 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Create organization in Master Directory</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Complete School Profile Form</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td>File Annual School Health Report</td>
<td>August 2023</td>
<td>School Nurse</td>
</tr>
<tr>
<td>Finalize school safety, fire drill evacuation and lockdown plans</td>
<td>August 2023</td>
<td>Facilities Director</td>
</tr>
<tr>
<td>Finalize student transportation services</td>
<td>August 2023</td>
<td>Facilities Director</td>
</tr>
<tr>
<td>Finalize food/nutrition services</td>
<td>August 2023</td>
<td>Facilities Director</td>
</tr>
<tr>
<td>Finalize school calendar</td>
<td>August 2023</td>
<td>ED</td>
</tr>
<tr>
<td>Finalize appropriate insurance coverage</td>
<td>August 2023</td>
<td>Facilities Director</td>
</tr>
</tbody>
</table>

14. Variances

Para Todos requests the right to apply for a variance to the enrollment lottery (Section 2.6.2.A 8).

Para Todos will apply for this variance to RIDE to employ a weighted lottery for educationally disadvantaged students, including students with language-based learning disabilities, to increase opportunities for enrollment of these students. The characteristics of the students that are eligible for the weighted lottery are described in section 1115(b)(2) of the ESEA, which include students who are economically disadvantaged, students with disabilities, migrant students, and limited English proficient students. Para Todos acknowledges permissions provided in an approval letter shall continue to be valid for each lottery event in the future. If Para Todos desires to revise an approved policy around weighting or preferring students, a new letter of approval, noting the revision, will be sought.
15. Charter School Program Grant Intent to Apply

If our application receives preliminary approval, Para Todos intends to apply for planning and implementation grants through the Charter School Program Startup Grant. Our mission is to provide a bilingual education that fosters academic excellence, compassion, and local and global citizenship. At Para Todos, we believe that ALL students should have the opportunity to become bilingual and biliterate. Our school will focus on developing academic proficiency in Spanish and English through an empathetic cultural lens that supports and encourages students from diverse backgrounds and students with diverse learning needs. We feel confident that the school can be successful and we are fortunate to have strong community support. However, we do recognize that there are challenges in this process and we commit to working tirelessly to overcome any barriers and obstacles to provide what we truly believe is the best foundation for students to achieve and succeed as global citizens.

A primary need for funding is to hire an Executive Director by March of 2023 to carry out the proposed actions listed in the timeline in section 13, including hiring school staff by June of 2023. A school-based team will be required to develop board and school policies, formalize and purchase the curriculum and assessment systems including technology needed, community outreach and solidifying community relations in targeted catchment areas, and plan professional development. Additionally, costs will be required to secure and prepare a facility, to rent furniture including kitchen equipment (if needed), and ensure ADA compliance.

**Staffing (March - June)**

- Executive Director (4 months) $57,634
- Dean of Students (3 months) $29,925
- Transportation & Facilities Director (3 months) $23,275
- IT Director (3 months) $23,275
- Special Ed. Director/MTSS Coordinator (3 months) $28,263
- Madrina/Community Outreach (3 months) $13,300

Furniture, Fixtures & Equipment $50,000

Curriculum & Materials $120,000

Technology & Assessment Systems $50,000

TOTAL $395,672
Works Cited


Appendices

El Futuro es Bilingüe
The Future is Bilingual
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 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]

Governing Board Chair, Charter School

Lead Applicant, Charter School
Appendix B: Resumes of applicant group

Please note that some resumes of the applicant group can be found in the Board of Directors section as these applicants will shift their responsibilities upon RIDE receipt of the application. Furthermore, ALL members of both the applicant and board groups are to be noted as founding members of the Para Todos Charter School.

Valerie Maier-Speredelozzi
Associate Professor, Industrial and Systems Engineering  401-207-1381
389 Fascitelli Center for Advanced Engineering  valerie.speredelozzi@gmail.com
University of Rhode Island, Kingston, Rhode Island 02881

EDUCATION
2003  Ph.D. in Mechanical Engineering, University of Michigan Ann Arbor, MI 48109
Dissertation: Manufacturing System Convertibility and Configuration Selection

2001  M.S.E. in Mechanical Engineering and M.S.E. in Industrial & Operations Engineering, University of Michigan, Ann Arbor, MI 48109

1998  B.M.E. in Mechanical Engineering with High Honors, Georgia Institute of Technology, Atlanta, GA 30332

RESEARCH AND TEACHING EXPERIENCE
2009-present  Associate Professor, Department of Mechanical, Industrial and Systems Engineering, University of Rhode Island, Kingston, RI 02881

2003-2009  Assistant Professor, Department of Industrial and Manufacturing Engineering, University of Rhode Island, Kingston, RI 02881

SELECTED COURSES TAUGHT
2022-present  EGR 201 Seminar in Naval Science and Technology
2018-present  ISE/SUS 261G Sustainable Lean Production
2017-2021  ISE 332 Operations Research: Deterministic Systems
2014-present  ISE 445 Facilities Planning and Material Handling
2005-present  ISE 552 Lean Systems
2015-2016  ISE 420/PSY 420 Introduction to Ergonomics and Human Factors

INDUSTRIAL EXPERIENCE
2010-2017  Providence VA Medical Center, Providence, RI 02908
Consultant, Systems Redesign Advisory Board member (2010-2012)
1999-2000  Trialon Corporation (Technical Staffing Division), Livonia, Michigan
Contract Engineer (part-time), General Motors Powertrain Livonia Engine Plant
1998-1999  Volvo Penta of the Americas, Chesapeake, Virginia
Summer Intern, Engine Reliability and Design
1994-1996  Georgia Power Company, Atlanta, Georgia
Co-op Student, Network Underground and Plant Bowen Divisions, 6 quarters
SELECTED PUBLICATIONS

SERVICE
2021-present Faculty Senate Executive Committee, Joint Commission on Academic Planning
2019-present Director, URI Interdisciplinary Minor in Sustainability
2019-2021 South Kingstown School District, School Board Sustainability Sub-Committee
2018-present Advisor, URI student section of the Institute of Industrial and Systems Engineers
2016-present URI Intellectual Property Committee
2015-present Co-advisor, URI chapter of Tau Beta Pi
2014-present College of Engineering Scholastic Standing Committee
2010-present Kingston Fire District, elected Audit Committee and Meeting Moderator
2005-present Undergraduate Program Coordinator (ISE program), ISE Advisor for Class of 2007, 2012, 2015, 2018, and 2021
1993-present Society of Women Engineers – professional life member, faculty advisor.
Volunteer coordinator for WE Local Providence conference 2018.

SELECTED GRANTS AND CONTRACTS
Co-PI on Department of Defense, National Defense Education Program: UConn/URI Navy STEM Coalition, 2021, $3,000,000 shared equally between URI and UConn
PI on Comprehensive Grant from NIUVT: Safety & Ergonomics Redesign of Flame Resistant Suits & PPE for Welders, 2021, $408,288
Co-PI on Grant from NIUVT: Stress and Fatigue Monitoring Using Unobtrusive Wearable Devices, 2020, $249,997
PI on Seed Grant from NIUVT: Safety & Ergonomic Redesign of Flame Resistant Suits for Welders, 2020, $99,979
PI on Contract with Providence VA Medical Center: Assessing Climate for Systems Improvement Initiatives in Healthcare, 2011-2013, $151,153
PI on Grant from the University of Rhode Island Transportation Center: Developing Training and Educational Materials for Driving Simulator, 2010, $62,683
Co-PI on Sub-contract through Rhode Island Space Grant Consortium and NASA for development of workshop for STEM middle school teacher training, 2012, $29,980
Elena Munisteri Smith  
90 Meadow Tree Farm Rd, Saunderstown, RI 02874  
Emunisteri@yahoo.com (407)405-3782

Education

Pacific Northwest College of Art, In the Spirit of the Studio Course (Reggio Emilia Approach) – Sept. to Nov. 2011

Brevard Community College, EPI Alternative Teaching Certificate Program – July to Dec. 2007

Crummer Graduate School of Business, Rollins College, MBA – Jan. to Dec. 2006 (Incomplete)

The University of Rome “La Sapienza”, Masters in Oriental Studies (Chinese Major, Arabic Minor) – 2003 to 2005

Beijing Normal University, Beijing, China (Chinese Language Program) – August 2001 to January 2002

John Cabot University, Rome, Italy (B.A. in International Affairs) – 1998 to 2002

Bussoleno Scientific High School, Bussoleno (Turin), Italy (AFS Cultural Exchange Program) – Jan. to July 1997

Fairhope High School, Fairhope, AL (High School Diploma) – 1994 to 1998

Experience

South Kingstown School District / South Kingston, RI- 2021/2022 school year  
Substitute teacher for all grades and classes from preschool to high school, including bilingual Spanish classes

Peace Dale and Wakefield Elementary / South Kingstown, RI – Beginning of Jan.’22 to end of March ‘22  
Long Term Substitute Music Teacher – designed and implemented music presentations and lesson plans for grades k-4 at two different schools according to national standard requirements

Scuola Italiana di Portland / Portland, Oregon - July to December 2011  
Italian language instructor for pre-k through middle school classes

San Jacinto Community College / Houston, TX - Jan. 2010 to Jan. 2011

Kaplan Test Prep / Houston, TX - June 2008 to June 2009  
Adult ESL and GMAT/GRE verbal instructor

InLingua / Houston, TX - Feb. 2008 to June 2009  
Italian, English, and Chinese language instructor and translator

Palm Bay Academy / Palm Bay, FL - April 2007 to January 2008  
Chinese immersion kindergarten teacher and language immersion program coordinator

Campus Charter School / Port St. John, FL - Nov. 2006 to March 2007  
Grade 5/6 combined classroom teacher and lead science teacher for the school
Suntree Petite Academy / Suntree, FL - Oct. and Nov. 2006
Pre-K Classroom Teacher

Orange County School System / Orange County, FL - 2006/2007 School Year
K-6th Substitute Teacher

Villa Flaminio Bilingual Private School / Rome, Italy - 2004/2005 School Year
Kindergarten Classroom Teacher

Calsanzio Private School / Rome, Italy - 2003/2004 School Year
Taught English to pre-k and kindergarten classes

Hui Jia Private Kindergarten / Beijing, China - Aug. 2001 to Jan. 2002
Taught English to pre-k and kindergarten classes

Yuda Palace Hotel / Zheng Zhou (Henan), China - Summer 2001
Taught a service oriented course on business English to the staff of the hotel, focusing on conversation

English/Italian/Spanish/Mandarin Lessons and Translations - 1998 to Present
Personalized lessons with a focus on comprehension and pronunciation / Translations with attention to detail

Volunteer Work
Oceanpointe Christian Church / Middletown, RI – August 2021 to Present
Middle School and High School Youth Group Volunteer – teach and lead weekly small group Bible study groups and assist in planning and managing events for the youth groups
Girl Scout Volunteer (Middle School-Troop 265) / South Kingston, RI-2021/2022 school year
Assist troop leader in organizing and implementing events like camp outs and sporting events
Gateway Community Church / Webster, TX - 2010 to 2018
Sunday school and Vacation Bible School teacher
Builders Without Borders of Texas / Rio Grande, Mexico - February 2017
Translator for a medical mission trip
Busan Children’s Homes Volunteering Group / Busan, South Korea - Feb. to Nov. 2014
Volunteer ESL instructor and curriculum designer for the Busan Girls’ and Boys’ Homes (pre-k to high school)
International Baptist Mission Board / Guangdong, China - Summer 1999

Skills and Honors
Fluent in Spanish and Italian
Proficient in Mandarin
Beginner Arabic and ASL
University of Rome Chinese Art Tour Scholarship (2004)
University of Rome Academic Scholarship (2004)
NIAF (National Italian American Foundation) Scholarship (1999)
Florida Professional Teaching Certificate for k-6 (expired)
HSK (Chinese language level test) Chinese Proficiency Certificate
Sol Hernández

41 Acorn Ln, West Warwick RI 02893
(401) 868-0029

OBJECTIVE
To obtain a position as an elementary teacher, bringing more than 25 years of experience and a passion for bilingualism and multiculturalism.

PROFESSIONAL SUMMARY
Throughout my 7 years of experience as a Spanish teacher in the South Kingstown school district, I have had the opportunity to deliver instruction to students in the second language, but also to impact and enrich their lives through my cultural background. The Dual Language Program in South Kingstown gave the children an amazing opportunity to develop a respectful understanding for all cultures in our pluralistic society. Prior to South Kingstown, I had the opportunity to work for 9 years as a special education instructor in a linguistically, culturally and economically diverse 50/50 dual language setting; The International Charter School. At The International Charter School, I have gained the skills and abilities necessary to plan, deliver and measure instruction with precision in grades K-5 as I worked with students of varied learning and language abilities. As a Hispanic/bilingual educator, I strongly believe that no child should be deprived from his/her cultural and language background. During my time at the International Charter School, I have had the opportunity to see the impact on our children in being part of a multicultural and linguistically diverse school environment.

SKILLS
Expertise in teaching students with specialized learning needs whose primary language is not English
- Ability to quickly problem-solve and address areas of challenge in the curriculum in order to support learning/language differences
- Excellent collaborator with classroom teachers, partner teachers, administrators, students, and families
- Knowledgeable of best practices and successful methods to ensure comprehensible content delivery to language learners
- Core philosophy supports global-mindedness and access for all

WORK HISTORY
West Kingston Elementary School, RI 07/2015 - Current
Dual Language Spanish Teacher

Special Education Resource Teacher, Bilingual

Collin Middle School, Salem MA, 8/1999 - 2003
Bilingual Special Education Inclusion teacher
Sara Greenwood School, Boston, MA, 08/2003 to 06/2004
Kindergarten Bilingual Teacher

Third grade Bilingual Teacher, 08/1993 to June 1996
Bayamon Puerto Rico

EDUCATION:

BACHELOR DEGREE: SPECIAL EDUCATION MODERATE (1993)
UNIVERSIDAD DEL TURABO-GURABO, PR

35+ MASTER CREDITS – SPECIAL EDUCATION
SALEM COLLEGE-SALEM, MA

CERTIFICATIONS:
RHODE ISLAND CERTIFICATIONS:
  ● SPECIAL EDUCATION, MODERATE (1-5)
  ● BILINGUAL ELEMENTARY CERTIFICATION

PUERTO RICO CERTIFICATIONS:
  ● SPECIAL EDUCATION MODERATE (K-8)
Emily Caldarelli

576 Main Street
Wakefield, RI 02879
Phone: 401-330-9233
Email: emilycaldarelli@gmail.com

Education:
University of Miami Coral Gables, FL
Bachelor of Science in Elementary Education and Psychology
ESL Endorsement

Professional Experiences:
Seven Hills Foundation 2006 - Present
PASS (Personal Assistance Services and Supports) working with a young man who has autism
- Taught life skills
- Facilitated community outings
- Developed current goals and provided appropriate documentation

Instructional Coach 2021 - Present
Paul Cuffee Charter School, Providence, RI
- Coached new teachers using student based coaching techniques
- Collaborated, co-taught, modeled lessons in K-5 classrooms

Fourth Grade Lead Teacher 2009 - 2019
Paul Cuffee Charter School, Providence RI
- Taught fourth graders in general education classroom setting
- Built a culture of kindness and respect
- Created lesson plans that aligned with the Common Core State Standards
- Differentiated for students with learning challenges
- Provided enrichment opportunities through project-based learning
- Emphasis on social-emotional learning
- Collaborated with special education teachers, speech therapists, Occupational Therapists, school social worker, and students’ families
- Helped run a fourth grade Empty Bowls fundraising event, 2009 - 2019
- Formed partnership with Save the Bay and planned yearly field trips
- Participated in Fish in the Classroom program through Narragansett Bay Commission

Private Tutor 2012 - 2016
- Built rapport with parents, students, and their teachers
- Helped students with organization, comprehension, and completion of assignments

Teaching Partner in first grade classroom 2008 - 2009
Paul Cuffee Charter School, Providence RI
- Planned lessons in first grade classroom
- Used Lively Letters curriculum to teach phonemic awareness

Perspectives Corporation 2006 - 2009
- Provided home-based therapeutic services
- Worked with nonverbal child with autism
- Led and attended social skills groups with peers
Substitute Teacher (K-12)  2006 - 2008
South Kingstown School District
Cranston School District
Paul Cuffee Charter School

Professional Development Experiences:
- GEMSnnet training in 4th grade units of study including Soils, Rocks & Landforms; Magnetism; Environments, 2009 - 2019
- Engage NY math curriculum training, 2018
- Math Addvantage Level 1 & 2, 2015-2016
- Fountas & Pinnell guided reading training
- Responsive Classroom weeklong course, summer 2010; ongoing Responsive Classroom training
- Ongoing professional development on culturally responsive teaching

Leadership:
- Board President of PATHS, a nonprofit mentoring program for Providence teenagers 2019-present
- Board co-chair of Village Cooperative Nursery School, June 2022 - present
- Unveiled a new exhibit and participated in grade opening of Milken Park in Fort Scott, KS, September 2022
- Presented to 100 Milken Educators about a student led project, Los Angeles June 2022
- Led a zoom presentation on creating a project-based Unsung Heroes Unit, February 2021
- Presented to Paul Cuffee Board of Directors about Unsung Heroes project, September 2019
- Guest lecturer in undergraduate education class at Boston College, October 2019
- Presented to Milken educators in New Orleans at Milken Educator forum, March 2019
- Sponsored by Cuffee to be in a critical feedback group through Center for Leadership and Educational Equity (CLEE). Attended monthly meetings 2017 - 2018
- Selection committee for RI Teacher of the Year 2018 and RI Milken Educator 2017
- Developed mentoring program for new educators at Paul Cuffee Lower School, 2017
- Served on multiple hiring committees including principal, social worker, teachers
- RIDE Learning Champions group, focusing on proficiency-based learning 2016-2018
- Grade Level Leader, 2013 - 2016
- Presented Branches of Government unit at the RI Charter School Consortium, March 2015
- Mentored student teachers from Roger Williams University and RIC, 2011 - 2014
- School Improvement Team Member, 2008 - 2010

Honors/Awards:
- 2016 Rhode Island Milken Award Recipient
- 2018 Fellow at the Center for Unsung Heroes in Fort Scott, Kansas
Appendix C: Resumes of Prospective Board Members

Kari Kurto - Literacy Specialist
6 Mechanic Street Wakefield, RI 02879
K Casting@gmail.com 424-214-9467

Goal: To empower every educator, administrator, and policy maker with the knowledge of reading research, and to forge tools and resources for them to nimbly apply research to practice to better the lives of future readers and writers.

Certifications
- Orton Gillingham Academy: Practitioner
- Center for Effective Reading Instruction - Structured Literacy Interventionist
- International Dyslexia Association - Dyslexia Practitioner
- California Preliminary Multiple Subject Credential with Cross-Cultural Language and Academic Development
- Texas Certificate in EC-6 Multiple Subject (EC-6) and English as a Second Language (ESL)

Education
- University of Southern California - Masters of Arts in Teaching: Multiple Subjects (4.0) 2012
- Emerson College - Bachelors of Science in Speech for Integrated Communications, Minor emphasis in Film (Cum Laude) 2002

Work Experience
Director of the National Science of Reading Project at The Reading League (2022-present)
Developing a digital space to navigate essential information related to the science of reading to provide guidance on key issues for leaders in the areas of policy, teacher and administrator preparation, curriculum, intervention, assessment, and professional development. Manages contracted employees including a research curator and diversity, equity, and inclusion contractor. Hosts an ongoing meeting series between reading researchers and national English Learner/Emergent Bilingual experts as well as communities of practice for educator preparation faculty across the country and internationally who are working to align course content to the science of reading and hosts monthly meetings of literacy leaders from 36 state education agencies to support development and implementation of policy and statewide practices to support evidence-aligned literacy practices.

Literacy specialist - Rhode Island Department of Education (2020-2022)
Developed guidance, resources, and policy related to the Rhode Island Right to Read Act, and support LEAs with implementation. Curated and created resources for RIDE Structured Literacy page, established and supported a team of content developers for the Science of Reading Awareness Courses on BRIDGE-RI, manage RIDE-sponsored LETRS, LETRS for Early Childhood Educators, and LETRS for Administrators cohorts, collaborated with RIDE Office of Student, Community, and Academic Supports (OSCAS) team members on multiple cross-office projects to improve student literacy outcomes, grant management team: RI State Personnel Development Grant (co-author), Rhode Island ReThink Intervention Grant, CEEDAR State Leadership Team, and member of CEEDAR Literacy/Dyslexia workgroup developing Educator Preparation Program Syllabi Refinement Tool.

Remedial Language Specialist - Middlebridge school (2015-2020) - 1:1 Orton Gillingham tutor for high school students with language-based learning differences. Many students were teenagers whose literacy skills began at an early elementary level, yet they often graduated college-ready Created
individually diagnos-tic-prescriptive, explicit Structured Literacy-based lessons to develop decoding, spelling, comprehension, handwriting, grammar, and writing

**Teacher - Rawson Saunders School (2013-2014)** - Taught 5th Grade Social Studies, 6th-8th grade Writing, and Speech and Debate. Rawson Saunders is a private school for students with dyslexia; students were empowered to draft letters to Congressmen and State legislators to spread awareness for the need for dyslexia reform resulting in visits from multiple legislators.

**Substitute Teacher - Del Valle ISD and Austin ISD (Sept 2012-May 2013):** Substitute taught in Elementary, Middle and High Schools, including a long term sub assignment for three months in a fourth grade math classroom at Popham Elementary School. Taught math to 82 students including ELLs and 15 with IEPs. Attended and contributed to ARDs, parent meetings, created lesson plans, planned STAAR pep rally, in charge of all grading, and administered Landmark, Mock STAAR and STAAR tests. Harmony School of Excellence in Austin TX (Sept 2011-May 2012): Taught 1st, 2nd and 5th grade to diverse student population including ELL students and students with IEPs.

**Other related work experience**
Member of the Defining Movement Coalition (2021)
Book study leader for a RI community of educators, practitioners, and Ed Prep faculty (ongoing)
Analyst for National Council on Teacher Quality Pilot (2021-22)
Trained in Units 1-7 of Language Essentials for Teachers of Reading and Spelling (LETRS), completed Facilitator Training for Units 1-4 (Volume I, 3rd Edition) (2021)
Vice President, Decoding Dyslexia Rhode Island (2015-2020)
Presentations given on the Science of Reading, dyslexia, remediation strategies, myths and truths surrounding dyslexia, the Orton-Gillingham approach, Structured Literacy and other related topics to audiences including teacher candidates at Rhode Island College, professional organizations, parent groups, school leaders, and have spoken at events at bookstores and community centers in Rhode Island (ongoing).

**Prior work experience:**
Casting Director - Kari Kurto Casting (2009-2011)
Responsible for all aspects of casting independent films, commercials and web series. Acted as the liaison between Business Affairs and actors' agents, setting up and holding all auditions, running sessions, and hiring and managing staff. Directed showcases in Los Angeles including NBC/Universal 23rd, 24th and 25th Annual Actors Showcase directing actors in 22 scenes for over 100 of the top professionals in the entertainment industry.
Associate Casting Director - Dava Waite Casting (2002-2008)
Organized meetings and casting sessions, negotiated actor salaries, typed contracts, and communicated with director and producers in all realms of casting. Shows included My Name is Earl (Emmy Award won for Outstanding Casting of a Comedy series), Weeds, Yes Dear, Hot Properties and 14 pilots for Showtime, ABC/Touchstone, NBC/Universal, CBS, and 20th Century Fox.

**Skills:**
Expertise in Science of Reading and Structured Literacy
Relationships with national experts, state leaders, researchers, and neuroscientists Experienced in problem solving, multi-tasking, meeting deadlines, and working independently and collaboratively with a range of personalities
Joshua E. Daly

WORK EXPERIENCE

Rhode Island Food Policy Council
Associate Director Mar. 2022 – present
- Manage financial and operational functions of the organization
- Support and develop council member network of food system stakeholders
- Develop and support partnerships to further organizational mission and impact

Rhode Island Small Business Development Center
Director, Southern Region Jan. 2016 – Mar. 2022
Director, Providence Region Aug. 2014 – Dec. 2015
- Provided counseling to over 600+ business clients, helped to launch 60+new businesses,
  created/retained 820+ jobs, and secured $29MM+ in capital.
- Analyzed/presented market, industry, and demographic data, translated features and trends into
  actionable insights.
- Developed innovative partnerships to meet small business ecosystem needs and fill service
  gaps

Louisiana Small Business Development Center, Greater New Orleans & Bayou Region
- Provided business consulting focused on start-up planning, sales & marketing strategies,
  website & social media, financial projections, business valuation, loan packaging, market &
  industry research.
- Assisted director on special projects, including grant management and compliance, training
  program assessment, and event planning & execution.

Georgetown University, Kalmanovitz Initiative for Labor and the Working Poor

Loyola University New Orleans
Interim Director, Center for Community Engagement Aug. 2012 – Aug. 2013
Assistant Director, University Ministry Aug. 2011 – July 2012
Selected VOLUNTEER and PROFESSIONAL ACTIVITIES

Local Return – Founding Board Member, Treasurer                      Mar. 2021 – present
Rhode Island Food Policy Council – Treasurer                          Jan. 2018 – present
South Kingstown Planning Board – Member                               Jun. 2021 - present
Southern RI Chamber of Commerce – Board Member                      Jun. 2018 – Jun. 2021
South Kingstown Affordable Housing Collaborative Committee – Chair   Jun. 2018 – Jun. 2021
Cooperative Development Institute – Board Member                     Oct. 2016 – Jul. 2020

Selected PRESENTATIONS and AWARDS

“State Star Award” RI Small Business Development Center, 2015.

ADDITIONAL SKILLS and CERTIFICATIONS

Business Certified Appraiser (International Society of Business Appraisers)
IDEO training in Design Thinking
Proficient in market & industry database research (IBISworld, Hoover’s, BizMiner, RMA, Mosaic Tapestries) Familiarity with SPSS and ESRI/ArcGIS software
Experienced public speaker and workshop facilitator

EDUCATION

Master’s in Business Administration Loyola University New Orleans, New Orleans, LA (2014)
MA in Theology (Ethics) Saint Paul University, Ottawa, ON (2008)
Bachelor of Theology (Honors) Saint Paul University, Ottawa, ON (2007)
Bachelor of Music (Composition) Loyola University New Orleans, New Orleans, LA (2004)
Pamela S. O’Day, Ph.D.  
121 Boulevard  
Middletown, RI 02842  

Cell: 401-935-6324  
odaypam@gmail.com

EDUCATION

Ph.D., Curriculum and Instruction  
December 2002
Boston College, Lynch School of Education, Chestnut Hill, MA
  Specialization: Language, Literacy, and Learning

M.A., Reading and Language Arts  
May 1997
Rider University, Lawrenceville, NJ

Elementary Education Teacher Certification Program  
December 1989
Rowan College of NJ, Glassboro, NJ

B.A., Psychology  
May 1981
University of San Diego, San Diego, CA

PROFESSIONAL EXPERIENCES

Early Childhood Education Program Coordinator  
September 2019 - present
Salve Regina University
Responsibilities include:
  ● Collaborating with the chair and other coordinators to review and revise the major or courses within the major in response to accreditation needs and changes in the profession
  ● Teaching the following courses: Phonics, Language & Literacy, Authentic Assessment, Student Teaching Early Childhood, Student Teaching Seminar, Nutrition/Health, Parents/Teachers/Community.

Supervisor of K-12 Literacy  
December 2015 – August 2018
Providence Public Schools
Responsibilities included:
  ● Providing leadership and support for all district English Language Arts and Social Studies initiatives Pre-K through 12 including standards-based curriculum development, resource selection, and staff development
  ● Providing supervisory and administrative support for instructional specialists, literacy coaches, ELA teacher leaders, and Social Studies teacher leaders.
  ● Monitoring the implementation of the literacy program through school visits, data analysis and in working collaboratively with other Providence School Department offices.
  ● Assisting in the development and management of budgets to support and maintain quality district English Language Arts and Social Studies programs K-12
  ● Managing contracts with partners supporting literacy, English Language Arts and Social Studies work in the district.

Literacy Specialist  
July 2006 – December 2015
East Bay Educational Collaborative
Responsibilities included:
  ● Facilitating sessions focused on curriculum development, aligning curriculum and assessments to the standards and developing units of study.
• Supporting teachers in deepening their content knowledge by providing in-depth and ongoing study of the CCSS for ELA and Literacy, aligning the curriculum to these standards and implementing research-based instructional strategies.

• Working across districts to develop a lab classroom network, which included instructional coaching, observation, feedback and facilitating lab classroom openings.

• Provided leadership training for teacher leaders that included: planning strategically, writing SMART goals, designing action steps and monitoring the progress toward their goal(s).

• Supporting schools and districts as they work to develop and implement a systemic approach to literacy instruction, interventions and assessments.

• Supporting schools and districts with the implementation of RTI and Personal Literacy Plan processes.

Intermediary Service Provider
Rhode Island Department of Education
Sept. 2009 – August 2014
Part-time
Responsibilities included:
• Facilitating statewide and district professional development sessions to deepen educators’ knowledge of Common Core State Standards in English language arts (ELA)/Literacy.

• Working with district curriculum leaders and teacher teams on development of K-12 ELA curriculum aligned to the CCSS.

Literacy Coordinator, K-12
Newport Public Schools
Responsibilities included:
• Developed a year-long professional development system for literacy.

• Updated the district’s assessment plan so that it aligned with the literacy curriculum and Rhode Island Standards.

• Facilitated district meetings with reading specialists and literacy coaches (K-12), oversaw the work of the district’s volunteer coordinator, the PLP coordinator at Rogers High School (2004-2005), and the elementary literacy coach (2005-2006).

Adjunct Instructor
Boston University
SED EC 453: Early Childhood Education Prepracticum: Responsibilities included teaching the reading/language arts section and social studies section of this eight-credit course.
SED EC 556: Children’s Literature for the Early Childhood Teacher (Pre-K -3).

Adjunct Instructor
Boston Public Schools
(olt-time)
Sept. 2001-May 2002

Graduate research assistant
• Research assistant for a Boston Collaborative Fellows Grant January 2001 – May 2001

• Research assistant for Dr. John Savage (Boston College). Sept. 1997 – May 2001

• Research assistant for a Spencer Foundation Grant examining the impact of teacher testing on teacher education programs. Sept. 1999 - April 2000

Assistant Director of Curriculum Summer 2000
Project Supervisor Summer 1999
University of the Middle East International Interdisciplinary Education Program
Provided support and resources for Project Supervisors in Summer 2000.

Teaching Fellow
Boston College

88
ED 101: Teaching Reading and Language Arts: Undergraduate level course

**Graduate Assistant**

**Boston College**

Supervisor of pre-practicum student teachers (Fall, 1997)
Clinical faculty (Spring, 1998)

**Teacher (Grade 1)**

**E.T. Hamilton School, Voorhees Township School District**

**Sept. 1997 - May 1998**

**July 2012 – August 2014**

**October 2011 – August 2014**

**November 2007**

**May 2007**

**December 2006**

**RELATED PROFESSIONAL ACTIVITIES**

- Member of the Educator Leader Cadre for PARCC
- Member of the Literacy Education Leadership Council for Rhode Island Department of Education
- Member of three Commissioner’s Review teams
  - Hope High School Complex
  - Woonsocket Middle School
  - Central Falls High School

**PRESENTATIONS**

Rhode Island Department of Education – Intermediary Service Provider (*Spring 2011 – June 2013*). Co-facilitated professional development sessions that address critical areas of focus within the Common Core State Standards (CCSS) in English language arts (ELA)/Literacy, including:


**AWARDS**

Donald J. White Teaching Excellence Award 1998-1999

Boston College

**CERTIFICATIONS**

**Rhode Island Certifications**

- 1997 – present Teacher of Elementary Grades (01 – 06)
- 1997 – present Reading Specialist/Consultant (PK – 12)
- 2005 – present Curriculum/Instruction Administrator (Grades PK-12)
Kim Mather  
110 Deer Trail Rd  
Wakefield, RI 02879  
kimmather8@gmail.com

Education

2006  Educational Leadership  
Boston University

2000  M.A., Education; Science Education Thesis  
University of Rhode Island

1982  B.A., Special Education/Elementary Education  
Hope College, Holland, Michigan

Experience

Psychologist’s Testing Technician  2016 - present  
Dr. Karen Gieseke and Associates Comprehensive Psychological Services

Principal  2011 – 2016  
West Kingston Elementary School, South Kingstown, RI

South Kingstown, Rhode Island School Department

Elementary Teacher, Grades 3 - 6  1988 – 2007  
South Kingstown, Rhode Island Schools

Educational Leadership

● Dual Language Immersion; 50-50 One Way (Spanish)
● Title 1 (Economically disadvantaged student population)
● English Language Learner instructional leadership
● Technology, Personnel, Instructional Training, Data Analysis, Social-emotional learning
● University of Rhode Island Guest Lecturer
● Columbia University Teacher’s College, Reader’s/Writer’s Workshop Affiliate School Principal
● Arts Grants awardee - RI Musical Arts projects, “Celebrate the Differences,” “Mathlete’s Quest”
● Master of Ceremonies Boston Marathon and CARES Community Fundraisers

Awards and Honors

2016  “Wild Women” of Washington County Awardee
2008  South Kingstown Teacher of the Year Nominee
2006  South Kingstown, RI Teacher of the Year, Richmond Grange
2000  Tech Corps® Innovative Use of Educational Technology
1998  NASA Mars Pathfinder Mission-Educator Award
Meghan E. Moore, CPNP-PC, APRN

moore.cpnp@gmail.com
60 Heritage Dr. Kingston, RI 02881
401-439-2771

EDUCATION:

Boston College, Chestnut Hill, MA
Master of Science in Nursing (2003-2005)
Certified as a Pediatric Nurse Practitioner by the Pediatric Nursing Certification Board since July 2005

Hampshire College, Amherst, MA
Bachelor of Arts (1997-2001)
Pre-Medical program and Holistic Health studies

PEDIATRIC NURSE PRACTITIONER EXPERIENCE:

Providence Community Health Center, Providence, RI (April 2015-current)
Provide primary care services to a multi-lingual underserved pediatric population
Work in a community setting that strives to provide accessible and affordable health care while meeting the complex health care needs of patients and their families
Manage the well, chronic and acute medical care of patients from newborn through 18 years with special attention to cultural diversities and social environments that may have an impact on health
Clinical preceptor for nurse practitioner students from the University of Rhode Island and Chamberlain University

St. Joseph Health Center, Providence, RI and Pawtucket, RI (June 2012- April 2015)
Independently manage and facilitate medical care at facility
Provide primary care services to an underserved pediatric population and their families
Manage chronic illnesses including asthma, ADHD and obesity
Promote literacy in collaboration with the Reach Out and Read program
Frequently communicate with and utilize social services and community outreach programs

Dr. Vincent D'Alessandro, Johnston, RI (August 2011- May 2012)
Worked with one pediatrician in a small office setting to provide primary medical services to children from birth through the college years, including management and administration of vaccines
Initiated treatment of patients with ADHD and provided follow-up care
Discharge newborns at Women and Infants hospital

Pediatric Associates of New Bedford, New Bedford, MA (January 2006- April 2013)
Provide primary care health services to a culturally diverse pediatric population
Conduct well child visits from newborn to 21 years, sick visits, and contraceptive management
Monitor complex chronic health issues including obesity, ADHD, depression, and asthma
Preceptor for Boston College nurse practitioner students and Bristol Community College nursing students

Thundermist Health Center of West Warwick, West Warwick, RI (November 2007-November 2008)
Worked at the family practice site seeing patients from birth to age 21 years for physicals and sick visits
Managed the school-based health center providing services to adolescents in middle school and high school which included:
- Well child visits including immunization administration, sick visits, and counseling to teenagers
- Working with the school nurses, social workers and the truancy court to ensure the health and safety of students inside and outside of the learning environment
- Providing support for pregnant teens and those with other complex emotional and behavioral issues

PROFESSIONAL EXPERIENCE:

Tallahassee Memorial Hospital, Pediatrics Unit, Tallahassee, FL (September-November 2005)
Registered Nurse
Efficiently managed care for up to 5 patients from infancy to age 21 years with a variety of medical conditions.
Admission and discharge planning, physical and psychosocial assessment, medication administration

Allergy Technician
Performed intradermal allergy testing and result interpretation, formulation of allergy treatments, provision of treatment injections, spirometry testing

Medical Administrative Assistant
Scheduled and coordinated patient appointments, verified insurance, data entry including billing and fees charged by providers, collected payments

VOLUNTEER WORK EXPERIENCE:

Cooley Dickinson Hospital, Northampton, MA (Fall 2000)
Emergency department volunteer

Ix Chel Farm, San Ignacio, Belize (Fall 1999)
Medicinal Plants and Rainforest Preservation program intern

Costa Rica (Fall 1999)
Global Service Corps
TERESA ANDRADE BORJA
BA in Modern Languages

teresaandradeborja@gmail.com
401 855 3354
96 Dexter street, Portsmouth RI 02871

PROFESSIONAL SUMMARY
Caring, patient, enthusiastic, fun and hardworking Native Spanish teacher. I offer rigorous, data driven
and differentiated instruction. Profound knowledge in teaching Spanish and English, with over 7 years’
experience.

SKILLS
● Bilingual English-Spanish excellent communication with school, parents and students.
● Class management
● Empathy and Patience
● Teacher collaboration and adaptability

EXPERIENCE
Rogers High School. Newport, RI. Spanish 1&2 • 09/2021 - 06/2022.

Foxborough Regional Charter School. Middle school Spanish teacher. Foxborough, Mass. • 09/2020 -
06-2021


Saint Joseph Academy – k-8 Spanish Language Teacher 01/2019-06-2019

EXPERIENCE ABROAD
CECYTE Highschool - ELL Teacher Guanajuato, Mexico • 08/2014 - 06/2015

Motolinia Middle School Mexico - ELL Teacher Guanajuato, Mexico • 08/2014 - 06/2015

Bicentennial National Middle School - ELL Teacher Guanajuato, Mexico • 08/2014 - 06/2015

Department Of Elementary Education - ELL Teacher Guanajuato, Mexico • 08/2013 - 06/2014

Bicentennial National Middle School - ELL Teacher Guanajuato, Mexico • 08/2014 - 06/2015

Department Of Elementary Education - ELL Teacher Guanajuato, Mexico • 08/2013 - 06/2014

CERTIFICATIONS.
Spanish Praxis 196/200 score
RIDE Emergency Certification, high recognition
MTEL Spanish  
MTEL Writing  
MTEL Reading  

EDUCATION  
Bachelor of Arts in Modern Languages, University DeLa Salle Bajio, Leon, Mexico  
27 Graduate credits in Education, Franciscan University of Mexico, Leon, Mexico  
Community Interpreter. PinPoint Translation Services Providence, RI  
Private Spanish and ELL Tutor Newport, RI • 04/2016 - 08/2018  

CERTIFICATES AND PROFESSIONAL DEVELOPMENT  
● AIM Pathway to Proficient Reading 2022  
● Powerful Strategies for Maximizing Comprehensible Input in the target language 2022  
● New England New Teacher Seminar 2019  
● RIFLA winter workshop 2019  
● RIFLA Fall Conference 2019  
● Teacher Assistant  

AFFILIATIONS  
● Language Association RIFLA American Council on the teaching of foreign language ACTFL
Mariana Denis  
Cell: (401) 402-9766  
mariana.g.denis@gmail.com  
South Kingstown, RI 02875

Employment History

- **Mar 2021 - Jul 2021**  
  HR Program and Operations Senior Analyst at Accenture. Ongoing support to Accenture Flex employees within the US on staffing, performance, separations, resignations, attendance, among other matters. Role of Data Analytics creating and measuring KPI’s presented to On-Shore stakeholders, identifying trends and key values. Support over salary increases and shifts within the salary rate card for Flex HC. Responsible for the processing Turnover and KPI’s related. Point of contact for our internal re-staffing process. Tools: SAP and WorkDay.

- **Oct 2019 - Mar 2021**  
  HR supervisor at Tres Puertas SRL. Coordinate all stages of the hiring process, including reviewing and screening applications, conducting interviews, and on boarding new employees. Oversee discipline or corrective action when needed. Design and implement training and development programs. Conflict management between feuding employees. Payroll. Keep track of employee absences. Management of: insurance complaints, union relationships, ANSES

- **Jul 2015 - Mar 2021**  
  Building administrator at Consorcio de Propietarios Chacabuco 456 . Prepare annual budget, control costs, supervise the properties to ensure maintenance, answer all resident concerns/requests, contact and place service orders with maintenance staff or contractors, evaluate budget proposals, operate the properties in accordance with State regulations. Tools: Microsoft Excel

- **Mar 2017 - Nov 2019**  
  Stock Supervisor at Tres Puertas SRL. Carrying out spot checks and audits, financial balances, checking stock levels and updating information on computer systems, purchases, answering emails and phone calls from suppliers, invoice processing. Tool: MaxiRest for gastronomic management, Microsoft Excel.

- **Feb 2013 - Dec 2013**  
  Inventory Coordinator at Marriott Plaza Hotel. Market Research, Sales Strategy ensuring revenue maximization at any given time in relation to market trends, weekly rooms forecast, Sales report to Board of Directors, Suppliers contact, assistance in the preparation of the annual budget. Tools: Microsoft Excel, Marsha, Opera, SFA

- **Mar 2009 - Feb 2013**  
  Supervisor de Reservas at Marriott Plaza Hotel. Manage subordinates (work schedules, assigning tasks, hiring, providing disciplinary actions), Sales report, Office manager (buy supplies, office maintenance), annual budget for the office, training new employees, training in new tools, complaints management (irate customers) to ensure a positive customer experience. Herramientas: Marsha y Opera

- **Feb 2007 - Mar 2009**  
  Event Booking Center agent at Marriott Plaza Hotel. Sales representative for the Banquet department, Event planner (social and business), Contract negotiations, Served as the point of contact for clients and communicated with them by phone and email to respond to questions and requests. Wedding Planner: social events planner certified by Marriott International. Tool: SFA

- **Apr 2006 - Feb 2007**  
  Reservations agent at Marriott Plaza Hotel. Process all reservation requests, changes, and cancellations received by phone, fax, or mail. Identify guest reservation needs and determine appropriate room type. Verify availability of room type and rate. Explain guarantee, special rate, and cancellation policies to callers. Accommodate and document special requests. Answer questions about property facilities/services and room accommodations. Follow sales techniques to maximize revenue. Input and access data in the reservation system. Indicate special room reservation types. Tools: Marsha y PMS
Nov 2003 - Mar 2006
Bilingual Customer Care agent at Teleperformance. Resolve customer complaints via phone and email. Assist with placement of orders, refunds, or exchanges. Place or cancel orders. Suggest solutions when a product malfunctions. Sell products and services.

Volunteer work

- PTO treasurer at San Telmo Kindergarten, Buenos Aires, Argentina Mar 2019- Jun 2022
- English tutoring 1998- 2004
- Recreation coordinator for single moms shelter 2009-2010

Education

- Bachiller en Físico Matemático + Lengua Extranjera IES Lenguas Vivas Mar 1999 - Dec 2003

Communication and Technology Skills

- Bilingual Spanish/English
- Microsoft Office (advance): Word, Excel, Power Point, Outlook, Explorer
- Google Workspace (advance): Docs, Sheets, Calendar, Presentations, Keep, Tasks, Gmail
- Digital Marketing: E commerce
- Social Media: Instagram, Facebook, Twitter, WhatsApp, Zoom
- Maxirest: Software for the food and beverage industry
- OPERA Cloud: Hospitality industry Software Sales Force Automation (SFA)
A passionate storyteller, strategically driven design leader who thrives on collaborating with clients, business leads, and multi-disciplinary teams to create simple and compelling brand experiences that resonate with the audiences' needs, emotions, and values. An energetic and compassionate leader who advocates for positive culture and strong relationships with creative talent, business partners, clients, and external agencies. Strong work ethic, adaptable and detail-oriented, diligent follow-through on all collaborations, meeting budget, quality, and time requirements.

**CORE PROFICIENCIES**
Content Creation | Content Strategy | Creative Strategy | Copywriting | Art Direction | Brand Development | Brand Storytelling | Internal and External Communications | Motion Design | Post-Production | Visual Design | Design Systems | Adobe Creative Suite | Adobe Premier | Adobe XD | Sketch | Figma

**PROFESSIONAL EXPERIENCE**

**Global Content Strategy and Creative, MetLife, 2016 to Present**

**DIRECTOR OF GLOBAL CONTENT**

- Create the vision, strategy, and execution for engaging key audiences (consumers, employers, employees) on owned channels for MetLife enterprise sustainability, DEI, and brand stories.
- Collaborate with global corporate partners, business partners, and agencies to identify opportunities, translating the MetLife brand's voice into timely, inclusive, and engaging stories that resonate across media and culture.
- Write scripts, social content, and overall storytelling for internal and external channels.
- Hold brainstorming sessions that empower teams to share perceptions and new ideas, cultivating an environment of effective problem solving and open communications.
- Build high team morale by motivating employees with clear direction and feedback on expectations. Recruit, mentor, and lead a cross-functional and creative team to transition actionable concepts into visual stories.
- Lead the narrative, concept, and design for US business, reaching a $200M goal in re-enrollment and driving an incremental $20M by increasing marketing effectiveness for the 2019 open enrollment season.
- Serve internal and external business partners as SME for digital content for distribution across internal and external communications.
- Lead the creative studio strategy, ensuring content is consistent with the company's tone, messaging, and brand guidelines.
- Responsible for the content studio, working directly with talent and crew.
- Direct MetLife's global photo and video shoots, resulting in an asset library scaled to all markets.
- Led the rebrand of MetLife Stadium for all creative digital media, including photography and motion.
- Oversaw the $1.5M build-out of MetLife's Manhattan, New York creative video and photo content studio, including purchasing all equipment and set designs.
Oversee department operations and prioritize project ROI by allocating resources, scheduling deliverables, delegating daily responsibilities, evaluating challenges, and integrating processes, policies, and procedures that advance continuous improvements to operating workflows.

Creative visionary of MetLife's sonic branding initiative.

MetLife Global Brand, 2011 to 2016

CREATIVE DIRECTOR

- Developed best-in-class executions against key business priorities by collaborating with global and local marketing teams and creative partners, leveraging brand design system, enterprise strategy, and future vision
- Facilitated and championed innovative design for print, environmental, video, social media, and digital marketing.
- Launched global rebrand as a core creative team member by conducting an intense and meaningful series of creative explorations, collaborating with colleagues and agency partners to align strategy, brand, and design principles, and facilitating various pressure testing exercises to establish visual and verbal guidelines for launch and roll-out.
- Lead a brand localization effort in Mexico, Japan, Korea, and China by conceiving and creating an evolved brand of assets and usage guidelines, giving our global visual system local flavor
- Directed various photo and video shoots for local markets; led narrative creation and development.
- Lead a diverse and globally distributed team that produced visual brand content across all media types and touchpoints
- Adhered to brand style and key messages and effectively developed strategy, concepts, and experiences
- Responsible for internal creative group and external agencies and freelancers, ensuring delivery of integrated communications that met business and creative objectives.
- Established standards for production, productivity, and quality, ensuring team adhered to current processes, identifying opportunities for continuous improvement, and proposing and creating processes and tools to support design operations.

RI Design Group

OWNER, current

With over 15 years of experience working at global agencies, corporate brands, and my own design business, I am a strategically driven design leader with a passion for analysis and creativity. I thrive on collaborating with clients, business leads, and multi-disciplinary teams to create simple and compelling brand experiences that resonate with the audiences' needs, emotions, and values.

EDUCATION & CREDENTIALS

Bachelor of Arts in English, Minor in Creative Writing | University of Rhode Island
Motion Design and Visual Storytelling CE | Rhode Island School of Design
General Assembly | Digital Marketing, Visual Design
SARAH MARGARET GAINES
3172 Tower Hill Rd / Wakefield, RI / 02897 / +1 401 447 5397 / sarahmgaines@gmail.com

A committed international development professional with twenty years of experience balancing natural resource conservation and human well-being needs from local to intergovernmental levels. A mother of two school-age children, I’m invested in providing models of community engagement and citizenry, in particular related to multiculturalism and nature-based learning, currently serving as chair of the University of Rhode Island Narragansett Bay Campus Justice, Equity, Diversity and Inclusion committee, president-elect of the Rhode Island Natural History Survey and the vice-chair of the US Biosphere Region Network.

EDUCATION

MSc Quaternary Science / University of Cape Town / Rondebosch, South Africa / June 2003

BA Geosciences / Princeton University / Princeton, NJ USA / June 2000

Languages: French (advanced)/Spanish (intermediate)

PROFESSIONAL EXPERIENCE

Coastal Research Associate: Climate Resilience, Conservation and Sustainable Development

Coastal Resources Center, Graduate School of Oceanography

University of Rhode Island / Narragansett, RI USA

February 2017- Present

● Project Manager on the USAID Madagascar Hay Tao Biodiversity conservation project (2.6M USD subaward)
● Principal Investigator for the Belmont Forum-supported EXEBUS project (Ecological and Economic impacts of the intensification of EXtreme Events in the Benguela Upwelling System) (600,000 USD).
● Supported the USAID Senegal Collaborative Management for a Sustainable Fisheries Future in Senegal (COMFISH) projects on sustainable community management of fisheries, on project management, communication and marine spatial planning.
● Contributes to proposal development including successful major international projects on coastal resilience, fisheries management and sustainable development.
● Serves as co-chair of the Narragansett Bay Campus Justice, Equity, Diversity and Inclusion Committee.

Ecological and Earth Sciences Program Specialist
United Nations Educational Scientific and Cultural Organization (UNESCO)
Division of Ecological and Earth Sciences / Paris, France

September 2007 – December 2015

Physical Scientist

United States Army Corps of Engineers
Environmental Planning Section / San Francisco, CA USA

October 2003 – June 2007

US.ZA Education Initiative fellow

University of Cape Town, South Africa / Numeracy Centre, Mathematics Department

January 2001- June 2002

Environmental Educator teaching field-based classes to children on Marine Biology and Geology

Woods Hole Children’s School of Science / Woods Hole, MA USA

Summers 2000, 2002

LEADERSHIP

● President-elect (2021-2024), Board of Directors, Rhode Island Natural History Survey, 2017 to present
● Founder of the Peace Dale Elementary School garden club, volunteer with the PTO, 2019-2021
● Vice-Chair, Steering Committee of US Biosphere Region Network, 2020
● Senior Fellow, Coastal Institute, University of Rhode Island, 2016 to present
● Board of Directors, Narrow River Preservation Association, 2016 to present
● Executive Committee, Scientific Committee on Problems of the Environment (SCOPE), 2019 to present
● Associate Editor, Environmental Development, a transdisciplinary journal of SCOPE published by Elsevier, 2021
● Member, US Advisory Group on Geoheritage and Geoparks, 2016 to present
● Interviews Princeton University undergraduate applicants as an alumni interviewer, 2001-present
Appendix D: Table with a list of board positions, individuals, and roles

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>Kari Kurto</td>
<td>Chair</td>
<td>VP of DDRI, establishing entity</td>
</tr>
<tr>
<td>Community</td>
<td>Josh Daly</td>
<td>Treasurer</td>
<td>Small business development</td>
</tr>
<tr>
<td>Community</td>
<td>Pam O’Day</td>
<td>Educational Advisor</td>
<td>Assistant Professor and Early Childhood Education Program Coordinator, Salve Regina University</td>
</tr>
<tr>
<td>Educator</td>
<td>Kim Mather</td>
<td>Leadership Consultant</td>
<td>Retired School principal of DLI programs</td>
</tr>
<tr>
<td>Educator</td>
<td>Meghan Moore</td>
<td>School Nurse</td>
<td>Bilingual Medical Professional</td>
</tr>
<tr>
<td>Educator</td>
<td>Teresa Andrade Borja</td>
<td>Educator</td>
<td>ESL / World Language teacher in Mexico and in Rhode Island</td>
</tr>
<tr>
<td>Family</td>
<td>Mariana Denis</td>
<td>Parent</td>
<td>Argentinian, native Spanish speaker</td>
</tr>
<tr>
<td>Family</td>
<td>Annie Esposito</td>
<td>Parent</td>
<td>Director of content, MetLife</td>
</tr>
<tr>
<td>Family</td>
<td>Sarah Gaines</td>
<td>Parent</td>
<td>International development - UNESCO specialist</td>
</tr>
</tbody>
</table>

Among the initial board members, Kari Kurto, Josh Daly, Meghan Moore, Sarah Gaines, and Annie Esposito were also family members of students in the South Kingstown DLI program. Kari Kurto has been involved with Decoding Dyslexia Rhode Island since the organization began, and is the National Science of Reading Project Director at The Reading League. Josh Daly has worked in a wide variety of non-profit and small business development support roles, including financial oversight. Pam O’Day is an experienced Rhode Island educator and literacy leader, currently working at Salve Regina University. Kim Mather was a founding administrator for the Dual Language Immersion Program at South Kingstown public school district, traveling to Utah and Massachusetts districts to see immersion programs in action, and establishing a thriving elementary immersion program for the early cohorts of the program. Meghan Moore is a primary care pediatric nurse practitioner and works in community healthcare in Providence, serving bilingual populations. Teresa Andrade Borja is a bilingual educator and has done work with Conexión Latina Newport, a community organization that advocates for enhanced availability of bilingual services for residents. Mariana Denis has a wide array of business management experience in bilingual environments. Annie Esposito is the Director of Content for MetLife Global. Sarah Gaines is a bilingual scientist who has coordinated and implemented numerous international and federal grants and served on many boards and committees.
Appendix E: Draft Bylaws

BYLAWS

OF

PARA TODOS CHARTER SCHOOL

ARTICLE I

Section 1. Primary Office

The primary office of Para Todos Charter School (“The Corporation”) will be located at South Road School, Wakefield, or in the alternative, Camp Hoffman, West Kingston, Washington County, State of Rhode Island.

Registered Office. The registered office of the Corporation need not be identical to its primary office and shall initially be located at 6 Mechanic Street, Wakefield, RI, 02879. The registered office may be changed from time to time by the Board of Trustees (also called Board of Directors) in compliance with the provisions of applicable law.

Section 2. Change of Address /Location

The designation of the primary address may be changed by amendment of said Bylaws. The Board of Directors may change the primary address / location by noting the change and effective date below and such changes of address / location shall not be deemed nor require an amendment of said Bylaws:

New Address: __________________________________________

Dated: __________________________________________

Section 3. Other Locations

Said Charter School may change to other addresses / locations as activities and curriculum may require and, as the Board of Directors may, from time to time, designate.

ARTICLE 2

NON-PROFIT PURPOSES

Section 1. Section 501(c)(3) Purposes

Said Corporation / Charter School is organized exclusively for one or more of the purposes as specified in Section 501(c)(3) of the Internal Revenue Code. The "Corporation") is a non-profit corporation organized exclusively for charitable and educational purposes within the meaning of Section S0l(c) (3) of the Internal Revenue Code of 1986, as it may be amended from time to time (the "Code"), and the regulations promulgated thereunder, to develop, establish and operate a charter school under the laws of the State of
Rhode Island. Notwithstanding any other provision of the Articles of Incorporation of the Corporation or these By-Laws, the Corporation is organized exclusively for one or more of the following purposes: religions, charitable, scientific, or educational purposes, as specified in Section 501(c)(3) of the Code, and shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code. No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting, to influence legislation (except as otherwise provided by Section 501(h) of the Code), or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office.

Section 2. Powers.

The Corporation shall have the power, either directly or indirectly, either alone or in conjunction and/or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which the Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster, or attain any of the Corporation’s purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations as set forth in Section 501(c)(3) and the Code and the rules and regulations promulgated thereunder.

Section 3. Specific Objectives and Purposes

The specific objectives and purposes of the Para Todos Charter School is to provide a bilingual education that fosters academic excellence, compassion and local and global citizenship. The emphasis on the development of critical thinking, intellectual curiosity and integrity supports our vision that inspires children and lifts them up to their highest potential. We know that inspiration promotes enthusiasm and thus an eagerness to learn as demonstrated by the Dual Language Immersion Programs in South Kingstown that had an enrollment of 500 Students.

We value differences as assets and believe that all students should have the opportunity to become bilingual and biliterate. We understand that an early language immersion environment with evidence-aligned instruction is the most effective path towards this goal. We focus on developing academic proficiency in Spanish and English through an empathetic cultural lens that supports, encourages and empowers students from diverse backgrounds and students with diverse learning needs. Students will graduate with the foundation and confidence they need to achieve and succeed in a bilingual and biliterate future.

Section 4. Non-Profit Status

The Corporation is not organized for profit and no part of the net earnings of the Corporation shall inure to the benefit of a trustee or an officer. In the event of the dissolution or liquidation of the Corporation, whether voluntary or involuntary, the Board of Trustees shall distribute the balance of all money, assets and other property of the Corporation, after the payment of all its debts and obligations to a nonprofit organization or organizations exempt from federal income taxation under Section 501(c)(3) of the Code for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or shall distribute such money, assets and other property to the
federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction in the State of Rhode Island, exclusively for such purposes or to such organization or organizations, as such court shall determine, which are organized and operated exclusively for such purposes.

Trustees, officers, and committee members of the Corporation shall not be personally liable for any debt, liability, or obligations of the Corporation. All persons, corporations, or other entities extending credit to, contracting with, or having claims against, the Corporation may look only to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgment or decree; or of any money that may otherwise become due or payable to them from the Corporation.

**ARTICLE III MEMBER**

**Section 1. Membership.**

The Board of Trustees reserves the right to add members to the Corporation in compliance with the provisions of applicable law.

**ARTICLE IV BOARD OF TRUSTEES**

**Section I. General Powers and Responsibilities.**

The responsibilities of the Board of Trustees will include: oversight of the progress of the Corporation, including the review, implementation and approval of the Corporation’s vision, mission, budget and strategic plan; establishment of the Corporation’s general policies and overall curriculum policies and assessment materials; approval and monitoring the Corporation’s annual budget and financial procedures; management of the Corporation’s funds; hiring and year-end review of the Executive Director; assurance that the Corporation achieves academic success for its students; assurance that the Corporation complies with applicable laws and regulations; assurance that the Corporation fulfills its charter and earns charter renewal; enhancement of the Corporation’s strength, viability and public image; and any other powers and duties not otherwise reserved by the commissioner of Elementary and Secondary Education, and The Board of Education.

**Section 2. Number, Tenure and Qualifications.**

(i) Number: The Board of Trustees (also called the Board of Directors) shall consist of at least 7 members and may include among its membership representation from the following constituencies: community professionals, educators (at least one of whom is in special education), parents of currently enrolled children, ideally at least one parent having an enrolled child having a disability, and staff. Upon approval of the Board of Trustees, the number of trustees may be expanded to up to 21 members. Any openings created by expansion of the Board shall be filled by the Board.

(ii) Tenure: Trustees shall serve a term of three (3) years from the date of their election. A full three-year term shall be considered to have been served upon the passage of three (3) years. No trustee shall serve more than two (2) consecutive three-year terms. Fulfilling an incomplete term is not considered part of the term limit. Trustees shall serve staggered terms to balance continuity with new perspective.
(iii) The School Director (also called Executive Director) will schedule monthly staff meetings and professional development days set aside for the staff and for the purpose of achieving school improvement activities. Formation of a parent teacher organization will encourage involvement and participation of family and community members to enhance and develop the needs of the school.

(iv) In addition, there will be a Student Council that will interface with the Board of Trustees that will reflect their perspective and ideas.

Section 3. Vacancies.

The Board of Trustees shall fill any vacancy occurring on the Board of Trustees of the Corporation.

Section 4. Resignations.

A trustee may resign at any time by giving written notice to the Board of Trustees or to the Chair of the Board of Trustees (Chair). The resignation shall take effect at the time specified in the notice, and, unless otherwise specified in such notice, acceptance of the resignation shall not be necessary to make it effective.

Section 5. Removal.

Any trustee may be removed from office by a two-thirds vote of the Board of Trustees whenever the best interests of the Corporation will be served thereby.

Section 6. Quorum.

A majority of the trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees unless a greater number is required by these By-Laws, the Articles of Incorporation or under state law.

Section 7. Manner of Acting.

(a) The act or decision done or made by the majority of the trustees present at a meeting duly held at which a quorum is present shall be the act of the Board of Trustees, unless a greater number is required by law, by the Articles of Incorporation or by these By-Laws:

(b) The act of the Board of Trustees with respect to the following matters shall require the affirmative vote of at least two-thirds (2/3) of the trustees at a meeting at which a quorum is present: (i) to hire and fix the compensation of the Executive Director of School; (ii) to approve the Corporation's operating and capital budget; and (iii) to appoint an outside auditor.

Section 8. Presumption of Assent.

A trustee who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless the trustee's dissent shall be entered in the minutes of the meeting or unless the trustee shall file a written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by certified mail to the Secretary of the Corporation within forty-eight (48) hours after adjournment of the meeting. Such right to dissent shall not apply to a trustee who voted in favor of such action.

Trustees may not be paid compensation for performance of their duties as trustees, except that trustees may be reimbursed for out-of-pocket expenses spent in performance of their duties as trustees. No trustee shall be precluded from serving the Corporation in any other capacity and receiving compensation therefor.

Section 10. Conflict of Interest.

The Conflict of Interest Policy attached hereto as Exhibit A is hereby adopted on behalf of the Corporation. Such policy may be amended or repealed only in accordance with Article XIII of these By-laws.

ARTICLE V OFFICERS

Section 1. Number.

The officers of the Corporation shall be a Chair, one or more Vice-Chair[s], a Secretary, a Treasurer, and other officers as may be deemed necessary and appointed by the trustees. Each officer must be a trustee of the Corporation.

Section 2. Election and Term of Office.

The officers of the Corporation specifically designated in Section I of this Article V shall be elected for one (1) year terms at each annual meeting of the Board of Trustees. If the election of officers shall not be held at the annual meeting, such election shall be held at the next regular meeting of the board or as soon thereafter as is practicable. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified or until such officer's death or resignation or removal in the manner hereinafter provided.

Section 3. Chair.

The Chair shall supervise the affairs of the Corporation between meetings of the Board of Trustees. The Chair shall preside at all meetings of the Board of Trustees and shall be a member ex officio of all committees of the Corporation. The Chair shall execute, on behalf of the Corporation, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed except in cases where the signing and execution or delegation thereof shall be expressly delegated by the Board of Trustees or by these By-Laws to some other officer(s) or agent of the Corporation, or shall be required by law to be otherwise signed or executed. The Chair shall do and perform all duties incident to the office of Chair and such other duties as may be assigned to the Chair by these By-Laws or by the Board of Trustees.

Section 4. Vice Chair.

In the absence of the Chair or in the event of the Chair's death, inability or refusal to act, the Vice-Chair (or in the event there is more than one Vice-Chair, the Vice-Chairs in the order designated at the time of their election or in the absence of any designation, then in the order of their election) shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions
upon the Chair. The Vice-Chair[s] shall perform such other duties as from time to time may be assigned to them by the Chair or by the Board of Trustees.

Section 5. Secretary.

The Secretary shall: (a) keep the minutes of the proceedings of the Board of Trustees in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; (d) keep a record of the post office address of each trustee which shall be furnished to the Secretary by such trustee; and (e) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Chair or by the Board of Trustees. The Secretary is authorized to enlist the services of any one or more employees of the Corporation to assist the Secretary in carrying out his or her duties as herein defined.

Section 6. Removal.

Any officer may be removed by a vote of a majority of trustees whenever in their judgment the best interests of the Corporation will be served thereby. Election of an officer shall not of itself create contract rights with the Corporation.

Section 7. Resignations.

Any officer may resign at any time by giving written notice to the Board of Trustees. The resignation shall take effect at the time specified in the notice, and, unless otherwise specified in such notice, the acceptance of the resignation shall not be necessary to make it effective.

Section 8. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, shall be filled by the Board of Trustees in the manner prescribed in Article V, Section 2 of these By-Laws. In the case of a vacancy in any of the offices specifically designated in Article V, Section 1, such vacancy shall be filled for the unexpired portion of the vacated term.

ARTICLE VI COMMITTEES

Section 1. Committees.

As the need arises, the Board of Trustees, by resolution or consent may designate and appoint committees to advise the Board of Trustees. Each committee shall consist of at least two (2) members of the Board of Trustees and such other individuals as are deemed necessary. Committee meetings may be called by the Chair or by the committee chairperson. Each committee shall keep meeting minutes. The presence of at least a majority of the committee members at any meeting shall constitute a quorum. Each committee member, except as otherwise provided by these By-Laws or the Board shall be entitled to one vote. A vote of at least a majority of committee members shall constitute the act of any committee, except as provided by these By-Laws or by the Board. The Board of Trustees shall have the power at any time to change the membership of any committee, to fill vacancies in it, or to discharge it. The designation of any committee
and the delegation thereto of authority shall not operate to relieve any trustee of any responsibility imposed by law. All committees shall comply with the Rhode Island Open Meetings Act, R.I.G.L. § 42-46-1, et seq or any successor statute, as in effect from time to time (“Open Meetings Act”).

Section 2. Chairperson.

The Board of Trustees may designate and appoint one member of each committee to serve as chairperson of that committee. In the absence of such designation, the Chair shall serve as committee chairperson.


The Board shall establish a Charter School Planning Committee (“CSPC”), chaired by the Chair, consisting of not less than three (3) nor more than five (5) members. Members of the CSPC may include members of the Board, educators, members of the special educational needs community and other individuals interested in charter school education issues generally. Members of the CSPC shall be appointed by the Chair and shall serve for one (1) year terms. The CSPC will meet on an ad hoc basis throughout the year at the call of the Chair. The CSPC will be responsible for developing long and short range planning for the Corporation and making recommendations thereon to the Board. The CSPC shall also nominate trustees and officers and shall assist the Board in the effective and efficient performance of corporate governance in keeping with policies established by the Board.

ARTICLE VII NOTICE

Section 1. General.

Whenever under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these bylaws, or Rhode Island General Laws written notice is required to be given to any trustee.

Section 2. Manner.

Notice may be given by mail or by a generally recognized overnight delivery service, addressed to such person at his, her or its address as it appears in the records of the School, with postage or delivery charges thereon prepaid, and such notice will be deemed to be delivered at the time when the same will be deposited in the United States mail or delivered to the delivery service.

Section 2.1.

Electronic or Other Notice. Notice may be given to any trustee by electronic mail, personally or by telephone to his or her house or office either directly or by leaving a message thereupon.

Section 3. Waiver.

Whenever any notice is required to be given under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these By-Laws, or Rhode Island General Law, a waiver thereof in writing, signed by the person or persons entitled to such notice and who did not receive the same, whether before or after the time stated therein, will be deemed equivalent to the giving of such notice. Attendance of a person at a meeting will constitute a waiver of notice of such meeting, except when the person attends a
meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

**Section 4. Open Meetings Act.**

Notice of all meetings, irrespective of type and including, but not necessarily limited to, committees or subcommittee meetings, will comply with the Open Meetings Act.

**Section 4.1. Advance Notice.**

Written public notice of any meeting will be given within a minimum of forty-eight (48) hours before the date of such meeting.

**Section 4.2. Posting.**

Written public notice will include, but need not be limited to, posting a copy of the notice at School, and in at least one other prominent place within the state of Rhode Island as well as filed electronically to the Secretary of State website.

**Section 4.3. Content.**

The notice, in the form of an agenda for the meeting, will include, in addition to date, time and place, a statement specifying the nature of the business of each item to be discussed.

**Section 4.4. Amendment.**

The notice, or agenda, for any meeting may be amended by majority vote of a quorum of the Board of Trustees, but only for informational purposes. No vote may occur on the added agenda item except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee.

**ARTICLE VIII MEETINGS**

**Section 1. Open Meetings Act.**

The Board of Trustees will comply with all provisions of the Open Meetings Act pursuant to § 42-46-3.

**Section 2. Public Meetings.**

All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings, will comply with the requirements of the Open Meetings Act.

**Section 2.1 Executive Session.**

Every meeting of the Board of Trustees will be open to the public unless closed pursuant to R.I.G.L. § 42-46-4 and § 42-46-5 of the Open Meetings Act. Such meetings will be in accordance with these By-Laws as not inconsistent with the applicable provision of the Open Meetings Act.

**Section 3. Annual Meeting.**
The annual meeting of the Board of Trustees will be held in September each year, unless an alternative date is designated by the Board of Trustees. The annual meeting will be held for recommending the appointment of trustees whose terms expire, electing officers and for transacting such other business as may properly come before the meeting. If for any reason the annual meeting of the Board of Trustees will not be held, a special meeting in lieu of the annual meeting of the Board of Trustees may be held.

Section 4. Regular Meetings.

The Board of Trustees will hold regular meetings, and will do so in accordance with the Open Meetings Act. Regular meetings of the Board of Trustees will be held monthly or on such other schedule as is determined by the Board of Trustees. The Board of Trustees will cause a schedule of regular meetings to be given to each trustee and to the public.

Section 5. Special Meetings. Special meetings of the Board of Trustees may be called, and on the written request of three (3) trustees, will be called by the Chair. The Chair will fix the manner and place for the holding of any special meeting of the Board of Trustees. All aspects of special meetings will comply with the requirements of the Open Meetings Act.

Section 6. Emergency Meetings.

Emergency meetings of the Board of Trustees may be called and held in accordance with the Open Meetings Act at any time where the public welfare so requires. Emergency meetings will be held at the request of the Chair or any two officers. A majority of the Board of Trustees must vote in open session to address the reason and/or issue(s) that is the cause for the emergency meeting, and the Board of Trustees must state in open session and record in its minutes the reason and/or issues that are the cause for the emergency meeting. No vote will occur on such reason or issues except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee.

Section 6.1. Notice.

Notice of such meeting to the public will be posted as soon as practicable and include the date, time and place of the meeting and a statement or agenda specifying the nature of business to be conducted at the emergency meeting, as will be exclusively discussed at the emergency meeting.

Section 7. Place.

The Board of Trustees will fix the place for the holding of the annual meeting and regular meetings of the Board of Trustees to be held in the State of Rhode Island. The Chair will also fix the place for the holding of special meetings and emergency meetings. All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings will be held in a place that is accessible to the public including those with disabilities. In the absence of any designation for the place of any meeting, the meeting will be held at the primary office of the School.

Section 8. Minutes.

The minutes will include, but need not be limited to: the date, time and place of the meeting; the Trustees recorded as either present or absent; a record by individual Trustees of any vote taken; and any other
information relevant to the business of the School that any Trustee requests be included or reflected in the minutes. Minutes will be made available to the public in accordance with the Open Meetings Act.

**ARTICLE IX EXECUTIVE DIRECTOR**

**Section 1. Executive Director**

The Board of Trustees shall appoint the Executive Director, who shall administer, manage and direct the business and academic programs of the Corporation subject to the policies, control and direction of the Board of Trustees. The Executive Director, with the assistance of the Dean of Students, if appointed, and staff, shall, in addition to other duties, develop an annual budget for approval by the Board and Member, and shall report on progress against established goals and benchmarks.

**ARTICLE X CONTRACTS, LOANS, CHECKS AND DEPOSITS**

**Section 1. Contracts.**

The Board of Trustees may authorize the Executive Director or any officer or officers or agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

**Section 2: Loans.**

No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Trustees. Such authority shall be confined to specific instances. No loan shall be made by the Corporation to any trustee.

**Section 3. Checks, Drafts or other Similar Orders.**

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers or agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Trustees.

**Section 4. Deposits.**

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

**ARTICLE XI INDEMNIFICATION**

**Section 1. Authority.**

The Corporation shall, to the extent legally permissible and only to the extent that the status of the Corporation as a corporation exempt under Section 501(c)(3) of the Code, is not affected thereby, have the power and authority to indemnify members of the Board of Trustees, officers, committee members, the Executive Director, Dean of Students and employees against expenses (including attorneys' fees and
costs), judgments, fines and amounts paid in settlement arising from any threatened, pending or
completed action, suit or proceeding, to the full extent provided by the Rhode Island Nonprofit
Corporation Act. The Board of Trustees may authorize the Corporation to purchase and maintain
insurance on behalf of any person who is or was a trustee, officer, employee, agent or member of the
Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent
of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted
against such person and incurred by such person in any such capacity or arising out of his status as such,
but such insurance shall only cover a member to the extent the member purports to act on behalf of the
Corporation.

ARTICLE XII GENERAL PROVISIONS

Section 1. Fiscal Year.

The fiscal year of the Corporation shall begin each year on the first day of July and end on the last day of
June.

Section 2. Corporate Seal.

The Corporation shall have a corporate seal which shall be circular in form and shall have inscribed
thereon the name of the Corporation, the state of incorporation and the year of incorporation.

Section 3. Parliamentary. Authority.

The parliamentary authority shall be or rules and procedures adopted by the Board of Trustees to the
extent they are not inconsistent with these By-Laws.

Section 4. Waiver of Notice.

Whenever any notice is required to be given to any person under the provisions of these By-Laws or
under the provisions of the Articles of Incorporation or under the provisions of applicable law, a waiver
thereof in writing signed by the person or persons entitled to such notice, whether before or after the time
stated therein, shall be deemed equivalent to the giving of such notice. The attendance of a person at a
meeting shall constitute a waiver of notice of such meeting, except when a person attends a meeting for
the express purpose of objecting to the transaction of any business because the meeting is not lawfully
called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special
meeting of the Board of Trustees need be specified in any written waiver of notice of such meeting.

Section 5. Interpretation.

Whenever the context of these By-Laws so dictates, (i) the singular shall include the plural and the plural
shall include the singular and (ii) the masculine, feminine and neutral shall be deemed to have been used
interchangeably.

Section 6. Severability.

If any provision of these By-Laws is held to be invalid or unenforceable, all other provisions shall
nevertheless be valid and remain in full force and effect.

The Corporation shall keep correct and complete books and records at its primary office. Such books and records shall be open to the Board and any member at any reasonable time. Also, the Corporation shall keep at the primary office its three most recent annual IRS informational returns, along with a copy of any tax exemption application and IRS determination letter, such documents to be available for public inspection during regular business hours.

ARTICLE XIII LEGAL COMPLIANCE

Section 1. Requirements.

Pursuant to regulations promulgated under the authority of R.I. Gen. Laws §§ 16-77-3.1(e); 16-77.2-3(a); 16-77.2-3(f); 16-77.2-5(c); 16-77.3-3(a); 16-77.3-3(d); 16-77.3-5(c); 16-77.4-3(a); 16-77.4-3(d); and 16-77.4-5(c) and The Rhode Island Council on Elementary and Secondary Education, Para Todos has developed a process for ensuring compliance with legal requirements affecting the State of Rhode Island Charter Schools. Para Todos is in compliance with the aforementioned regulations set forth in the State Charter School Law and the regulations set forth in the Rhode Island Code of Ethics. Accordingly, to ensure compliance, the Board of Directors and Administrators will meet with legal counsel to discuss any changes in charter provisions that may affect Para Todos. Additionally, Para Todos stays apprised of State and Federal Charter Law through RIDE and US Department of Education guidance documents and by receiving national updates for public charter schools, such the National Alliance for Public Charter Schools.

Section 2. Compliance.

(A) Para Todos ensures equitable access to all students regardless of race/ethnicity, gender, religion and/or disability and adheres to federal civil rights laws applicable to the school, such as Title VI of the Civil Rights Act 1964, Title III of the Every Student Succeeds Act, Title IX of the Education Amendments Act of 1972, Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act (IDEA), and other applicable federal, state and local nondiscrimination laws. Para Todos actively seeks to promote academic achievement for each and every student regardless of background, characteristics, ability, or prior performance.

(B) Para Todos complies with Title VI of the Civil Rights Act, which requires that the District provide services to English Language Learners, as well as Title III of the Elementary and Secondary Education Act, which requires recipients of federal funds to provide high quality, scientifically-based language instruction programs to increase English-language proficiency.

(C) Para Todos meets all civil rights requirements under the ADA and other provisions that promote access and equity for students with disabilities. Para Todos collaborates with the Department of Student Services to provide a Free and Appropriate Public Education (FAPE) for students with disabilities.

(D) Para Todos values inclusive practices and believes that the least restrictive environment for a student with a disability to be educated is alongside their peers. Through strategic hiring and human resource management, Para Todos is able to provide bilingual special education that increases students’ ability to participate in the core DLI environment.
ARTICLE X ENROLLMENT

Section 1. Lotteries

(A) Para Todos is committed and responsible for reaching out to all parts of its enrolling community. In the event that more students apply to attend Para Todos than the school can accommodate, students will be selected randomly by lottery. Para Todos has an extensive outreach program in place with multiple approaches to encourage a diverse student population to apply for enrollment to the school, including the difficult to reach population. Para Todos will establish a uniform date for application and deadlines pursuant to the Commissioner of Education guidelines.

(B) Exempt from the lottery are preferences for siblings of enrolled students, returning students, children of school staff, founding members and executive board. To that end, Para Todos seeks to promote and accommodate families learning together in an immersion environment.

(C) Para Todos will provide weight in enrollment lotteries for certain characteristics of applicants if deemed necessary to fulfill statutory requirements. If Para Todos intends to serve educationally disadvantaged students, and wishes to increase opportunities for enrollment of these students, the school may apply to RIDE to employ a weight or enrollment preference.

(D) Notices of enrollment will be sent to prospective students on a timely basis and according to RIDE guidelines.

ARTICLE XI HEALTH AND SAFETY

Section 1.

Para Todos has established health, safety and emergency priorities and procedures in compliance with the requirements of the Rhode Island Department of Education, the Rhode Island Department of Health and local first responders to ensure that all students and staff are protected to the highest decree pursuant to regulations and statutes set forth in Federal and State Statutes.

ARTICLE XII CURRICULUM

Section I. Overview.

(A) The Para Todos Curriculum Overview implements a curriculum that meets the needs of its diverse student population whereby leaders have selected instructional materials that are culturally-relevant; identify with concepts, characters, or examples and are encouraged to draw upon the student’s experiences to demonstrate learning. Where possible, teachers apply a social justice lens and parent engagement component to content. Most resources are available in Spanish and in English with the Curriculum grounded in the State Standards for all content areas with the goal of students meeting and or exceeding grade-level expectations. Course content reflects the Para Todos equity mission of valuing all student identities and equipping all students to be challenged, supported, and accomplished.

(B) Curricular materials align with the scientific evidence of how students learn in an effort to best support our neurodiverse learners. For example, the ELA curriculum will align with the Science of Reading and other core subjects.
ARTICLE XIII AMENDMENTS

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted upon the vote of at least two thirds (2/3) of all members of the Board of Trustees at any annual, regular or special meeting (provided that the notice of such meeting states the proposed change in the By-Laws).
Appendix F: Administrator team job descriptions

Executive Director Job Description

The Para Todos Executive Director is hired by and reports to the Para Todos Board of Directors. The Executive Director has general management and oversight responsibilities for the school. The 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 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. Qualified candidates with diverse racial, cultural, class, and/or gender background and experiences are strongly encouraged to apply.

Full Time (1.0 FTE)
Compensation commensurate with experience and qualifications.

Qualifications include:

- Master’s degree and certification in Educational Leadership, Curriculum & Instruction, Reading Specialist, or World Language or Bilingual education
- Building or district leadership and classroom teacher experience (no minimum)
- A valid Rhode Island certificate as Superintendent or certification in progress
- Strong understanding of language-based learning differences such as dyslexia and evidence-aligned practices to support students with disabilities
- Strong understanding of Multilingual learners and WIDA standards
- Demonstrated success in planning and implementing research-based DLI, bi-lingual, world language or ESL programs
- Strong skills in planning and organizing
- Demonstrated commitment to continuous professional learning as evidenced by ongoing participation in school, district, and/or state professional development opportunities
- Strong skills in data analysis
- Experience developing budgets
- Emotional intelligence and excellent interpersonal communication
- Certified in First Aid and CPR or obtain certification within six months of hire
- Desire to be dedicated to the success of this charter as a long-term commitment

Preference will be given to those with:

- Administrative certification (or certification program in progress) and/or administrative experience
- High level of bilingual proficiency and biliteracy
- Demonstrated excellent oral and written communication skills
- Ability to teach (or experience teaching) linguistically and culturally diverse learners and create equitable, collaborative discourse environments.

Essential duties and responsibilities include but are not limited to:
- Ensure Para Todos adheres to all provisions of law and school policy under the general direction of the Board of Directors
Collaborate with the Board of Directors and all school stakeholders to support and continuously improve upon the school’s strategic plan and annual improvement plan.

- Plan, coordinate and manage the roll out and implementation of an elementary dual language immersion program that aligns to the Para Todos mission.
- Plan coordinate and manage all aspects of K-5 instruction, assessment, curriculum, education, and educator evaluation.
- Ensure that the Para Todos mission is being achieved in an equitable way for all learners.
- Plan, coordinate and manage professional development for teachers, paraprofessionals and administrators.
- Evaluate data along with special education team to evaluate student achievement along with the health of the school’s Multi-Tiered System of Support.
- Analyze and share best practices in language acquisition for all learners.
- Evaluate teachers and paraprofessionals.
- Manages all student attendance and disciplinary functions.
- Completes required reports including budget and audit reports, Civil Rights data collection, teacher certification, employee background checks and health screenings, federal student lunch program reports, and the RIDE Charter School Performance Review System.
- Compiles and analyzes data for reports, records, audits, and other compliance matters.
- Maintains adequate financial records for the school including financial accounts, annual budgets, annual audit, business and property records and all contracts, documents, title papers, and other papers requested by the Board.
- Assists with board communication and building of the agendas.
- Makes recommendations to the Board relative to all matters requiring Board action that includes helpful facts, information, and reports as needed to ensure decisions are informed.
- Attends all meetings of the Board of Director.
- Effectively executes all Board decisions.
- Attends meetings with the parent-teacher organization (PTO) at least monthly.
- Files all reports and requests as required by law, various governing bodines and Board policies.
- Write grants to continually support, develop and improve the program.
- Produce compliance and grant reports for RIDE.
- Establishes and maintains positive relationships with local and catchment area districts, communities, families, and RIDE.
- Attend RIDE Charter meetings.
Dean of Students Job Description

The Dean of Students will also be the school social worker. The overall responsibility of the Dean will be to promote the general well-being of students. They will work with school personnel to support a positive and a successful learning environment. They will collaborate with school personnel to identify students that are struggling emotionally, socially, or academically, and provide necessary interventions to improve student outcomes. They will provide support for students in difficult situations, and direct families to sources of community support. The Dean will have an important role in creating and maintaining an empathetic and compassionate learning environment. Qualified candidates with diverse racial, cultural, class, and/or gender background and experiences are strongly encouraged to apply.

Full Time (1.0 FTE)
Compensation commensurate with experience and qualifications.

Qualifications include:
● Master’s Degree in Social Work (MSW) from an accredited institution
● Demonstration of meeting the content competencies as prescribed by the National Association of Social Workers (NASW)
● Licensed as a Clinical Social Worker by RI Board of Registration for Social Workers
● Certification in First Aid and CPR (or obtain certification within six months of hire)

Preference will be given to those with:
● Previous experience working as a School Social Worker or Dean of Students
● Bilingual and biliterate proficiency
● Previous work in a multicultural and multilingual environment
● Demonstrated excellent oral and written communication skills

Essential duties and responsibilities include but are not limited to:
● In collaboration with school staff, oversees and monitors the implementation of programs that address the students’ social, emotional, and academic needs.
● Supervises students and staff in implementation of social emotional learning curriculum and administers SEL evaluation tools used by students and staff. Compiles applicable data and presents results
● Assists in the development, implementation and evaluation of intervention programs that address the needs of at-risk students
● Provides supervision to the bilingual madrina who will assist with family and community outreach and provides leadership for attendance improvement and addresses absenteeism
● Promptly responds to and resolves parent, student, and staff concerns and complaints
● Develops and instructs on behavior modification techniques, and implements disciplinary procedures in accordance with school and state policies
● Works with special education personnel to evaluate student needs using both formal and informal assessments
● Works with the school nurse to monitor the students’ overall well-being. Contacts DCYF as required by law. Manages any necessary crisis intervention
● Assumes the duties of the executive director/principal at Para Todos in the event of their absence
● Assists with recruiting and hiring new faculty and staff
● Provides instructional leadership and offers mentoring for students, teachers, and other school personnel
● Attends school functions and monitors the climate/environment of the function
● Coordinates and oversees the activities of the Student Council

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Special Education and MTSS Coordinator Job Description

Para Todos is looking for a dynamic and innovative person to work collaboratively with the Para Todos Executive director, staff, families, students, and communities as the Director of Special Education and MTSS coordinator. Qualified candidates with diverse racial, cultural, class, and/or gender background and experiences are strongly encouraged to apply.

The Director of Special Education will

● Develop a Multi-Tiered System of support with a preventative approach to improving student academic outcomes
● Be accountable for overall direction, coordination and evaluation of special education in accordance with local, state and federal mandates to maximize students' ability to learn and function effectively;
● Engage with parent communication and community/agency outreach
● Provide purpose, technical direction and advice to administrators, building leaders, and instructional staff as they relate to the issues of federal and state grants and legal compliance with mandated regulations and laws
● Supervise, coordinate and evaluate programs to support the system's vision and to provide clear direction and establish consistent procedural practices
● Support coaches who will ensure evidence aligned approaches are in place across Tiers of instruction to maintain a healthy MTSS
● Ensure Para Todos’ compliance with state and federal regulations and open communication with various constituencies
● Respond directly to parents, advocates or legal counsel on disputed matters which require resolution outside of building-based operations
● Seek, apply for and administer state and federal grants related to Special Education
● Submit program documentation and statistical reports as required by the Department of Elementary and Secondary Education, including but not limited to, federal grants allocations and entitlements. This includes, but not limited to, all Special Education Indicators, the Conditions of Assistance: IDEA Part B Funding Certifications, and Tier Focus Monitoring activities.
● Design, implement and evaluate procedures for pre-referral, referral, placement, assignment and reappraisal of students receiving pupil personnel services.
● Attend and participate in local, regional and state meetings as designated representative of the district and communicate salient information to responsible constituencies. Work effectively with collaboratives in which we maintain membership as well as all other local collaboratives that will assist our students.
● Develop and maintain complete and cumulative individual records of all children receiving services through special education as required by state and federal regulations. Interpret the programs and objectives of areas of responsibility to the Superintendent, School Committee, staff and public
● Occasional night work required; attendance at School Committee meetings when required by the Superintendent
● Perform other duties as assigned.
Qualifications include:

- Knowledge of and passion for supporting multilingual learners and students with language-based learning differences
- Strong leadership skills
- Working knowledge and experience working with K-5 assessments for mathematics, word recognition, language comprehension, and language development for Multilingual Learners
- Understanding of WIDA standards
- Experience using data to drive interventions, instruction, and student outcomes
- Proven track record supporting teaching staff, effectively managing their time, and enabling them to achieve their goals
- Flexibility; rolls up sleeves to get the job done and gets the right work done even amidst ambiguity
- High degree of detail-orientation, personal organization, and commitment to quality
- Strong written and verbal communication
- Sense of deep personal responsibility for the organization’s success
- Passion for improving the education of diverse learners
- Citizenship, residency or work visa required

Preference will be given to candidates with:

- Rhode Island license for special educator administrator preferred
- Master’s degree or higher
- High level of bilingual proficiency and biliteracy
- At least 3 years of relevant experience preferred
- Experience working in a Dual Language Immersion program

Reports to: Executive Director
Salary Commensurate with Experience
Transportation/Facilities Director Job Description

The Transportation/Facilities Director oversees the daily operations and management of Para Todos School facilities and the provision of a safe, healthy, functional, and clean environment for students, staff, and visitors. Responsibilities include coordination of transportation, custodial and maintenance procedures, and monitoring all building systems including HVAC, lighting, plumbing, and security systems, maintaining all state, federal and local requirements. Qualified candidates with diverse racial, cultural, class, and/or gender background and experiences are strongly encouraged to apply.

Full Time (1.0 FTE)

Compensation commensurate with experience and qualifications.

Essential duties and responsibilities include but are not limited to:

- Oversee all aspects of Facilities Strategy and Execution to ensure that these school facilities meet the changing needs of the academic programs, faculty, students, and the community.
- Implementation, support, and daily administration of infrastructure systems.
- Coordination of transportation systems including negotiation of contracts with service providers.
- Coordination and collaboration with administration to plan and implement facilities improvements in the schools.
- Accomplishes financial objectives by forecasting requirements; preparing an annual budget; scheduling expenditures; analyzing variances; initiating corrective action.
- Responsible for the procurement of goods and services in conformance with all local and state laws and regulations, including defining the scope of work, writing specifications, evaluating vendor quotes, and maintaining procurement files.
- Development and implementation of the Capital Improvement Plan.
- Prepare and maintain records, files, logs, and reports related to personnel, inventory, supplies, work requests, work performed, vandalism, and safety issues using each school's maintenance.
- Maintains professional and facilities knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; benchmarking state-of-the-art practices; and participating in professional societies.
- Acts as the school’s safety officer.
- Develop and monitor preventive maintenance schedules and repair tasks to mechanical systems and controls of all building systems.
Information Technology (IT) Coordinator Job Description

The Information Technology (IT) Coordinator oversees the computer hardware and software management of Para Todos School and assists students and staff with their technology needs. Responsibilities include purchasing technology systems including computers, instructional technology, and software licenses while maintaining all state, federal and local requirements. Qualified candidates with diverse racial, cultural, class, and/or gender background and experiences are strongly encouraged to apply.

Full Time (1.0 FTE)

Compensation commensurate with experience and qualifications.
Reports to: Executive Director

Essential duties and responsibilities include but are not limited to:
- Establish policies regarding technology for the school, and manage the implementation of these policies
- Prepare and administer the budget for technology purchases
- Oversee the purchasing process of technology, in collaboration with the executive director and administrative support staff, including
  - contacting vendors to identify potential hardware and software systems
  - preparation of RFPs and review of subsequent bids or quotes
  - negotiation of contracts
  - budget management
- Evaluate hardware and software systems to meet the changing academic and operations needs of staff and students
- Coordination and collaboration with administration to plan and implement technology improvements in the school
- Installation, implementation, support, and daily administration of technology systems.
- Develop and monitor preventive maintenance schedules and repair tasks to technology systems
- Provide customer service support to staff and students regarding their effective usage of hardware and software systems including computers, user accounts, email, printers, instructional technology, and internet access
- Oversees public facing technology presence for the school, such as website and social media accounts
- Prepare and maintain records, files, logs, and reports related to access, performance, and safety issues using school technology systems
- Provide or coordinate technology training and professional development for staff regarding software and hardware systems
- Maintains professional knowledge by attending educational workshops, establishing personal networks, and benchmarking state-of-the-art practices
- Perform other related duties as assigned

Preferred qualifications:
- Bachelor of Science degree in computer science or related field
- Experience in customer-facing technology support roles
- Experience in both hardware and software installation and maintenance
- Experience in an educational or academic setting
Appendix G: An enrollment table that includes a five-year enrollment projection and a year by year growth plan extending to the year the charter is fully grown

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels Served</th>
<th>Total Enrollment</th>
<th>School Districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2023/24</td>
<td>K-5</td>
<td>264 (22 per class)</td>
<td>Statewide</td>
</tr>
<tr>
<td>(Indicate year when charter is at scale)</td>
<td>At scale the first year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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## Appendix H: Outline of the course of study/ course offerings at the school

<table>
<thead>
<tr>
<th>Grade</th>
<th>English Language Arts</th>
<th>Spanish Language Arts</th>
<th>Mathematics/ Matematicas</th>
<th>Science/ Ciencia</th>
<th>Social Studies / Historia</th>
<th>SEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Wonders, WonderWorks</td>
<td>Maravillas</td>
<td>Eureka Math (Spanish and English)</td>
<td>Foss</td>
<td>Locally developed with partner orgs</td>
<td>Second Step, Responsive Classroom</td>
</tr>
<tr>
<td>1st</td>
<td>Wonders, WonderWorks</td>
<td>Maravillas</td>
<td>Eureka Math (Spanish and English)</td>
<td>Foss</td>
<td>Locally developed with partner orgs</td>
<td>Second Step, Responsive Classroom</td>
</tr>
<tr>
<td>2nd</td>
<td>Wonders</td>
<td>Maravillas</td>
<td>Eureka Math (Spanish and English)</td>
<td>Foss</td>
<td>Locally developed with partner orgs plus additive writing component using strategies from The Writing Revolution</td>
<td>Second Step, Responsive Classroom</td>
</tr>
<tr>
<td>3rd</td>
<td>Wonders</td>
<td>Maravillas</td>
<td>Eureka Math (Spanish and English)</td>
<td>Foss</td>
<td>Locally developed with partner orgs plus additive writing component using strategies from The Writing Revolution</td>
<td>Second Step, Responsive Classroom</td>
</tr>
<tr>
<td>4th</td>
<td>Wonders</td>
<td>Maravillas</td>
<td>Eureka Math (Spanish and English)</td>
<td>Foss</td>
<td>Locally developed with partner orgs plus additive writing component using strategies from The Writing Revolution</td>
<td>Second Step, Responsive Classroom</td>
</tr>
<tr>
<td>5th</td>
<td>Wonders</td>
<td>Maravillas</td>
<td>Eureka Math (Spanish and English)</td>
<td>Foss</td>
<td>Locally developed with partner orgs plus additive writing component using strategies from The Writing Revolution</td>
<td>Second Step, Responsive Classroom</td>
</tr>
</tbody>
</table>

Interventions: Lexia Core 5 (online and teacher-led), Lexia English, Eureka Math Equip
Appendix I: Draft school calendar

Para Todos will adopt the Rhode Island Department of Education’s Statewide School Calendar. Because we will pull from several sending districts, it is our hope that by adopting the statewide calendar, our days off will align with days off of siblings within those sending districts to lessen the burden of parents.

Additional benefits of adopting the statewide calendar as stated on the RIDE website include “Alignment of vacation weeks, which provides consistency for families and staff.” and “Alignment of professional learning opportunities, which allows us to pool our resources and utilize state-offered professional learning.”

The calendar shall allow for 180 days of instruction, with the first day being September 5th, 2023. The school year will be organized as trimesters, and we will adopt all state holidays and PD days as outlined by the RIDE calendar. Because the RIDE 2023-2024 school calendar will likely not be released until Spring of 2023, the calendar has not been attached. However, an example of the statewide calendar for the 2022-2023 school year can be found here:
Appendix J: Projected Enrollment and Funding Estimates

Rhode Island Charter Public Schools:

**Enrollment and Funding Estimates**

<table>
<thead>
<tr>
<th>Name of Community</th>
<th>FY2024 #</th>
<th>FY2024 %</th>
<th>FY2025 #</th>
<th>FY2025 %</th>
<th>FY2026 #</th>
<th>FY2026 %</th>
<th>FY2027 #</th>
<th>FY2027 %</th>
<th>FY2028 #</th>
<th>FY2028 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEWPORT</td>
<td>80</td>
<td>30%</td>
<td>80</td>
<td>30%</td>
<td>80</td>
<td>30%</td>
<td>80</td>
<td>30%</td>
<td>80</td>
<td>30%</td>
</tr>
<tr>
<td>SOUTH KINGSTOWN</td>
<td>80</td>
<td>30%</td>
<td>80</td>
<td>30%</td>
<td>80</td>
<td>30%</td>
<td>80</td>
<td>30%</td>
<td>80</td>
<td>30%</td>
</tr>
<tr>
<td>WEST WARWICK</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
</tr>
<tr>
<td>CRANSTON</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
</tr>
<tr>
<td>WARWICK</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
</tr>
<tr>
<td>PROVIDENCE</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
<td>26</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Enrollment</strong></td>
<td><strong>264</strong></td>
<td><strong>100%</strong></td>
<td><strong>264</strong></td>
<td><strong>100%</strong></td>
<td><strong>264</strong></td>
<td><strong>100%</strong></td>
<td><strong>264</strong></td>
<td><strong>100%</strong></td>
<td><strong>264</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Table 2: Enrollment Estimates of Students Receiving Free/Reduced Lunch**

<table>
<thead>
<tr>
<th>Name of Community</th>
<th>FY2024 #</th>
<th>FY2024 %</th>
<th>FY2025 #</th>
<th>FY2025 %</th>
<th>FY2026 #</th>
<th>FY2026 %</th>
<th>FY2027 #</th>
<th>FY2027 %</th>
<th>FY2028 #</th>
<th>FY2028 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEWPORT</td>
<td>51</td>
<td>64%</td>
<td>51</td>
<td>64%</td>
<td>51</td>
<td>64%</td>
<td>51</td>
<td>64%</td>
<td>51</td>
<td>64%</td>
</tr>
<tr>
<td>SOUTH KINGSTOWN</td>
<td>14</td>
<td>18%</td>
<td>14</td>
<td>18%</td>
<td>14</td>
<td>18%</td>
<td>14</td>
<td>18%</td>
<td>14</td>
<td>18%</td>
</tr>
<tr>
<td>WEST WARWICK</td>
<td>14</td>
<td>18%</td>
<td>14</td>
<td>18%</td>
<td>14</td>
<td>18%</td>
<td>14</td>
<td>18%</td>
<td>14</td>
<td>18%</td>
</tr>
<tr>
<td>CRANSTON</td>
<td>11</td>
<td>42%</td>
<td>11</td>
<td>42%</td>
<td>11</td>
<td>42%</td>
<td>11</td>
<td>42%</td>
<td>11</td>
<td>42%</td>
</tr>
<tr>
<td>WARWICK</td>
<td>9</td>
<td>35%</td>
<td>9</td>
<td>35%</td>
<td>9</td>
<td>35%</td>
<td>9</td>
<td>35%</td>
<td>9</td>
<td>35%</td>
</tr>
<tr>
<td>PROVIDENCE</td>
<td>23</td>
<td>88%</td>
<td>23</td>
<td>88%</td>
<td>23</td>
<td>88%</td>
<td>23</td>
<td>88%</td>
<td>23</td>
<td>88%</td>
</tr>
<tr>
<td><strong>Total FRPL Enrollment</strong></td>
<td><strong>122</strong></td>
<td><strong>45%</strong></td>
<td><strong>122</strong></td>
<td><strong>45%</strong></td>
<td><strong>122</strong></td>
<td><strong>45%</strong></td>
<td><strong>122</strong></td>
<td><strong>45%</strong></td>
<td><strong>122</strong></td>
<td><strong>45%</strong></td>
</tr>
</tbody>
</table>

**Table 3: Local Aid**

<table>
<thead>
<tr>
<th>Name of Community</th>
<th>FY2024 Total $</th>
<th>FY2024 per-pupil $</th>
<th>FY2025 Total $</th>
<th>FY2025 per-pupil $</th>
<th>FY2026 Total $</th>
<th>FY2026 per-pupil $</th>
<th>FY2027 Total $</th>
<th>FY2027 per-pupil $</th>
<th>FY2028 Total $</th>
<th>FY2028 per-pupil $</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEWPORT</td>
<td>$12,107</td>
<td>$12,107</td>
<td>$12,107</td>
<td>$12,107</td>
<td>$12,107</td>
<td>$12,107</td>
<td>$12,107</td>
<td>$12,107</td>
<td>$12,107</td>
<td>$12,107</td>
</tr>
<tr>
<td>SOUTH KINGSTOWN</td>
<td>$16,917</td>
<td>$16,917</td>
<td>$16,917</td>
<td>$16,917</td>
<td>$16,917</td>
<td>$16,917</td>
<td>$16,917</td>
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</tr>
<tr>
<td>WEST WARWICK</td>
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<td>$8,047</td>
<td>$8,047</td>
<td>$8,047</td>
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<tr>
<td>CRANSTON</td>
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<td>$8,374</td>
</tr>
<tr>
<td>WARWICK</td>
<td>$13,642</td>
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<td>$13,642</td>
<td>$13,642</td>
<td>$13,642</td>
<td>$13,642</td>
<td>$13,642</td>
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<td>$13,642</td>
<td>$13,642</td>
</tr>
<tr>
<td>PROVIDENCE</td>
<td>$4,268</td>
<td>$4,268</td>
<td>$4,268</td>
<td>$4,268</td>
<td>$4,268</td>
<td>$4,268</td>
<td>$4,268</td>
<td>$4,268</td>
<td>$4,268</td>
<td>$4,268</td>
</tr>
<tr>
<td><strong>Average Local Per Pupil</strong></td>
<td><strong>$12,107</strong></td>
<td><strong>$12,107</strong></td>
<td><strong>$12,107</strong></td>
<td><strong>$12,107</strong></td>
<td><strong>$12,107</strong></td>
<td><strong>$12,107</strong></td>
<td><strong>$12,107</strong></td>
<td><strong>$12,107</strong></td>
<td><strong>$12,107</strong></td>
<td><strong>$12,107</strong></td>
</tr>
</tbody>
</table>
### Table 4: State Aid

<table>
<thead>
<tr>
<th>Name of Community</th>
<th>Core Amount</th>
<th>$11,050</th>
<th>Core</th>
<th>$4,420</th>
<th>SSF (0.4)</th>
<th>Share Ratio</th>
<th># students</th>
<th>FRL student</th>
<th>Total Core</th>
<th>Total SSF</th>
<th>Average PP</th>
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### Table 5: Total Aid

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## Appendix K: Five-Year Budget Projections

### STATE OF RHODE ISLAND
### CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

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#### MAJOR ASSUMPTIONS
- **A**
  - Average local aid per pupil
- **B**
  - Average state aid per pupil
- **C**
  - Student Enrollment
- **D**
  - Gross Square Footage (GSF) of facility
- **E**
  - Staffing
    - E1. School Principals/Asst Principals
    - E2. School Support Staff
    - E3. Executive Director/Superintendent
    - E4. Deputies/Administrators
    - E5. Program/Operations Support Staff
    - E6. Teachers
    - E7. Paraprofessionals
    - E8. Pupil Support
    - E9. Teacher Support
    - E10. Program Management
    - E11. Special Services
    - E12. Facilities Maintenance

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<th>FY2025</th>
<th>FY2026</th>
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<tr>
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**Subtotal:** 38.5

#### OPERATING REVENUES
- **1** Local Revenue
- **2** State Revenue
- **3** Grants - Charter Schools Program
- **4** Grants - Private
- **5** Federal formula funds (inc. Title I, III and IDEA)
- **6** Capital Projects Funds
- **7** Other:
- **8** TOTAL OPERATING REVENUES

<table>
<thead>
<tr>
<th></th>
<th>FY2024</th>
<th>FY2025</th>
<th>FY2026</th>
<th>FY2027</th>
<th>FY2028</th>
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## OPERATING EXPENDITURES

### School Management

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### Program/Operations Management

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### Instruction

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### Operations

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<th>Amount 4</th>
<th>Amount 5</th>
</tr>
</thead>
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<td>76,096.00</td>
<td>76,096.00</td>
<td>76,096.00</td>
</tr>
<tr>
<td>Debt Service</td>
<td>395,672.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Capital Projects</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>981,768.00</td>
<td>588,796.00</td>
<td>591,565.00</td>
<td>594,404.83</td>
<td>597,317.37</td>
</tr>
</tbody>
</table>

### Other Obligations

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Amount 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fringe Benefits</td>
<td>856,350.00</td>
<td>882,040.50</td>
<td>908,501.72</td>
<td>935,756.77</td>
<td>963,829.47</td>
</tr>
<tr>
<td>Insurance (non-employee)</td>
<td>50,000.00</td>
<td>51,000.00</td>
<td>52,020.00</td>
<td>53,060.40</td>
<td>54,121.61</td>
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<tr>
<td>Retiree Benefits</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Purchased Management Services</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>906,350.00</td>
<td>933,040.50</td>
<td>960,521.72</td>
<td>988,817.17</td>
<td>1,017,951.08</td>
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</tbody>
</table>

### Community Services

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Amount 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service Operations</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Other</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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</table>

### Budgeted Contingencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Amount 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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### TOTAL OPERATING EXPENDITURES

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Amount 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Surplus/(Deficit)</strong></td>
<td>4,877,618.00</td>
<td>4,427,686.50</td>
<td>4,556,577.22</td>
<td>4,893,712.21</td>
<td>4,809,188.37</td>
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</table>

### SURPLUS/(DEFICIT)

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount 1</th>
<th>Amount 2</th>
<th>Amount 3</th>
<th>Amount 4</th>
<th>Amount 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtotal</strong></td>
<td>445,748.53</td>
<td>500,008.03</td>
<td>369,117.32</td>
<td>233,982.32</td>
<td>218,506.16</td>
</tr>
</tbody>
</table>
## Appendix L: Budget Assumptions

<table>
<thead>
<tr>
<th>Line</th>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Local Revenue</td>
<td>Local aid calculated by RIDE formulas based on Enrollment Estimates.</td>
</tr>
<tr>
<td>2</td>
<td>State Revenue</td>
<td>State aid calculated by RIDE formulas based on Enrollment Estimates. FRL estimates from olis.ri.gov (2018)</td>
</tr>
<tr>
<td>3</td>
<td>Grants - Charter Schools Program</td>
<td>Anticipated USDE Charter Schools Program Grant Funds</td>
</tr>
<tr>
<td>5</td>
<td>Federal Formula Funds</td>
<td>Assumed at $900/student</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>All salaries are based on averages/midpoints for salary ranges</em></td>
</tr>
<tr>
<td>10</td>
<td>Salaries: Support Staff</td>
<td>Administrative Support (2) - Salaries + 3% annual increase</td>
</tr>
<tr>
<td>11</td>
<td>School Office</td>
<td>School office supplies, printing, etc.</td>
</tr>
<tr>
<td>14</td>
<td>Salaries: Executive Director</td>
<td>Executive Director (1) - Salary + 3% annual increase</td>
</tr>
<tr>
<td>15</td>
<td>Salaries: Administrators</td>
<td>IT Director (1) and Transportation/Facilities Director (1) - Salary + 3% annual increase</td>
</tr>
<tr>
<td>17</td>
<td>Legal</td>
<td>Legal provided <em>pro bono</em>. Budget for any unexpected costs.</td>
</tr>
<tr>
<td>18</td>
<td>School Board</td>
<td>Board professional development &amp; training.</td>
</tr>
<tr>
<td>19</td>
<td>Business Operations</td>
<td>Accounting, audit, and payroll services.</td>
</tr>
<tr>
<td>20</td>
<td>Information Management &amp; Technology</td>
<td>Non-pupil use software and hardware</td>
</tr>
<tr>
<td>23</td>
<td>Salaries: Teachers</td>
<td>Teachers (12 classroom, 2 Special Ed, 3 Unified Arts) - Salaries + 3% annual increase</td>
</tr>
<tr>
<td>24</td>
<td>Salaries: Paraprofessionals</td>
<td>Teaching Assistants (8) - Salaries + 3% annual increase</td>
</tr>
<tr>
<td>25</td>
<td>Stipends and Bonuses</td>
<td>Stipends, bonuses, and other incentives</td>
</tr>
<tr>
<td>26</td>
<td>Pupil-Use Technology, Hardware, and Software</td>
<td>Computers, hardware, and software for student use</td>
</tr>
<tr>
<td>27</td>
<td>Instructional Materials Supplies</td>
<td>Curriculum and materials as outlined in section 7B in the application</td>
</tr>
<tr>
<td>30</td>
<td>Salaries: Pupil Support</td>
<td>Dean of Students/Social Worker (1), Nurse (1), Madrina/Outreach (0.5) - Salaries + 3% annual increase</td>
</tr>
<tr>
<td></td>
<td>Category</td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>31</td>
<td>Salaries: Teacher Support</td>
<td>Bilingual Math/Literacy Coaches (2) - Salaries + 3% annual increase</td>
</tr>
<tr>
<td>32</td>
<td>Salaries: Program Management</td>
<td>Special Ed Dir/MTSS Coord (1) - Salary + 3% annual increase</td>
</tr>
<tr>
<td>33</td>
<td>Salaries: Special Services</td>
<td>SLP/MLL (2) - Salaries + 3% increase</td>
</tr>
<tr>
<td>34</td>
<td>Guidance and Counseling</td>
<td>Materials for guidance and counseling</td>
</tr>
<tr>
<td>35</td>
<td>Library and Media</td>
<td>Books, software, equipment related to library</td>
</tr>
<tr>
<td>36</td>
<td>Extracurricular</td>
<td>Equipment, materials, and transportation related to extracurricular activities</td>
</tr>
<tr>
<td>37</td>
<td>Student Services, Outreach, Recruitment</td>
<td>Advertising, outreach, and recruitment related expenses</td>
</tr>
<tr>
<td>38</td>
<td>Student Health Services</td>
<td>Supplies for student health services</td>
</tr>
<tr>
<td>39</td>
<td>Academic Interventions</td>
<td>Materials for academic interventions/supports</td>
</tr>
<tr>
<td>40</td>
<td>Curriculum Development</td>
<td>Curriculum development fees</td>
</tr>
<tr>
<td>41</td>
<td>In-Service, Staff Development, and Support</td>
<td>Professional development for staff</td>
</tr>
<tr>
<td>42</td>
<td>Assessment</td>
<td>Contract for data collection, assessment, and reporting</td>
</tr>
<tr>
<td>45</td>
<td>Salaries: Facilities Maintenance</td>
<td>Facilities maintenance staff (1) - Salary + 3% increase</td>
</tr>
<tr>
<td>46</td>
<td>Transportation</td>
<td>Five (5) buses at $75,000 each</td>
</tr>
<tr>
<td>47</td>
<td>Food Services</td>
<td>Food service staff (2) - salaries + 3% annual increase</td>
</tr>
<tr>
<td>48</td>
<td>Safety</td>
<td>Building security equipment</td>
</tr>
<tr>
<td>49</td>
<td>Building Upkeep and Maintenance</td>
<td>Assumed at $20,000/yr</td>
</tr>
<tr>
<td>51</td>
<td>Utilities</td>
<td>Included in lease</td>
</tr>
<tr>
<td>52</td>
<td>Lease</td>
<td>32,800 sq ft x $2.32 per sq ft. (Amount quoted by Town of South Kingstown for the South Road School facility.)</td>
</tr>
<tr>
<td>53</td>
<td>Debt Service</td>
<td>Payback of CSP 0% interest loan</td>
</tr>
<tr>
<td>57</td>
<td>Fringe Benefits</td>
<td>Calculated at 33% of all salaries</td>
</tr>
<tr>
<td>58</td>
<td>Insurance</td>
<td>Assumed at $50,000/yr + 2% annual increase</td>
</tr>
</tbody>
</table>
Appendix M: Most recent audit and annual report of establishing entity

<table>
<thead>
<tr>
<th>1. Entity ID Number</th>
<th>2. Exact name of the Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>001098847</td>
<td>Decoding Dyslexia Rhode Island</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. State of incorporation</th>
<th>5. Brief description of the character of business conducted in Rhode Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhode Island</td>
<td>Spreading dyslexia awareness and empowering individuals with dyslexia and their families</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. NAICS Code</th>
<th>6. Principal Office Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>813319</td>
<td>Jane Moran 378 Lafayette Road</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. List ALL officers (names and addresses)</th>
<th>Check the box to indicate an attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Name</td>
<td>Shannon Sagiio</td>
</tr>
<tr>
<td>Street Address</td>
<td>55 Turn A Lum Circle</td>
</tr>
<tr>
<td>City</td>
<td>Westerly</td>
</tr>
<tr>
<td>State</td>
<td>RI</td>
</tr>
<tr>
<td>Zip</td>
<td>02891</td>
</tr>
<tr>
<td>Vice-President Name</td>
<td>Lise Moloney</td>
</tr>
<tr>
<td>Street Address</td>
<td>17 Bartlett Road</td>
</tr>
<tr>
<td>City</td>
<td>Middletown</td>
</tr>
<tr>
<td>State</td>
<td>RI</td>
</tr>
<tr>
<td>Zip</td>
<td>02842</td>
</tr>
<tr>
<td>Secretary Name</td>
<td>Suzanne Arena</td>
</tr>
<tr>
<td>Street Address</td>
<td>30 Pocono Road</td>
</tr>
<tr>
<td>City</td>
<td>Narragansett</td>
</tr>
<tr>
<td>State</td>
<td>RI</td>
</tr>
<tr>
<td>Zip</td>
<td>02882</td>
</tr>
<tr>
<td>Treasurer Name</td>
<td>Jane Moran</td>
</tr>
<tr>
<td>Street Address</td>
<td>378 Lafayette Road</td>
</tr>
<tr>
<td>City</td>
<td>North Kingstown</td>
</tr>
<tr>
<td>State</td>
<td>RI</td>
</tr>
<tr>
<td>Zip</td>
<td>02852</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. List ALL directors (names and addresses)</th>
<th>RI Corporations MUST list at least THREE directors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director Name</td>
<td>Shannon Sagiio</td>
</tr>
<tr>
<td>Street Address</td>
<td>55 Turn A Lum Circle</td>
</tr>
<tr>
<td>City</td>
<td>Westerly</td>
</tr>
<tr>
<td>State</td>
<td>RI</td>
</tr>
<tr>
<td>Zip</td>
<td>02891</td>
</tr>
<tr>
<td>Director Name</td>
<td>Lise Moran</td>
</tr>
<tr>
<td>Street Address</td>
<td>17 Bartlett Road</td>
</tr>
<tr>
<td>City</td>
<td>Middletown</td>
</tr>
<tr>
<td>State</td>
<td>RI</td>
</tr>
<tr>
<td>Zip</td>
<td>02842</td>
</tr>
<tr>
<td>Director Name</td>
<td>Jane Moran</td>
</tr>
<tr>
<td>Street Address</td>
<td>378 Lafayette Road</td>
</tr>
<tr>
<td>City</td>
<td>North Kingstown</td>
</tr>
<tr>
<td>State</td>
<td>RI</td>
</tr>
<tr>
<td>Zip</td>
<td>02852</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. The Registered Agent information of record with the RI Department of State is accurate. Changes require filing Form 641.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under penalty of perjury, I declare and affirm that I have examined this report, including any accompanying schedules and statements, and that all statements contained herein are true and correct.</td>
</tr>
<tr>
<td>This report must be signed by either the President, Vice-President, Secretary, Assistant Secretary, Treasurer, duly Authorized Representative, Receiver or Trustee.</td>
</tr>
<tr>
<td>Name of Officer/Authorized Representative: Jane Moran</td>
</tr>
</tbody>
</table>

MAIL TO:  
Division of Business Services  
148 W. River Street, Providence, Rhode Island 02904-2615  
Phone: (401) 223-3040  
Website: www.sos.rh.gov
<table>
<thead>
<tr>
<th>1. Entity ID Number</th>
<th>2. Exact Name of the Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1096847</td>
<td>Decoding Dyslexia, Rhode Island</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. State of Incorporation</th>
<th>4. NAICS Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>R.I.</td>
<td>813319</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Brief Description of Character of Business Conducted in Rhode Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spreading Dyslexia awareness and empowering individuals with Dyslexia and their families</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6. Principal Office Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>38 Lakeland Rd</td>
</tr>
<tr>
<td>Cranston</td>
</tr>
<tr>
<td>R.I. 02910</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. List ALL Officers (names and addresses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Arena</td>
</tr>
<tr>
<td>Street Address: 38 Lakeland Rd</td>
</tr>
<tr>
<td>City: Cranston  State: R.I.  Zip: 02910</td>
</tr>
<tr>
<td>Vice-President Name: Victoria Jessop</td>
</tr>
<tr>
<td>Street Address: 102 Tryon Ave</td>
</tr>
<tr>
<td>City: Rumford  State: R.I.  Zip: 02916</td>
</tr>
<tr>
<td>Treasurer Name: Jane Moran</td>
</tr>
<tr>
<td>Street Address: 378 Layfayette Rd</td>
</tr>
<tr>
<td>City: Warwick  State: R.I.  Zip: 02852</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. List ALL Directors (names and addresses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Arena</td>
</tr>
<tr>
<td>Street Address: Same As Above</td>
</tr>
<tr>
<td>City: State: Zip:</td>
</tr>
<tr>
<td>Director Name: Victoria Jessop</td>
</tr>
<tr>
<td>Street Address: Same As Above</td>
</tr>
<tr>
<td>City: State: Zip:</td>
</tr>
<tr>
<td>Director Name: Kari Kuro</td>
</tr>
<tr>
<td>Street Address: Same As Above</td>
</tr>
<tr>
<td>City: State: Zip:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Registered Agent in Rhode Island: This information is currently of record in the Department of State. Changes require filing Form 641</th>
</tr>
</thead>
</table>

Under penalty of perjury, I declare and affirm that I have examined this report, including any accompanying schedules and statements, and that all statements contained herein are true and correct.

This report must be signed by the President, Vice-President, Secretary, Assistant Secretary, Treasurer, duly Authorized Representative, Receiver or Trustee.

Name of Officer/Authorized Representative: Suzanne Arena
Signature of Officer/Authorized Representative: [Signature]
Date: 5/31/18
<table>
<thead>
<tr>
<th>1. Entity ID Number</th>
<th>2. Exact name of the Corporation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1096847</td>
<td>Decoding Dyslexia Rhode Island</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. State of Incorporation</th>
<th>5. Brief description of the character of business conducted in Rhode Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI</td>
<td>Spreading dyslexia awareness and empowering individuals with tools of guidance and to their families.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. NAICS Code</th>
<th>813319</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>6. Principal Office Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
<tbody>
<tr>
<td>88 Lakeland Road</td>
<td>Cranston</td>
<td>RI</td>
<td>02910</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. List ALL officers (names and addresses)</th>
<th>Check the box to indicate an attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Name: Suzanne E. Arena</td>
<td>Vice-President Name: Kari Kurt</td>
</tr>
<tr>
<td>Street Address: 88 Lakeland Rd</td>
<td>City: Cranston</td>
</tr>
<tr>
<td>Secretary Name: Shannon Burley</td>
<td>Treasurer Name: Jane Moran</td>
</tr>
<tr>
<td>Street Address: 55 Turn A Lum Circle</td>
<td>City: Westerly</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. List ALL directors (names and addresses). RI Corporations MUST list at least THREE directors.</th>
<th>Check the box to indicate an attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director Name: Shannon Burley</td>
<td>Director Name: Kari Kurt</td>
</tr>
<tr>
<td>Street Address: 55 Turn A Lum Circle</td>
<td>Street Address: 6 Mechanic Street</td>
</tr>
<tr>
<td>City: Westerly</td>
<td>State: RI</td>
</tr>
<tr>
<td>Director Name: Suzanne Arena</td>
<td>Director Name: Jane Moran</td>
</tr>
<tr>
<td>Street Address: 88 Lakeland Rd</td>
<td>Street Address: 378 Lafayette Rd</td>
</tr>
<tr>
<td>City: Cranston</td>
<td>State: RI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Registered Agent in Rhode Island. This information is currently of record in the Department of State. Changes require filing Form 641.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under penalty of perjury, I declare and affirm that I have examined this report, including any accompanying schedules and statements, and that all statements contained herein are true and correct.</td>
</tr>
</tbody>
</table>

This report must be signed by either the President, Vice-President, Secretary, Assistant Secretary, Treasurer, duly Authorized Representative, Receiver or Trustee. |

Name of Officer/Authorized Representative: Suzanne E. Arena |
Signature of Officer/Authorized Representative: Signature Here |
Date: 7-17-19 |

JUL 1 2019 11:09
Your Form 990-N(e-Postcard) has been submitted to the IRS

- Organization Name: DECODING DYSLEXIA RHODE ISLAND
- EIN: 301208889
- Tax Year: 2020
- Tax Year Start Date: 07-01-2020
- Tax Year End Date: 06-30-2021
- Submission ID: 1006552022129557798
- Filing Status Date: 05-09-2022
- Filing Status: Pending

Note: Print a copy of this filing for your records. Once you leave this page, you will not be able to do so.
State of Rhode Island
Office of the Secretary of State
Division Of Business Services
148 W. River Street
Providence RI 02904-2615
(401) 222-3040

Non-Profit Corporation
Annual Report
Filing Period: February 1 - May 1

In accordance with R.I.G.L. 7-6-94, each corporation failing or refusing to file its annual report within the time prescribed by law (R.I.G.L. 7-6-91) is subject to a penalty fee of $25.00.

ANNUAL REPORT YEAR: 2022

1. Corporate ID No. 001096847

2. Name of Corporation Decoding Dyslexia Rhode Island

3. State of Incorporation

State: RI

ARTICLE III

Using the dropdown labeled NAICS Code below, select the classification title that describes the primary type of activity in which your entity engages. The box to the right of the dropdown will populate a NAICS Code based on the chosen selection. If the NAICS Code is known, enter it into the box on the right. For further assistance with selecting a classification click here.

NAICS Code 813319

4. Principal Office Address

No. and Street: 378 LAFAYETTE ROAD
City or Town: NORTH KINGSTOWN State: RI Zip: 02852 Country: USA

5. Brief Description of the Character of the Affairs Conducted in Rhode Island

SPREADING DYSEXIA AWARENESS AND EMPOWERING INDIVIDUALS WITH DYSEXIA AND THEIR FAMILIES

6. Names and Addresses of the Officers and Directors:

All Directors and Officers must be listed individually. The number of DIRECTORS of a Rhode Island Corporation shall not be less than 3.

<table>
<thead>
<tr>
<th>Title</th>
<th>Individual Name</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESIDENT</td>
<td>SHANNON SAGLIO</td>
<td>55 TUM A LUM CIRCLE WESTERLY, RI 02891 USA</td>
</tr>
</tbody>
</table>
7. REGISTERED AGENT IN RHODE ISLAND - DO NOT ALTER
Changes Require Filing of Form 641 - R.I.G.L. 7-6-13 / 7-6-78

JANE MORAN 378 LAFAYETTE ROAD NORTH KINGSTOWN, RI 02852

8. This report must be signed by either the President, Vice President, Secretary, Assistant Secretary, Treasurer, duly Authorized Representative, Receiver, or Trustee.

Signed this 21 Day of July, 2022 at 8:55:29 PM by the authorized person. This electronic signature of the individual or individuals signing this instrument constitutes the affirmation or acknowledgement of the signatory, under penalties of perjury, that this instrument is that individual's act and deed or the act and deed of the company, and that the facts stated herein are true, as of the date of the electronic filing, in compliance with R.I. Gen. Laws § 7-6.

By JANE MORAN
Signature of Authorized Person
Appendix N: Draft contract between managing partner/CMO/entity and proposed charter school (if applicable)

Not applicable. No contract is necessary as the VP of DDRI is one of the primary proposers behind this application and the two groups have been in close contact.
Appendix O: Evidence of Community Support

September 7, 2022

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

To whom it may concern,

On behalf of the URI Alan Shawn Feinstein College of Education and Professional Studies, we write to express support of the application of Para Todos Public Charter School. Bilingual education for all students – regardless of their home language or learning needs - is an incredible opportunity for the children of Rhode Island. Para Todos is proposing an empathetic cultural lens to foster academic excellence, compassion, and citizenship.

The mission of the University of Rhode Island’s School of Education is to prepare future professionals to be exemplary practitioners and scholars. To meet our mission, we prepare all teacher candidates to meet the needs of diverse learners. Our TESOL/BDL program is growing as populations of multilingual learners grow throughout Rhode Island, and we are committed to serving the needs of children, educators, and our school partners as they develop and thrive. Para Todos’ commitment to working with children with various learning needs is commendable as it is imperative that all children can learn in a bilingual environment. We appreciate the consideration of a lottery system to allow students from across the state the chance to earn a seat at the school, and hope the executive team will seriously consider a Newport location in order to geographically open the school to all Rhode Island children.

In the future, we aim to collaborate with Para Todos with student teaching and practicum placements, faculty research, and teacher professional development. We foresee several overlapping priorities and opportunities for a mutually beneficial partnership.

We hope you will consider Para Todos’ application to become a public charter school positively.

Sincerely,

Danielle V. Dennis
Interim Dean

Diane Kem, Ph.D.
Interim Director, School of Education

Amy Correa, Ph.D.
Clinical Assistant Professor, TESOL/BDL

Rabia Hos, Ph.D.
Associate Professor, TESOL/BDL

Laura Hamman-Ortiz
Assistant Professor, TESOL/BDL

The University of Rhode Island is an equal opportunity employer committed to community, equity, and diversity and to the principles of affirmative action.
September 4, 2022

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

To Whom It May Concern:

I write to express support of the application of Para Todos Public Charter School. There is a substantive and conclusive body of scholarship demonstrating the benefits of bilingual education for both majority and minority language speakers. Native English speakers in bilingual programs typically perform at or above grade level in assessments of English, mathematics, and other content areas—in addition to developing high levels of proficiency in a second language. Native speakers of the minority language also perform at high levels academically, outperforming their peers in other program models, and develop high levels of proficiency in English and their home language. Thus, from an academic achievement standpoint, Para Todos is well positioned to provide an enriching education to all learners who attend the school. I especially applaud the leadership team of Para Todos for focusing their attention on students with learning needs, as such students are often excluded from bilingual programs, despite research clearly demonstrating that all students are capable of learning in a bilingual environment, given the appropriate supports.

Of course, the benefits of bilingual education extend beyond the academic, including the development of literacy skills and cross-cultural understandings. In our increasingly interconnected world, such abilities are essential, as our survival as a human race depends upon our ability to engage with those different from ourselves and to effectively and empathetically communicate across difference. The ongoing global pandemic and the increasingly devastating effects of climate change make it all the more clear that isolationism is no longer an option—the future depends upon our ability to collaborate with one another on a global scale. Bilingual education plays an important role in cultivating asset-oriented understandings of difference and in developing language and literacy skills that will serve students as they enter a multilingual and multicultural world. Para Todos, in framing its mission around an empathetic cultural lens that seeks to foster academic excellence, compassion, and citizenship, demonstrates its commitment to preparing students for such a future.

For my part, as a scholar of bilingual education, I would welcome the opportunity to partner with Para Todos to conduct research on (and support teachers in their design of pedagogy around) cross-linguistic learning and students’ emerging sociocultural competence, two primary interests of mine that I believe align well with the goals of the school. To that end, I look forward to supporting Para Todos to succeed in its mission and hope that you will consider Para Todos’ application to become a public charter school.

Sincerely,

Dr. Laura Hamman-Ortiz
Assistant Professor of TESOL and Bilingual / Dual Language Education
University of Rhode Island
To whom it may concern,

We are writing to express wholehearted support for the approval of the Para Todos Public Charter School, a proposed K-8 bilingual school that will serve Rhode Island. Its dual-language immersion program with robust emphasis on equity and inclusion, will not only provide important educational opportunities for our Hispanic communities, but will also help to build a more multiculturally competent state. The school’s innovative educational approach grounded in community partnerships will give our students what they need: opportunities to learn in a culturally responsive, socioculturally diverse, and emotionally supportive environment.

Multiple studies demonstrate the existence of a significant achievement gap between multilingual learners and their native-born peers. Such achievement gaps are most significant when the school becomes a marginalizing environment, where the asset of the students’ native language is not used to promote learning, but rather is ignored and consequently emerges as a stigma and as a catalyst for segregation. The Para Todos staff will use research-based strategies to promote bilingualism, biliteracy, and sociocultural competence while fostering the overall intellectual development and academic excellence of all its students. Following rigorous standards embedded throughout a robust curricular framework for learning and assessment, the school will prepare students with diverse cognitive, ethnic, cultural, and linguistic backgrounds to contribute effectively to the global engagement of our state community and economy.

In our courses we foster an environment conducive not only to the development of our students’ language proficiency, but also their interculturality and their critical thinking skills. The Para Todos school ideal to help students become globally-engaged bilingual and biliterate citizens, not only aligns perfectly with our own mission, but also with that of the State of Rhode Island’s strategic priorities to “recognize the value of foreign language, and native language instruction, and multilingual education” and “to prepare pupils with twenty-first century skills,” as stated in the House Bill 7607 – Seal of Billiteracy, passed in August 2022.

We fully endorse the Para Todos proposal and sincerely hope the application is approved so that Rhode Island will soon benefit from this much-needed charter school focused on multilingual and inclusive education.

Sincerely,

Dr. Íñaki Pérez Ibáñez
Assistant Professor of Spanish and Teacher Education

Dr. Megan Echevarria
Professor of Spanish and Film Media Studies

The University of Rhode Island is an equal opportunity employer committed to the principles of affirmative action.
Dr. Daniel Carpenter
Teaching Professor, Classics
Chair, Department of Modern & Classical Languages and Literatures

Dr. Sigrid Berka
Executive Director, International Engineering Program
Director, German and Chinese IEP

Dr. Sigrid Berka
Executive Director, International Engineering Program
Director, German and Chinese IEP

Dr. Sigrid Berka
Executive Director, International Engineering Program
Director, German and Chinese IEP

Dr. Yu (Joyce) Wu
Associate Professor of Chinese
Section Head, Chinese

Dr. LeAnne Spino-Seijas
Assistant Professor, Spanish

Dr. LeAnne Spino-Seijas
Assistant Professor, Spanish

Dr. William Stark
Assistant Teaching Professor, Spanish

Dr. William Stark
Assistant Teaching Professor, Spanish

Dr. Michelangelo La Luna
Professor of Italian

Dr. Michelangelo La Luna
Professor of Italian
September 7, 2022

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

To whom it may concern,

On behalf of my organization, I write to express support of the application of Para Todos Public Charter School. Bilingual education for all students – regardless of their home language or learning needs - is an incredible opportunity for the children of Rhode Island. Para Todos is proposing an empathetic cultural lens to foster academic excellence, compassion, and citizenship.

As core faculty members in the Department of Communicative Disorders (CMD) in Rhode Island’s flagship university, we will continue to support the efforts of Rhode Island educators in promoting inclusivity through the lens of global citizenship. It is our mission to provide high-quality diagnostic and therapeutic services for all children including those children from culturally and linguistically diverse populations. Not only will Para Todos enrich the educational landscape in RI by diversifying educational choices for parents and students, but we also see Para Todos as being an opportunity to greatly enhance the clinical education of our URI Speech Language Pathology Program. Para Todos will provide our graduate students exclusive training opportunities in the provision of appropriate diagnostic and therapeutic interventions for children from culturally and linguistically diverse backgrounds. This opportunity will allow us to expand and develop more comprehensive academic coursework around bilingual assessment and intervention practices as well as provide clinical opportunities to learn how to be a cultural and linguistically responsive speech language pathologist. This will allow for generations of informed SLPs that can enter the workforce prepared to provide high-quality services for children who are often underserved or misdiagnosed because of misunderstandings around bilingual language development, language differences, and lack of cultural responsiveness.

Given our expertise in language, literacy, and bilingualism, we hope to join other educators in promoting the science of bilingualism. This would mean educating professionals throughout the state and beyond in evidenced-based practices which use data to differentiate a language disorder from a language difference and align services to support effective instruction so that children with language-based learning differences are still provided with opportunities to foster and grow in multiple languages. Finally, as bilingual literacy researchers, we see the critical need for further evidence regarding literacy practices that best serve dual language learners. Para Todos will allow for close and consistent collaborations between CMD researchers and the bilingual community with the potential to conduct the necessary research that can significantly improve education for our US English-Spanish speaking bilingual children at large.
We hope you will consider Para Todos’ application to become a public charter school positively.

[Signature]

Alisa Baron, Ph.D., CCC-SLP, Bilingual Speech Language Pathologist
Vanessa Harwood, Ph.D., CCC-SLP, Speech Language Pathologist
Assistant Professors
University of Rhode Island
September 12, 2022

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

To whom it may concern,

On behalf of my organization, I am writing to express support for the application of Para Todos Public Charter School. Bilingual education for all students – regardless of their home language or learning needs – is an incredible opportunity for the children of Rhode Island. It was with great sadness that I learned of the decision by South Kingstown School District to end their dual immersion program. This is a tremendous loss of opportunity for students and families in that community and I am excited that Para Todos has stepped up to fill this void.

A key component of our work at Compass Edvantage is supporting school systems with their language development programming. Over the past 10 years, we have worked with dual immersion programs in 7 different states. This work spans everything from supporting the development of new programs to curriculum mapping, teacher training, and parent involvement. Given the extraordinary circumstances of the families losing their program, we have offered to support Para Todos in any way we can and look forward to their success.

We hope you will consider Para Todos’ application to become a public charter school positively.

Sincerely,

Chad Ransom
Co-Founder, Compass Edvantage
9/10/2022

Dear Kari,

We are looking forward to partnering with Para Todos as part of our in-school neuroscience project. Our in-school projects have led to several long-standing and productive partnerships, which include collaborative research, professional development, and high-school student internships. Such partnerships are important to the Haskins mission and at the core of the Haskins Global Literacy Hub. We are also happy to provide expertise on the science of reading, from the basic research perspective, and look forward to initiating conversations with you about new collaborative projects with your school.

Sincerely,

Kenneth R. Pugh, Ph.D.
President and Director of Research
Haskins Laboratories, New Haven, CT 06511
(203) 865-6163
September 7th, 2022

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

To whom it may concern,

On behalf of the Institute for Portuguese and Lusophone World Studies at Rhode Island College, I write to express support of the application of Para Todos Public Charter School. Bilingual education for all students – regardless of their home language or learning needs - is an incredible opportunity for the children of Rhode Island. Para Todos is proposing an empathetic cultural lens to foster academic excellence, compassion, and citizenship.

The IPLWS is dedicated to the promotion and support of Portuguese Studies at the college, fostering connections between the college and Lusophone communities in the region, encompassing the cultures of the many nations and regions of the Lusophone (Portuguese-speaking) diaspora, that is Portugal, including Madeira and the Azores, Brazil, Cape Verde, Guinea-Bissau, São Tomé e Príncipe, Angola, Mozambique, East Timor and the region of Macau. We look forward to supporting Para Todos to succeed.

We hope you will consider Para Todos’ application to become a public charter school positively.

Sílvia Oliveira

Director, Institute for Portuguese and Lusophone World Studies
Sylvan R. Forman Center, Ste. 201 · 600 Mount Pleasant Avenue · Providence, RI 02908
Phone: (401) 456-8496 · Email: soliveira@ric.edu · Webpage:
https://www.ric.edu/department-directory/institute-portuguese-and-lusophone-world-studies
September 7, 2022
RI Department of Education
Charter Application Review Team

To Whom It May Concern:

As a former Spanish teacher and an advocate for school choice, I was delighted to learn that a community of parents and educators are rallying together around a bilingual charter school proposal. The education one receives while learning another language not only increases one's communication ability, it also fosters an appreciation for diversity and a valuing of other perspectives. In its vision for success, the RIDE team identified that creating "conditions for every Rhode Island student to think critically and collaboratively, and act as a creative, self-motivated, culturally and globally competent learner." The team at Para Todos is poised to collaborate with the RIDE team to fulfill that vision.

The Para Todos team approached The Compass School seeking our support for their charter application. I am unable to endorse the proposal as it would not be my role to do so. That being said, should Para Todos receive a charter from the RIDE team, I would offer to mentor the Para Todos leadership as they learn to navigate the charter waters.

Regarding my capacity to mentor, I have experience both in world language leadership and charter administration. I have served in a leadership role in schools of choice for the last 13 years, 8 of them as the Director of The Compass School. I have also served as a board member of the League of Charter Schools for 8 years. Additionally, I am a past vice president of the Rhode Island Foreign Language Association (RIFLA) which nurtures the role of world language education in Rhode Island. RIDE expects charter schools to be "vanguards in improving and expanding opportunities within public education". If Para Todos were to join the suite of school choice offerings in Rhode Island, I would be happy to collaborate with them and share the leadership best practices that have led to The Compass School's success over the last twenty years.

One of my favorite quotes is Margaret Mead's "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has." In my interactions with the Para Todos team, I can attest that they are indeed, a group of thoughtful, committed citizens. Thank you for reviewing their application. If you have any questions about my offer for mentorship, I can be reached at director@compassschool.org or 401-788-8322.

In Partnership,

[Signature]

Brandeep Lapisky, M.Ed.
Board Member, The League of Charter Schools
September 9, 2022

Dear Ms Moore

Conexión Latina Newport (CLN) is pleased to support the Para Todos charter school initiative for bilingual learners in the Newport/South County Area. As a Hispanic serving organization, the prospect of having a school where our native Spanish speakers can learn English, while retaining and strengthening their native tongues, is an ideal educational opportunity.

The mission of Conexión Latina is to educate, inform, mobilize and advocate for all Hispanics in Newport, as well as advise and partner with social services, education and government agencies, on how they best meet the needs of the Newport Hispanic Community. Through relationship and trust building, we will bolster needed services, ensure accessible systems, create the communities confidence to access those services, act as a pipeline to civic involvement and leadership.

We are excited to offer our support to the Para Todos school by

- Recruiting students, families and possibly staff
- Sharing our knowledge and expertise in the area of educating Hispanic students
- Assisting the development team in developing culturally and linguistically equitable practices

Through our community connections and professional network, we are confident that we can build excitement and commitment for this initiative. It is very important to us that the program be built in a way that fully understands and supports the needs of the Hispanic community, and we will dedicate our time to sharing what we know and have learned about the community, in hopes of building a school with best practice, cultural sensitivity and understanding at its core.

Sincerely,

Rebekah Gomez

Rebekah Gomez
Executive Director
September 8th, 2022

RI Department of Education
255 Westminster Street
Providence, RI 02903

RE: Para Todos Public Charter School

Dear members of the Rhode Island Department of Education,

The Para Todos mission is in keeping with our own and Progreso Latino’s Board of Directors will be reviewing official support at their October meeting.

Progreso Latino’s mission is to help Rhode Island’s Latino and immigrant communities to achieve greater self-sufficiency and socio-economic progress by providing transformational programs that support personal growth and social change. Since 1977, Progreso Latino has provided crucial programs that include social services, early childhood education, senior services, youth development, adult education, emergency food support, workforce development, health & wellness, immigration services, financial literacy, and policy & advocacy.

As a bilingual organization, we understand that the provision of dual language education encourages biliteracy, a greater understanding of multiculturalism and linguistic diversity, and higher academic levels leading to a general growth in income and quality of life in our region which in turn indirectly decreases social problems such as gender violence, inequality and crime.

Progreso Latino supports initiatives aimed to raise awareness about the importance of increasing educational opportunities for the community we serve. We understand that giving priority to policies that promote this type of education is essential.

If you have any questions, please do not hesitate to contact me at 401-728-5920 x 345.

Sincerely,

Mario Bueno
Executive Director
Progreso Latino, Inc.
626 Broad Street
Central Falls, RI 02863
September 12, 2022

Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

To whom it may concern,

On behalf of my Dorcas International Institute, I write to express support of the application of Para Todos Public Charter School. Bilingual education for all students, regardless of their home language or learning needs, is an incredible opportunity for the children of Rhode Island. Para Todos is proposing an empathetic cultural lens to foster academic excellence, compassion, and citizenship.

Dorcas International Institute of Rhode Island empowers individuals and families, especially immigrants, refugees and the underserved, to become self-sufficient and fully participating members of our diverse community through innovative programs and advocacy that promote education, training, and cultural understanding. At Dorcas International, we serve multi-cultural, multi-lingual adult students and clients from around the world. We provide adult education, workforce training, employment services, refugee resettlement, case management, citizenship and immigration legal services, interpretation and translation services to more than 6,000 clients annually.

We see the value of bilingual education and we look forward to supporting Para Todos to succeed.

We hope you will consider Para Todos’ application to become a public charter school positively.

Sincerely,

Kathleen Cloutier
Executive Director
To Whom It May Concern:  

September 9, 2022

It gives me pleasure to write this letter of endorsement as part of the application packet for *Para Todos Charter School*.

I was the South Kingstown School District’s Dual Language Coordinator when the dual language immersion began in the South Kingstown school system. I was witness to the transformation of an entire school system.

I am a former educational leader and currently a Rhode Island businesswoman who believes that dual language is consummately important, and am relieved that stakeholders have put forth an application to continue this important educational model. What started as a pioneering learning model for merely a couple dozen of SK Kindergartners, became a tried-and-true, transformative, and integral program model for almost 500 students – Kindergarten through 6th grade a few short years later.

The mission of *Para Todos* is to provide a bilingual education that fosters academic excellence, compassion, and local and global citizenship. This is a significantly important mission for the success of our children, our communities, our state, and our world. The need for a bilingual education is wholly recognized and parents emphatically seek this opportunity for their children. The success of *Para Todos*, if approved, will be a beacon of recognized excellence in Rhode Island.

I enthusiastically support the application for this charter school.

With highest regards,

Lindy Fregeolle

Former Dual Language Coordinator, SK School Dept.
September 7, 2022

To Whom It May Concern:

On behalf of Historic New England’s Casey Farm, I am writing to show our support and willingness to collaborate with the proposed Para Todos Public Charter School. We appreciate the many benefits of bilingual education and would welcome such a school in the farm’s vicinity of South County, Rhode Island.

Para Todos proposes to “build a relationship between our school and local farms, support access to local food, create opportunities for health promotion and understanding of the relationship between nutrition and lifelong wellness.” These goals dovetail perfectly with our decades of providing just these kinds of field trip and school visit programs to schools across Rhode Island and nearby states. A school visit to the farm always includes learning about cultivating healthy and organic food in our Education Garden, complete with brightly-colored English and Spanish signs to identify the rows of produce. We would welcome the opportunity to expand our bilingual offerings with Para Todos.

We fully support the mission of Para Todos to “provide a bilingual education that fosters academic excellence, compassion, and citizenship - both local and global” and urge you to accept their application.

Sincerely yours,

Jane M. Henney
Site Manager, Southern Rhode Island
To Whom It May Concern-

On behalf of Girl Scouts of Southeastern New England, I write to express support for the Para Todos Charter School application. Bilingual education for all students – regardless of their home language or learning needs - is an incredible opportunity for the children of Rhode Island. Para Todos is proposing an empathetic cultural lens to foster academic excellence, compassion, and citizenship.

Girl Scouts believes in the power of partnership, using resources wisely, working together, and finding solutions to society’s problems. In the past, we’ve opened our doors- literally- to new charter schools as a place for pilot, growth and expansion of innovative educational models that we believed would help to shape the RI educational landscape. Success stories like Kingston Hill and Compass got their start at our 100-year-old Camp Hoffman, a 110 acre pine forest camp in South Kingstown. We are thrilled with the opportunity to once again partner with a new school model for RI youth, to ensure all RI students can grow their “courage, confidence and character and make the world a better place.”

Para Todos meets and exceeds our mission alignment with their commitment to creating a bilingual, inclusive learning environment. GSSNE is committed to growing our own Latina/Latinx Spanish-speaking troop membership with strong national models such as Gamma Sigma Girls and Las Exploradoras. We look forward to housing Para Todos at our camp and partnering on programs. Mostly, we look forward to supporting Para Todos to succeed.

Thank you for your time. Please do not hesitate to reach out at dborreli@gssne.org.

In service,

Dana Borrelli-Murray, CEO, Girl Scouts of Southeastern New England