“You have to color outside the lines once in a while if you want to make your life a masterpiece.”
- Albert Einstein
I. Cover Sheet

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

**Name of Charter:** Mindy Independent

**Charter Type:** Independent

**Location of Charter School:** East Providence

**Location of Additional Schools (if applicable):**

**Enrolling Communities:** East Providence, Providence, North Providence, Pawtucket, Barrington, Bristol, and Warren

**Primary Contact and Contact Role:** Tracey Sutherland, Founder

**Address:** P.O. Box 14514

**City/State/Zip:** East Providence, RI 02914

**Phone:** (401) 433-9732

**Email:** tracey@mindyindependent.org

<table>
<thead>
<tr>
<th>Charter</th>
<th>Grade Levels Served</th>
<th>Enrollment</th>
<th>Communities Served</th>
</tr>
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<tbody>
<tr>
<td>AY21-22 for proposed new or expanded charter</td>
<td>K-1</td>
<td>84</td>
<td>East Providence, Providence, North Providence, Pawtucket, Barrington, Bristol, &amp; Warren</td>
</tr>
<tr>
<td>AY25-26 (5-years) for proposed charter</td>
<td>K-5</td>
<td>260</td>
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</tr>
<tr>
<td>Proposed new or expanded charter at-scale</td>
<td>K-5</td>
<td>260</td>
<td></td>
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</tbody>
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II. Executive Summary

What would happen if we allowed all children to color outside the lines and create a life that is nothing short of a masterpiece? At Mindy Independent, we will strive to do just that. Our mission is to build a community of passionate learners and creative thinkers by educating the whole child. We will ensure they have the tools they need to live an authentic life – their masterpiece – within our doors and beyond.

As an educator, our founder, Tracey Sutherland, started noticing a trend of anxiety-filled students - an anxiety that mirrors the mental health crisis we have seen in so many facets of the world today. She saw, firsthand, the need students had for self-confidence and building other social-emotional competencies. It was this realization that helped give Mindy Independent its roots; self-actualization, balance, passion, exploration, and compassion - all traits needed to live a healthy life.

With these roots as a focus, Mindy Independent will take an engaging, challenging academic curriculum and partner it with a greater focus on wellness, a unique feature of our program. Although explicitly taught at times, it is more of a set of practices modeled and implemented throughout the day. This curriculum focuses on physical wellness as well as teaching social-emotional learning competencies. Our overall educational program is a compilation of many strategies and philosophies strategically crafted together to create a comprehensive approach to learning. We will facilitate exploration for all students and support teachers’ creativity to ultimately create an environment where students and teachers alike are excited about learning and growing each day. That is The Mindy Way.

Shortly after the passing of Melinda “Mindy” Rostron, our founder’s dear friend, Tracey knew she had to bring their dream of opening a school to life. She called on
Patti Streit and Sunny Moriello Flatts, the other members of our applicant group, to support this work. All members of our applicant group are residents of East Providence, the tight-knit community in which Mindy Independent will open its doors. In totality this group has experience in youth development, education, management, grants, wellness, arts, and nonprofit finance.

At the highest level of governance is Mindy Independent’s Board of Directors including Sunny and Patti as well as community and family representatives. Tracey will serve as the School Leader bringing our mission to life. In doing this, she will have the support of a Business Director, Operations Manager, and Director of Special Services. A dynamic teaching staff, supervised by our School Leader and Director of Special Services, will facilitate learning in literacy, math, science, second language learning, wellness, and art. They will be empowered with teacher voice and supported through professional development, common planning, and coaching.

All stakeholders will come together creating the momentum needed to meet our goals. Our students will develop strong literacy and math skills, outperforming our sending districts on standardized testing, and will develop social-emotional competencies. Recognizing that educational goals cannot be reached without a strong organization, we will strive for high teacher and family retention rates, cultivate lasting relationships with community partners, and build a fiscally healthy and sustainable organization. Ultimately, our vision is to create an inclusive learning environment for students and educators that stimulates exploration and self-fulfillment in pursuit of impacting the greater community.
III. Mission Statement

*Mindy Independent will build a diverse community of passionate learners and creative thinkers by educating the whole child.*

Our vision is to create an inclusive learning environment for students and educators that stimulates exploration and self-fulfillment in pursuit of impacting the greater community. We root educating the whole child in our five core values; passion, exploration, balance, compassion, and self-actualization which will be explored in the Educational Program component of this proposal.

Wordsmithing is a challenge but when you believe in the words you choose they come together more easily. Such is the case with the words chosen in the Mindy Independent Mission Statement. Key words in the Mission Statement were carefully chosen to convey the message supported by our roots.

As we look back to explain our word choice the first word that strikes a chord is “build”. Because Mindy Independent is building something special. Yes, building. Taking pieces and putting them together to make a whole. A whole curriculum, a whole staff, a whole community. The result, serving the whole child. In various areas of this document there will be references to the diverse nature of the different communities we will draw from. That diversity coupled with the diversity of staff and families will support our mission. Words like passionate and creative were carefully chosen as we will work hard to spark that passion and creativity that lives somewhere in every child. With that passion and creativity we hope to spark a life of active learning.
While passion and creative thinking can be qualitatively measured in different manners, measurement of our success in creating a diverse community and in educating the whole child are the components of our mission that lend themselves to more quantitative measures. In comprehensively analyzing all measures, we will be able to evaluate our success in achieving our mission. Overall, our mission is concise and comprehensible while addressing our goals for all members of our school community while they are a part of Mindy Independent and beyond.

**IV. Proposed New Seats and Enrollment**

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<thead>
<tr>
<th></th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<th>TOTAL</th>
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<tr>
<td><strong>2021-22</strong></td>
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<td></td>
<td><strong>84</strong></td>
</tr>
<tr>
<td>(K-1)</td>
<td>40</td>
<td>44</td>
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<tr>
<td><strong>2022-23</strong></td>
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<td><strong>128</strong></td>
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<td>(K-2)</td>
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<td><strong>2023-34</strong></td>
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<td><strong>172</strong></td>
</tr>
<tr>
<td>(K-3)</td>
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<tr>
<td><strong>2024-25</strong></td>
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<td></td>
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<td></td>
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<td>(K-4)</td>
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<td>44</td>
<td>44</td>
<td>44</td>
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<td></td>
</tr>
<tr>
<td><strong>2025-26</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>260</strong></td>
</tr>
<tr>
<td>(K-5) <em>Fully grown</em></td>
<td>40</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

*Each year, we will welcome students from East Providence, Pawtucket, North Providence, Providence, Barrington, Bristol, and Warren.*

Beginning with students in Kindergarten and first grade only in our first year will allow Mindy Independent to implement our educational program on a smaller
scale. As with any endeavor, there will be challenges, especially in the early years. We hope to address these challenges quickly and effectively so that our school’s success will grow as we add on additional grade levels. As we are committed to becoming collaborative partners with our sending school districts, we will mirror similar class sizes while still staying within a reasonable number of 20 Kindergartners and 22 first-fifth graders per class. Our enrollment numbers are also in line with many other schools within the RI League of Charter Schools.

Mindy Independent’s recruitment plan will strive to make all families with age and residency eligible children aware of their eligibility and how they can easily apply for enrollment at our school. This includes our ethical responsibility to translate information and provide translators in face-to-face interactions as often as possible. We will recruit families through: outreach to community based organizations such as EBCAP and Boys and Girls Clubs; coordination with district registration offices to supply applications to families; advertisements; participation in the annual RI League of Charters Schools Fair; visitors’ nights; community information meetings; social media outreach; attendance at community events; and other grassroots efforts.

Assuming we will receive more applications than we will have seats, we will hold a random lottery annually on March 1st that is in accordance with 200-RICR-20-05-2.6.2 and our lottery policy to be drafted in our planning phase. Specific enrollment numbers by community are outlined in our five-year budget and presented in the following chart. Our intention is to have lottery weights approved by
the Rhode Island Department of Education. To address this, we are requesting a variance for the lottery weights by sending community.

Beginning in year two, siblings of currently enrolled students will be admitted without being subject to the lottery. Children of staff and board members will also not be subject to the lottery and will be admitted regardless of the Rhode Island city/town in which they reside so long as this number of students does not exceed more than 10% of our student population at any given time.

Applicants must complete the Charter School Lottery Application provided by RIDE which will be translated into multiple languages. Immediately following the lottery, applicants will be notified of their enrolled or waitlisted status. Families must accept enrollment or their seats will be forfeited and offered to waitlisted students.
While we aim to keep student attrition low, we understand that some attrition is expected. We will pull from our waitlist to fill any vacancies that occur during the school year. A complete lottery policy will be drafted in the planning phase.

V. Goals

**Academic Progress:**

- Using a weighted average, students will outperform their sending school districts on RICAS in both ELA and math.
- 80% of students in grades K-2 will be reading on grade level by the end of year according to Fountas and Pinnell’s Benchmark Assessment System (BAS). Any student who is not reading on grade level will have shown growth equivalent to one-half of a grade level.
- 75% of students in grades K-2 will demonstrate grade-level proficiency in math by scoring 75% or above on CCSS aligned curriculum-based measures.

**Mission:**

- All students will demonstrate either a 75% success rate or 75% growth rate in age-appropriate social-emotional indicators according to Mindy Independent’s Social-Emotional Learning Framework based largely on RISEL standards and informed by CASEL.¹
- Sustainable relationships will be cultivated with two community partners to support the physical components of our wellness curriculum - nutrition and

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¹ Note that there are currently no baseline measures for RISEL standards.
movement. This will be measured by students’ and families’ active engagement with partner programming.

**Organizational Strength:**

- We will prove to be a fiscally responsible, sustainable organization according to the Charter School Performance Review System: Sustainability Indicator 1.
- Mindy Independent will have a family and staff retention rate of at least 80%.²

**VI. Community Need and Support**

East Providence, which is central to the communities Mindy Independent will be serving, is considered an urban ring community meaning it is on the outskirts of an urban area but itself is deemed not quite urban or suburban. Like Barrington, Bristol and Warren it is also part of East Bay which is very suburban. Generations of families remain in the city whose mascot is appropriately the Townie.

While Mindy Independent will be located in East Providence, due to our founder’s deep ties and unwavering Townie Pride, we have strategically chosen to serve students and families from a diverse group of communities. Having such a diverse demographic pool will ensure that we can create a school culture built on embracing individuality and learning from others’ perspectives. In Barrington, 4% of public school students receive subsidized lunch where in Providence that number is 84%. In Bristol-Warren Schools, 14% of students are children of color while 63% are in Pawtucket Schools. Additional demographics are in the following chart.³

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<table>
<thead>
<tr>
<th></th>
<th>Economically Disadvantaged</th>
<th>Students with IEPs</th>
<th>English Learners</th>
<th>Students of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Providence</td>
<td>48%</td>
<td>17%</td>
<td>4%</td>
<td>33%</td>
</tr>
<tr>
<td>North Providence</td>
<td>38%</td>
<td>18%</td>
<td>4%</td>
<td>43%</td>
</tr>
<tr>
<td>Providence</td>
<td>84%</td>
<td>15%</td>
<td>29%</td>
<td>91%</td>
</tr>
<tr>
<td>Pawtucket</td>
<td>76%</td>
<td>16%</td>
<td>13%</td>
<td>63%</td>
</tr>
<tr>
<td>Barrington</td>
<td>4%</td>
<td>12%</td>
<td>2%</td>
<td>16%</td>
</tr>
<tr>
<td>Bristol-Warren</td>
<td>30%</td>
<td>12%</td>
<td>2%</td>
<td>14%</td>
</tr>
</tbody>
</table>

While these communities were selected to support our mission in building a diverse community, this was not the only reason. We know that district test scores, graduation rates, and school ratings in many of our communities demonstrate the need for innovation. In fact, four of five elementary schools identified as needing Comprehensive Support and Improvement are within our sending districts. Mindy Independent will help expand the reach of innovative schools to our catchment area simultaneously striking a balance in not financially overburdening sending districts. This is evidenced in the fact that we will divide our enrollment between seven cities/towns. Moreover, with the exception of statewide charters, four of our seven communities have no charter school options lessening our fiscal impact overall.

With regard to economically disadvantaged students, as displayed earlier, East Providence, Providence, North Providence, and Pawtucket have the highest rates among the communities we will serve. We have strategically chosen to enroll

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4 Data retrieved from [https://reportcard.ride.ri.gov/](https://reportcard.ride.ri.gov/).
5 See [https://www.google.com/maps/d/u/1/viewer?mid=1TJxs7DgEOwaA_cGLRxXdkYVb3qJpjlMw3&ll=42.0076340999996%2C-71.51506840000002&z=12](https://www.google.com/maps/d/u/1/viewer?mid=1TJxs7DgEOwaA_cGLRxXdkYVb3qJpjlMw3&ll=42.0076340999996%2C-71.51506840000002&z=12).
more students from these communities to prioritize children from economically disadvantaged homes. Consequently, those four communities will total 85% of our school’s population. This will provide an opportunity to increase academic achievement for these students in accordance with RI Charter School Regulations (200-RICR-20-05-2). Using weighted averages, we estimate economically disadvantaged students to comprise 57% of our student enrollment which is higher than the state average. Furthermore, by tapping into community resources such as EBCAP and the Boys and Girls Clubs to help with student recruitment, we anticipate that our economically disadvantaged percentages could potentially be even higher.

Growing up as a bilingual child and spending half of her career in ELL programming, our founder, Tracey Sutherland, also has a strong passion to serve a considerable ELL population. This aligns nicely with RIDE’s prioritization of high-quality options for ELLs. To reach more families of English Learners, we strive to eliminate language barriers as part of our recruitment process. In action, this will look like translated marketing materials, bilingual school representatives at community recruitment events, and advertisements in multiple languages.

When beginning to plan for Mindy Independent, the applicant group identified a perceived need for our school model, resulting from research, experience, and data analysis. Our responsibility was to then confirm this need. We began engaging educators and families in informal dialogue while developing our school’s program.

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Next, we started forming relationships with community members and organizations aligned with our mission that can support us in moving it forward. With organizations like Youth in Action, we have discussed ways that they can support our restorative practices and culturally responsive teaching while we support their youth in building leadership skills. Shri Yoga Studio, as another example, confirmed the need for schools to heavily support the social-emotional wellness of young children as they do in The Shri School Project. We are eager to welcome The Shri School Project into our schools to teach yoga and mindfulness. Our founder has also had preliminary conversations with educational consultants focusing on restorative practices and local arts organizations. We are confident that several of these prospective partnerships will come to fruition providing the whole child education our students need and deserve.

To ensure we gathered input from all stakeholders, we reached out to politicians, union presidents, and Superintendents from our sending districts. We had conversations with both the Mayor and Superintendent of East Providence as a result. A logical next step in confirming need was to then poll the community on their thoughts. In an effort to reach as many community members as possible, we asked contacts to disseminate the survey to their listservs, emailed our own listserv, posted on social media, and sponsored ads in English, Spanish, and Portuguese to eliminate barriers to survey completion. Our survey was completed by families, teachers, administrators, and other community members.
When our survey participants were asked to choose the three most important issues impacting children today, mental health was chosen 84.8% of the time. Overuse of technology and not enough time outdoors were chosen second and third. These results solidified our approach in embedding wellness into our curriculum and providing more outdoor play opportunities than is typical. It also encouraged us to cut our technology costs and reconsider our initial 2:1 Chromebook ratio for Kindergarteners.

With ranking the importance of learning a second language as 3.3 out of 5, this caused us to reconsider this component of our program as well. Second language learning is now planned twice weekly rather than the initial plan of three times per week. The resulting free period in the schedule was then filled by an additional arts class which families rated as a 4.4 out of 5 in terms of importance. A final clear thread that can be seen throughout the survey is the community support for diversity and cultural responsiveness. One family member stated that they loved how their child’s school “practices restorative justice. I love the way they work with the students to find solutions to behavior issues without using punitive discipline.” In summary, the survey responses we received both confirmed our perceived need and provided us with important points to consider.

We realize that seeking community input does not conclude with the submission of this application. Throughout our planning phase and once we are operational, family and community input will continue to be collected in both qualitative and quantitative forms to support our development. Community
representatives and a family representative will compose our Board of Directors governing the school at the highest level. We know that reflection and flexibility with our program will be needed in order to provide a quality education for our students and sustainable model for our organization. As a result, we will continue to evolve through full enrollment and beyond.

VII. Educational Program

(a) Guiding Principles

Mindy Independent’s guiding principles are compassion, balance, passion, exploration, and self-actualization. The education we will provide our students will be authentic and organic. Thus, we have chosen to call our guiding principles our “roots.” Our model is founded on the experiences of public school educators, experiences that for our founder Tracey Sutherland, began with her first teaching position in East Providence Public Schools. Opening a school was a dream of Tracey’s and fellow educator, Melinda (Mindy) Rostron. Melinda and Tracey met at Rhode Island College and grew together and more connected as the years passed. They had the same passion for education and would often dream about the day they would open their own school. In 2015, Melinda was unexpectedly taken from the world far before anyone who knew her was ready. After her passing, Tracey knew she had to build their school and bring that dream to life. Mindy Independent is founded on the philosophies and approaches that Melinda valued and encouraged and rooted in some of her greatest qualities.

While this is true, our roots are also principles that have proven to be essential to a quality education both in research and in practice. One example of this is Boston
Renaissance Charter Public School which is a model for educating the whole child, in strengthening students’ passion, and contributing to self-actualization. Look no further than The Learning Community in Central Falls to find an outstanding example of self-actualization, inclusivity, and compassion. Teaching Tolerance, a project of the Southern Poverty Law Center, also serves as a powerful example of the role compassion can play in education. Finally, San Carlos Charter Learning Center in California is a fantastic example of the strong academic results that can be the outcome of a project-based learning curriculum which heavily incorporates exploration and students learning from one another. Below, we further explore our roots and how they will come to life at Mindy Independent.

**COMPASSION:** One of the greatest qualities a human being can have is compassion. We believe that children are naturally compassionate beings and we nurture that quality. We create a sense of community where everyone’s stories are heard and valued and compassion can be shared.

Nurturing compassion will be evident in our curriculum and also in our day-to-day interactions. In literacy, compassion between characters or from reader to character will be discussed. Teachers will model compassion by showing kindness and understanding to their students and each other. We will also discuss compassion in a greater context at community meetings, in social studies, and in our

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8 See [https://thelearningcommunity.com/site/our-approach](https://thelearningcommunity.com/site/our-approach).
9 See [https://www.tolerance.org/](https://www.tolerance.org/).
restorative approach to behavior management. At the highest levels, our Board of Directors and school leadership team will exhibit compassion in creating a supportive and understanding environment for staff and families.

**BALANCE**: Balance is a concept that carries into so many aspects of our lives. One of the biggest challenges students face with finding balance is that the journey can be uncomfortable. We will guide students to a state of balance that offers less stress, renewed energy, and flexibility.

At Mindy Independent, we teach about balance in a variety of ways. Imagine a learning environment where teachers actively discuss balance within the context of day to day decisions. So while your child has broccoli and carrots for snack they also indulge in cupcakes for a birthday celebration, during which their teacher’s language and actions help to build your child’s understanding that eating in balance builds a healthy relationship with food. In another example, a class spends more time than intended outdoors on a beautiful day and enjoys the quiet solitude that being indoors can offer the next day. Balance is absolutely key to living a healthy life which is why we will teach even our youngest students how to create it.

With regard to staff, we will also encourage balance as evidenced in our commitment to creating a healthy work environment which we will elaborate on in several upcoming sections. We know that teachers who overwork will experience burnout and that burnout will lead to high teacher turnover. We will make it our responsibility to support teachers in words and in decision making so that they may have a healthy work-life balance.
EXPLORATION: Mindy Independent will nurture our students’ innate desire to explore and think creatively. We guide and facilitate students’ discovery rather than using traditional teaching methods which leads to more authentic learning and lots of magic.

As many schools begin to adopt the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, the focus on inquiry continues to grow\(^\text{11}\). The first component of The Inquiry Arc\(^\text{12}\) focuses on questioning and inquiry. Students develop a deep interest in their learning when it is project or problem based. Starting lessons with a problem will engage students in their learning more so than when we start with the skill. Specifically in math, when students are given opportunities to explore the math and then share their thoughts through math talks or similar protocols, understanding is significantly deepened\(^\text{13}\).

The example above demonstrates a fairly controlled exploration. Teachers provide students with a problem and rather than teach them how to solve it, students will explore and discover different pathways to solutions, and likely identify even more problems along the way. While explorations such as these will occur in our school daily, there will be other explorations where students will experience a different sense of freedom. As evidenced in the works of Dr. Maria Montessori, often times all students need are materials and freedom\(^\text{14}\). These types of open-ended activities will also be part of our day-to-day whether they occur in art class, outdoor play, or reading workshop.


At the inception of Mindy Independent, we asked the community to vote on our tagline by choosing from a list with potential choices. The response was strong - “education that colors outside the lines.” Although we will simultaneously teach students how to color inside the lines, our focus on exploration will enforce the understanding that creativity is innate and often our greatest tool. The idea of exploration and “coloring outside the lines” will be infused in our curriculum and throughout our school culture.

**PASSION**: We are rooted in the idea that once students discover their passion they have a greater sense of purpose and self-awareness. We look forward to guiding students in engaging with and uncovering what they are most passionate about.

Extending the idea of exploration, Mindy Independent will allow students to explore learning in areas outside of traditional core content. In addition to the mathematics, literacy, science, and social studies, we will provide students consistent exposure to other courses. These will include expressive arts, physical education, and second language learning.

Research on the benefits of the arts in schools has always been strong and The Brookings Institute recently reconfirmed its positive impact on students’ academic, social, and emotional outcomes. Similarly, it has been proven that learning a second language in early years has cognitive benefits. While these are

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supportive, research-based components of a strong curriculum, our intention in incorporating them also lies heavily in exposure.

Passion can be ignited in different ways. Whether it is through what students are learning in the classroom or exploring through activities, Mindy Independent will continuously look for ways to light that fire. With the majority of our students having limited resources, we know that they may never have the opportunity to take dance or language classes outside of school. Throughout their years at Mindy Independent, we want our students to learn what it’s like to feel deeply passionate about a topic. We will support their passions encouraging them to be their authentic selves. We know that discovering their passions will lead to investment, purpose, and self-actualization. Hopefully the fire we ignite will burn in them long past their years at Mindy Independent.

**SELF-ACTUALIZATION:** We teach all students how to be self-aware and use that awareness in their everyday lives. We also strive to instill confidence in every child by embracing their individuality. When this self-awareness and confidence are combined the beauty of self-actualization comes to fruition.

Providing exploration opportunities, sparking passion, teaching self-awareness and instilling confidence as part of our wellness curriculum will all lead to the ultimate principle of self-actualization. Self-actualization is an abstract concept and therefore can be hard to identify especially at the young age our students will be. We will look for traits of self-actualization such as students feeling comfortable with who they are as individuals and members of the community (classroom, school, greater community, and global community). Another indicator of
self-actualization will be students’ acceptance of where they are in terms of growth and their understanding that where they are is temporary. Evidence of self-actualization will be evident in discussions with students, self-evaluations, and observations/evaluations of students by staff and families.

When we think of self-actualization, phrases that come to mind are creative thinking and lifelong learning. As previously mentioned, students will have plenty of opportunities to think creatively while problem solving within our curriculum and in everyday circumstances. Igniting passion in our students in addition to facilitating exploration and discovery, will promote the curiosity needed for lifelong learning. While self-actualization is a moving target, we know that students will be living it when they are consistently displaying their best selves.

(b) Curriculum and Coursework

While academics have always been the foundation of education, we know that today's learners live in a highly complex world. At Mindy Independent, we will balance our focus on academics with an equally important focus on wellness. Our wellness curriculum along with our commitment to cultural responsiveness will be woven throughout our lessons in all content areas.

Also embedded throughout our curriculum are our roots of exploration and passion. We want to nurture our students' innate desires to explore and think creatively. Guiding students' discovery leads to greater achievement and a love for learning. We believe that when students have the opportunity to explore and get curious, they can begin to uncover their passion. Discovering what it is they are
passionate about will lead to a greater sense of purpose, self-awareness, and ownership in their learning.

We will consider multiple intelligences and take a whole child approach to plan high quality lessons where teachers act as facilitators. Our goal is to minimize teacher talk time and allow students to support each other while they grapple through challenging, engaging tasks. In building community throughout our school day, our students will hold themselves and each other accountable for high quality work and consistent effort.

Our curriculum is aligned across grade levels and with all standards adopted by the state as evidenced in the required attachment. The attached chart also displays additional opportunities that Mindy Independent will make available to students. This includes a second language course, beginning in Kindergarten, and more time in arts courses than is typical in most schools. Scope and sequences along with unit plans for core content areas will be developed in our planning phase. In collaboration with consultants, our proposed School Leader will take the charge on this given her experience in curriculum writing. We will work with our teachers to develop our curriculum further.

During curriculum design, when possible and when most effective, we will integrate more than one content area in each lesson. We know that students are more actively engaged and are better able to learn new concepts through interdisciplinary approaches. Please see the following overview of a second grade interdisciplinary unit.
A Grade 2 unit on Spiders, using *Charlotte’s Web* by E.B. White and *Spiders* by Gail Gibbons, would address many ELA standards. A discussion of characters would tie into how we think about community and one’s place within it. Exploring character feelings would connect with wellness skills such as self-awareness and regulation.

Considering setting, a county fair in the rural south, would address social studies standards about how we are all interconnected by the same things, but those things also make us different. In art, students would create spider webs with a character trait word. In math, we would solve word problems about spiders. In science, we would address animal life cycle science standards. This thematic unit would develop content specific skills while deepening students’ understanding of spiders significantly.

Lastly, understanding that curriculum is never really written but a flexible document evolving over time, we have dedicated professional development days and time within the weekly schedule to do this ongoing work. Teachers and administrative team members will analyze formative and summative assessment data to evaluate curriculum effectiveness, plan to fill gaps in the learned curriculum, and make refinements as necessary. On the following pages, we will break down our curriculum by content area.
LITERACY

All reading instruction is based on Common Core State Standards. Through interactive read-alouds, all students will be exposed to developmentally appropriate grade level texts that are engaging and thought provoking. Much of our curriculum work in our planning year will be to develop our whole group literacy curriculum in a way that allows for an interdisciplinary approach when possible. We will utilize research-based sources such as Achieve the Core\(^\text{17}\) and EngageNY\(^\text{18}\) to craft our curriculum.

We will balance this whole group reading time with a reading workshop block. The workshop model will allow teachers to meet with small groups of students to provide targeted, personalized instruction. Small group lessons, heavily inspired by Fountas and Pinnel\(^\text{19}\)’s guided reading approach, will be taught at students' instructional level where they can read and comprehend with little support. This small group instruction allows teachers to challenge students who are reading above grade level and provide targeted support for students who are showing signs of struggle. Students will also have the opportunity to work in groups and/or independently reviewing and strengthening reading skills at workshop centers.

In writing lessons, students will practice crafting narrative stories, persuasive/opinion pieces, and informational texts as dictated by Common Core Writing Standards. Student examples of writing may be in the form of a traditional essay or story while other times the product might look more like a brochure, poster,

\(^{17}\) See [https://achievethecore.org/category/411/ela-literacy-lessons](https://achievethecore.org/category/411/ela-literacy-lessons).

\(^{18}\) See [https://www.engageny.org/english-language-arts](https://www.engageny.org/english-language-arts).

\(^{19}\) See [https://fpblog.fountasandpinnell.com/what-is-guided-reading](https://fpblog.fountasandpinnell.com/what-is-guided-reading).
multimedia presentation, or book. Research has shown that students are more successful when they are able to write about topics that interest them and create authentic, purposeful pieces.\textsuperscript{20} Our writing workshop incorporates these findings with standards and writing workshop best practices.

\textit{MATH}

Our math curriculum is based on Common Core Math Standards and the Standards for Mathematical Practice. Our curriculum focuses on building number sense in all grade levels. It is only when students have a strong foundation of numbers and how they work that they will become successful mathematicians. Part of our approach is pushing students along the continuum of concrete-pictorial-abstract.\textsuperscript{21} Math is an abstract concept and we know that when we can make the abstract concrete we understand much more easily. Once students have mastered a skill concretely, we will move them along the continuum into visual representations. After this, students are able to tackle mathematics without visuals or concrete objects. We understand that students will be at varying places on the continuum at different times. We will move along the continuum at the pace each child needs.

When students are in math groups, there will be additional time to reinforce skills and for teachers to provide small group personalized instruction. During the daily math block, we will use the San Francisco Unified School District (SFUSD) Math Core Curriculum.\textsuperscript{22} This curriculum is in its fifth year of implementation and has been revised by SFUSD teachers and experts. In year one, we plan to use this curriculum exclusively.

\textsuperscript{20} See \url{https://keystoliteracy.com}.
\textsuperscript{22} See \url{http://www.sfusdmath.org/the-sfusd-math-core-curriculum.html}. 
to determine its effectiveness. Dependent on student success and teacher feedback, we will make adjustments to this curriculum as necessary.

**SCIENCE**

Our science curriculum provides students with the opportunity to challenge the thinking of themselves and others. It allows them to explore and discover new information using hands-on methods. These hands-on methods will allow students the opportunity to create, build, observe, and experiment. We will utilize the outdoors to learn about science as often possible. Guided by Next Generation Science Standards, we will dive deep into physical science; earth and space science; life science; and engineering and technology tasks. We will also explore how science concepts are applied in our everyday world. Our science curriculum will be a compilation of our own crafted curriculum and FOSS Modules.²³

**SOCIAL STUDIES**

Our Social Studies curriculum, created in-house, will align with RI Social Studies Grade Span Expectations. Social studies will not have its own block but will be integrated mostly during literacy and specialist classes. Often during morning meeting, we will discuss current events in an age appropriate manner. While the history books are important, we recognize that we are living in a time that will undoubtedly take up several pages in a history book someday. We want to help students understand national and global events in a way that is calculated and compassionate. In addition to current events, we will also teach geography, history,

and civics. In all areas, but particularly in Social Studies, we will intentionally work to create a space where students see themselves in the curriculum. We will present history from multiple perspectives and provide space for students to share their own perspectives. We want our students to feel that they are included and that they belong but, more importantly, that education matters because they can see themselves in it.

THE ARTS

We believe that providing students with the opportunity to explore the arts will be critical in our focus on wellness and the whole child. The arts for many are a form of self expression. We want to nurture students’ ability to share their voice through art and instill in them that it is okay to color outside the lines. Seeing the value in all expressive arts, we will be flexible with the courses we include in our curriculum. We will welcome all fine arts certified teachers to apply for positions and also build relationships with varying arts organizations. All arts courses we teach will be aligned to the National Core Arts Standards endorsed by RIDE.

WELLNESS CURRICULUM

We know and understand that wellness can never be taught by following a textbook or script. It happens every day, throughout the day. Wellness will mostly be taught through teacher modeling, prompting, and simply bringing awareness to each of the focus areas explored below. Our wellness curriculum will be aligned with Rhode Island Physical and Health Education Frameworks as well as RI
Social-Emotional Learning Standards. As part of curriculum development in our planning phase, we will create our own Social-Emotional Learning Framework based on our roots and the SEL Standards and Indicators. This framework will allow us to measure growth in social-emotional competencies within our school climate.

- **BALANCE**: We will teach students how balance plays a role in our emotional and physical health. Teacher modeling and teacher talk about balance will play a key role in the success of teaching about this component. First, students will learn about what balance is and why it’s important. Visual representations and realia will be used to demonstrate this. Students will then work on naming the difference types of balance that can be found in our day - group work v. independent work, loud voices v. quiet voices, time outside v. time inside, etc. Finally, we will begin regular check-ins so student can assess how they are feeling, what their needs are, and what adjustments they might need to make to strike balance.

- **NUTRITION**: Our nutrition program will be aligned to the Rhode Island Health Education Framework. In many ways linked to the above, when discussing nutrition we will often talk about balance. Students will learn about a balanced diet and the idea of everything in moderation. We will work with our food vendor and community partners to serve students with nutritional breakfast, snack, and lunch options each day. Our social worker will also work with community organizations that can help provide adequate nutrition for families who may need support with this at home.

- **MOVEMENT**: Today’s child is far more sedentary than the child of 3 or 4 decades prior. Movement is beneficial to a student’s physical health. To this end, we have incorporated longer and more frequent movement blocks in our schedule. Our movement and physical education curriculum is aligned to the
Rhode Island Physical Education Framework. To support our wellness curriculum we are grateful to be working with Shri Yoga Studio to provide students yoga classes through The Shri School Project. Shri instructors will lead yoga lessons with students while classroom teachers participate and support.

In addition to outdoor play and physical education classes, we will intently incorporate movement throughout our school day. Movement has been proven time and time again to contribute greatly to a child’s ability to retain information. A visit to our school might allow you to see students acting out parts of a story or utilizing manipulatives and materials in science or mathematics. Students are engaged and active on a physical and mental level when they are moving. The incorporation of movement in our curriculum will allow us to address the needs of the whole child.

- **SELF-AWARENESS**: Self-awareness is a skill that many schools use to help struggling students. At Mindy Independent, we will institute a proactive approach. We want all students to be taught this important life skill, not just those students who outwardly show signs of struggle. Imagine a classroom where students know the type of learner they are and use that awareness to take their learning to the next level. Imagine a classroom where a child knew they were having an “off” day and could communicate that to an adult in a healthy way instead of silently suffering. When students know their strengths, areas for growth, likes, and dislikes, they are on their way to self-actualization. We will provide students with the tools they need to become more self-aware and self-actualized throughout their years with us and beyond.

- **CONFIDENCE**: A large part of confidence is knowing your strengths, tapping into how to best utilize them, and taking pride in them. We believe that
perhaps an even bigger part of confidence is knowing the areas in which you need to grow, being comfortable with where you are in them, and being certain that you can get to where you want to be. We believe in a growth mindset and we know the damage simple phrases like “I’m not good at...” can do. We will frame our language in a way that encourages room for growth. We will teach students that where we are is never a static place and only we have the key to move forward. Finally, we will nurture students and allow them to be comfortable and confident in all parts of who they are.

**c) Learning Environment and Pedagogy**

Our educational model is built on the foundation of a challenging and engaging academic curriculum and a strong focus on wellness and the whole child. The Mindy Way is a compilation of many philosophies and methods strategically crafted together to create a comprehensive approach to learning. This approach enables teachers to focus on the whole child and students to learn to understand and love their whole person. While curriculum will vary at each grade level, our roots and approaches will remain consistent. The following instructional methods and theories are at the heart of our program:

**THE WHOLE CHILD APPROACH**\(^2^4^\) When crafting our mission statement, we ended with “by educating the whole child” because *that* was the last thing we wanted the receiver to hear. This approach will be embedded in all that we do. In educating the whole child, the school community contributes to student success in all areas. Appropriate supports will be identified as a result of this approach which will accelerate achievement and help to close gaps. Students are looked at as

individuals, instruction is personalized so all students are able to access the curriculum, and every student is challenged.

A whole child approach also ensures that the school is a physically and emotionally safe environment. It takes the perspective that schools are responsible for students' physical and emotional health. Our wellness curriculum is perhaps the simplest component of our program that we can point to that demonstrates our commitment to the whole child. Although evidence of our belief in this method is woven throughout the entirety of this proposal.

It is important to note that while how we take care of and educate the child is one piece of a whole child approach, there is more to it than just that. In order to truly embody this approach, all stakeholders must be involved. Families, staff, Board members, and the community at large must all contribute to the overall success of our children as healthy individuals, students, and citizens. We will develop and maintain relationships with stakeholders to make certain all of our students succeed.

**MASLOW’S HIERARCHY OF NEEDS** 25 While self-actualization is one of our roots, we understand that it is at the top of Maslow’s pyramid. Before students arrive at self-actualization, according to the hierarchy, we must first meet psychological, safety, and security needs. While often this is not seen as the work of the school, we disagree with that perspective. In addition to ensuring these needs are met throughout the school day, we will provide support to families to make certain these

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needs can be met when students are not inside of our doors. Our social worker, in partnership with other staff, will see to it that this is taking place beginning in year one. Our response to students’ needs will be present in all grade levels and in all content areas. We know that our school culture, further discussed in Section VII.(g), will facilitate love and belonging also working actively to build students’ self-esteem addressing the next steps in Maslow’s hierarchy. Finally, students will arrive at self-actualization as discussed in VII(a). Guiding Principles.

We understand that for some of our students, their focus will be on the basic needs and not necessarily on learning. Addressing needs lower on Maslow’s pyramid will help close the achievement gap. Meeting students and families where they are in the pyramid and supporting their movement upward will give students a greater opportunity for success. Keeping Maslow in mind demonstrates our commitment to educating the whole child.

**HOWARD GARDENER’S THEORY OF MULTIPLE INTELLIGENCES**: Traditionally in schools, intelligence is measured by proficiency in math and reading. Certainly we understand the importance of competency in each of these areas. Simultaneously, we also share the belief that there are multiple intelligences that often do not get as much acknowledgment throughout a typical school day. Our goal is that by focusing on multiple intelligences, students will learn where their natural strengths are and how to maximize their success by tapping into them.

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In the primary grades, students may simply view this as “I am good at ____.” or “I am not good at ____ yet.” As students mature and increase their understanding of this theory, we anticipate their language to shift to “I can use my strength in kinesthetics to show what I know about ____.” or “I am nature smart so let me lend a hand to this student who appears to be over-challenged.” This theory will prove critical in building students’ confidence therefore improving overall success. It will also assist in closing achievement gaps as it will allow challenging curriculum to become accessible for all because we will allow students to both learn and demonstrate understanding through multiple modalities.

**GROWTH MINDSET:** While we believe that all individuals have natural areas of strength, we also believe that with consistent effort and a growth mindset, a term coined by Dr. Carol Dweck\(^\text{27}\), they can learn to do just about anything. Coupling nicely with our belief in multiple intelligences, enfusing growth mindset in our culture will allow students the understanding that although they have natural strengths, anything can become a strength with determination and effort. There is a strong link between growth mindset, lower behavior issues, and increased social-emotional skills.

With this philosophy, our students will be positively impacted at all grade levels and in all content areas. It will be the work of the staff to foster a culture where growth mindset is the norm. Infusing this into our school culture, will allow us to view

\(^{27}\) Mindset Works, Inc. [https://www.mindsetworks.com](https://www.mindsetworks.com).
learning not as mastery but as continuous growth. This will push our struggling students along as growth is always achievable when proficiency may at times feel like too far of a reach. It will also challenge our students who are performing well to push further and move away from complacency.

**INQUIRY-BASED LEARNING**\(^28\) The Center for Inspired Teaching defines inquiry-based learning as an approach “that invites students to explore academic content by posing, investigating, and answering questions... [It] puts students’ questions at the center of the curriculum, and places just as much value on the component skills of research as it does on knowledge and understanding of content.”\(^29\) In strong alignment with our rootedness in exploration, inquiry-based learning will appear in all grade levels and in many subject areas but most consistently in social studies, science, and mathematics.

Along with inquiry-based learning comes opportunity for students to take the lead in their learning and for students to learn from one another. It also decreases teacher talk time leading to increased engagement and learning. While inquiry is effective for all students, when supported appropriately, it can support the closing of the achievement gap. ELLs specifically can reap great benefits\(^30\) building confidence, practicing with academic language, and increasing their speaking and listening skills. In addition, inquiry, particularly in math and science, has been beneficial for students with learning disabilities.

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**CULTURAL RESPONSIVENESS:** At Mindy Independent, we are founded on the understanding that we all have something to learn from each other. The world is a better place when we recognize each other’s differences and value each other’s perspectives. As a result, cultural responsiveness will be ingrained in our school culture and our curriculum in all grade levels and in all content areas. We know that achievement increases when students see themselves and their perspectives represented in their education and when they believe what is being taught is relevant to their own experiences.\(^3\)

Cultural responsiveness aligns with our mission to build a diverse community and will also serve as a tool to strengthen compassion. It will present itself in many ways, sometimes visually and often times in the spirit of our culture and curriculum. Purchasing texts from publishers such as Lee & Low\(^3\) will create classroom libraries filled with books where any student can look and find themselves as the main character. Recruiting *and retaining* a diverse staff will serve not only as an indicator of our commitment to diversity but also as an automatic contribution to the success of students of color.\(^3\) With regard to families, eliminating language barriers and/or barriers related to resources, will be the beginning of collaborative family-school partnerships. Taking steps such as these will weave cultural responsiveness into our

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\(^3\) See [https://www.leeandlow.com/about-us](https://www.leeandlow.com/about-us).
overall program yielding great benefits for the whole child and our entire school community.

*Classroom Environment:* There will be 22 students in each classroom in grades 1-5 at Mindy Independent. In Kindergarten, class size will be 20 students. These numbers will support us in fulfilling our mission in both building a diverse community and educating the whole child. Class sizes of 20-22 will allow for plenty of interaction and discussion among a group of students with diverse perspectives while still maintaining a productive and more individualized learning environment. While this was our primary reason for choosing these numbers, we also considered average class sizes in our sending districts. We hope to build partnerships with traditional public schools and eventually serve as a resource. Recognizing that class size has a significant impact on program implementation, we feel it is important to mirror similar class sizes of those in our sending districts.

The research is clear - the physical environment of the classroom impacts student engagement and learning.\(^{34}\) In some instances, “variations in classroom environment accounted for 16 percent of a student’s progress over the course of a year.”\(^{35}\) Considering this in addition to our own experiences and the school’s mission, we have a research-based plan for classroom and school design. Our school will be brightly painted with warm, welcoming colors throughout. Forgoing the outdated layout of rows with the teacher’s desk at the front of our classrooms, we will “erase


the line” - the line being imaginary, but crystal clear, dividing teacher and student spaces. “Erasing the line” affords distributed knowledge and sends the message that we are one and the teacher in merely a facilitator actively learning with the classroom community.

A short time ago, Mindy Independent was fortunate enough to receive a large donation of classroom furniture. While there were plenty of desks to choose from, we chose tables. We know that collaborative and open spaces are more conducive to meeting our mission’s goals of building community and promoting creative thinking. We also know that when students are grouped, the stage is set for discussion and students learning from each other. We have kidney tables, u-tables, and trapezoid tables ready to fill our first classrooms.

In addition to tables, we also have enough chairs for all of our kindergarten and first graders in year one. We are so fortunate to have received this amazing donation but also know that traditional school chairs may not be the best seating choice for all of our students, especially in the primary grades. Our hope is to secure grant funding that can support flexible seating options such as scoop rockers, stools, mats, crates, or stability ball chairs. Certainly, regardless of available furniture, students will be given the choice on where and how to work whether it be sitting, laying, or standing.

Lastly, and perhaps most importantly, teachers and students will work collaboratively to design, and redesign, their space. With the expectation of the

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general standard mentioned above, each classroom also needs to take ownership\textsuperscript{37} of their space designing it according to their own needs and preferences. This could include increased/decreased lighting, smaller/larger work areas, one large gathering space or a few smaller ones. Personalization should be evident, for example, with student work on display. As with all else, in designing classrooms we must also consider balance, one of our roots. What is aesthetically pleasing to some may be over-stimulating to others. While collaborative areas are necessary, there will also need to be areas for students seeking their own space. Essentially, each classroom will be designed in a way that increases engagement, cultivates community, and contributes to student and teacher success.

\textit{(d) Specific Populations}

Aligned with our inclusive school climate, services for ELLs, students with IEPs, gifted students, and students who are struggling academically or behaviorally will be inclusive in nature. We will give students the support they need to reach the same high expectations we have for all of our students.

\textit{For students struggling academically or behaviorally:} Given the tight-knit community we will be creating in our classrooms and the various assessments we will administer,\textsuperscript{38} identifying students who are struggling will not be difficult to do. Through our ongoing data analysis and teacher observations, we will quickly identify students who may be struggling academically and/or behaviorally. The next step will then be to further analyze the data to determine what specifically the student is


\textsuperscript{38} Discussed in the next subsection
struggling with. This will shift “student A is struggling in math” to “student A is having difficulty in understanding place value.” Or “student B has had some behavioral struggles lately” to “student B has been having a hard time getting refocused after lunch.”

Once the specific challenge is identified, interventions can then be planned. As our schedule allows for frequent small group and personalized instruction, implementing these interventions logistically will not be an issue. The nature of the intervention will be determined by teachers (classroom teachers; coaches; and ELL, special educators, and/or specialists when applicable) and will be targeted to specific children struggling with the same skill or the individual child. At all times, interventions will be research based and follow the RtI process.\textsuperscript{39}

\textit{For English Language Learners:} Our ELL program will follow the Regulations Governing the Education of English Language Learners (200-RICR-20-30-3). In accordance with these regulations, upon enrollment, all families will be asked to complete a home language survey. A family interview will be conducted should a home language survey indicate exposure to a language other than English. “Before this interview takes place, the parents shall be informed in writing, in a language they understand, about the procedures used in the identification, assessment, and placement of ELL students.”\textsuperscript{40} In most circumstances, this will lead to the child being screened with either the WIDA Model (for Kindergarteners) or the WIDA

\textsuperscript{39} See \url{http://www.rtinetwork.org/essential/tieredinstruction}.
\textsuperscript{40} See \url{http://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Laws-Regulations/English-Language-Learners-Regulations.pdf}. 

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Screener (grades 1-5). Qualifying students will be serviced in accordance with the regulations and assessed using ACCESS each year.

Our ELL students will be serviced by an ELL teacher within the general education classroom and usually during reading workshop, writing, or math groups. Flexibility within our program will allow exceptions to be made for newcomers, especially in the higher grade levels. Pull-out methods will be only employed on a short-term basis. We will employ interventions as needed and assessments will be administered to determine the effectiveness of these interventions as is the case with all other populations. Our ELL program will be based on WIDA Standards and philosophies. We will adopt WIDA’s Can-Do approach\(^{41}\) which fosters supported language development in reading, writing, speaking, and listening domains. Given our commitment to cultural responsiveness and our mission to build a diverse community, we are excited about the perspectives and cultural resources ELLs and their families will add to our school community.

_for students with identified disabilities_: At all times, our special education program will follow RI Regulations Governing the Education of Children with Disabilities (200-RICR-20-30-6).\(^{42}\) Identification of students with disabilities will be in accordance with these regulations. Student placement will always be in the “least restrictive environment” as mandated and in line with our inclusive school culture. Our schedule has been designed so that, as explained with ELLs, special educators will meet the needs of students within the content area block. Understanding that

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\(^{41}\) See [https://wida.wisc.edu/teach/can-do](https://wida.wisc.edu/teach/can-do).

overdiagnosis of students with IEPs can sometimes occur, we will follow the RtI
process giving students adequate time to respond to interventions before being
evaluated and potentially diagnosed with a disability. We will also carefully monitor
our numbers against those of our sending districts and specifically look to ensure
that we are not overdiagnosing any particular subgroup(s).

Interventions for students with identified disabilities will be employed per the
student’s IEP at all times. We have budgeted for a Director of Special Services to
oversee this. Prior to a special educator being hired, the Director of Special Services
will be responsible for direct service. Interventions such as speech and language,
physical therapy, or occupational therapy have been budgeted for and will be
contracted out. We have made data-informed estimates regarding the number of
students with IEPs we will have and have planned accordingly. If at any time,
however, should our numbers and/or students’ needs require more resources or
personnel, it will be the responsibility of the Board of Directors, School Leader, and
Director of Special Services to ensure the needs of these students are being met.

**For gifted or talented students:** We will define gifted or advanced as does the
National Association of Gifted Children - those “that when compared to others his or
her age or grade, a child has an advanced capacity to learn and apply what is
learned in one or more subject areas.”⁴³ This is very much in line with RIDE’s Learning
Beyond Grade Level which is “the identification of students who show evidence of
high achievement capability in areas such as intellectual, creative, artistic, or

⁴³ See [https://www.nagc.org/myths-about-gifted-students](https://www.nagc.org/myths-about-gifted-students).
leadership capacity; as well as in specific academic fields.”44 Since we will be assessing students in a variety of content areas and using multiple methods, we will have adequate evidence in determining whether a student is gifted or advanced in a given area by consistently showing advanced capacity over time.

We recognize that gifted students often face struggles with traditional teaching methods. They “may also be among those students who don’t finish their work (it’s never perfect enough), who zone out or act out in class (they’re bored), or who test poorly because they overthink things (“Hmmm, this answer might be true in this case, but it might not be true in that case”).”45 We will work to adequately support these students academically and with their social-emotional skills. Understanding that most educators are not familiar with appropriate differentiation and successful methods for educating gifted students, Mindy Independent would dedicate professional development funding and adequate resources (materials and/or personnel) to support gifted students upon identification. As each student’s giftedness will likely be different, we will work collaboratively with their families to create a learning plan effective in meeting their needs.

(e) Assessment Systems

Our assessment system will include summative assessments, formative assessments, peer assessments, student self-assessment, and traditional teacher administered assessments. With our formative assessments, and at times our summative as well, we will move beyond the standard paper and pencil testing and

44 See http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/LearningBeyondGradeLevel.aspx.
give students a variety of manners to show their understanding. Keeping in mind that students progress at different rates, we will place a strong emphasis on individual growth. Above-average student growth will assure us that we are meeting the needs of every student regardless of the challenges they are facing. While our ELLs and students with IEPs will be assessed on the same standards as their peers, teachers also have other assessment tools to measure their growth. These include IEP goals, WIDA Writing and Speaking Rubrics, and WIDA Can-Do Descriptors.

After discussing possibilities with teachers, our school will determine a tracking system, or likely a handful of them, that will allow teachers and administrators to track proficiency and growth at any time. Good record-keeping will ensure that we can measure the progress of individuals over the course of time and that of student cohorts. In the age of accountability, we recognize the value in sharing assessment data with families, other schools, private funding sources, and the community at large.

Backwards design\(^{46}\) tells us that first, educators need to know what the end goal is and second, determine how to assess whether students have met it. When designing curriculum and planning assessments, we will ask:

- What will students know and be able to do?
  - Most often rooted in the standards - CCSS, NGSS, Social Studies GSEs, Fine Arts, Health, Physical Education, and RISEL
- What evidence can be demonstrated to indicate mastery of the standard?
  - Break the standard down into "observable" pieces
- In what form can students demonstrate their learning?

○ Consider multiple intelligences in planning the different formats the assessment “product” can take

● How can I incorporate checks for understanding?
  ○ Plan for formative assessment to happen within the lesson so teachers can make immediate adjustments to instruction

● What will I do with the information I receive from my checks for understanding?
  ○ What are the common misconceptions that may come up? How can I address them? How will this impact the rest of my lesson?

● Who will be participating in assessment?
  ○ Teacher assessment, student self-assessment, peer assessment

“Assessment drives instruction” is a phrase that our founder, Tracey Sutherland, heard constantly in her undergraduate education. With a wealth of experience now under her belt, she lives that phrase in schools every day. Once assessments are administered, we will then ask questions in response to the data.

● Did students master the standard?
  ○ Across the grade, in class x, a particular student

● What trends do I notice?
  ○ What did students struggle with?
  ○ What were the common misconceptions?

● What are my next steps?
  ○ How can I plan to address the gaps - instructionally and logistically?

● What can I do differently next time?

Both planning and analyzing assessments will be a collaborative effort. We will set aside time for this in grade-level common planning and during professional development. At first, data analysis will be facilitated by the School Leader. Believing in distributed leadership⁴⁷, this work will eventually be facilitated by the teachers.

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themselves. The ELL teacher, reading/math specialists, and the Director of Special Services will also share their expertise with grade-levels during data analysis.

End of unit curriculum-based measures will serve as summative assessments in Social Studies, Physical Education, Health, Fine Arts, and Second Language classes. Students will also participate in a variety of more formal, summative assessments in other content areas. Measuring growth in reading, writing, speaking, and listening, all ELLs will take the WIDA ACCESS assessment each winter. Other state-mandated assessments and assessment aligned to our goals are broken down by subject area and grade level below:

**Literacy:**
- RICAS ELA (Grades 3-5) - measures mastery of Common Core ELA Standards
- Fountas and Pinnell’s Benchmark Assessment System (Grades K-5) - used to track reading growth and determine students’ instructional and independent reading levels.

**Math:**
- RICAS Math (Grades 3-5) - measures mastery of Common Core Math Standards
- End of Unit Curriculum-Based Measures (Grades K-5) - aligned to CCSS and math curriculum. Most often, these will be pulled from the Milestone Tasks from the SFUSD curriculum.

**Science:**
- NGSA (Grade 5) - measures mastery of Next Generation Science Standards

**Social-Emotional Learning:**
- (Grades K-5) Assessment of social-emotional competencies according to Mindy Independent’s Social Emotional Learning Framework

(f) **Promotion and Graduation Policy**

Through our comprehensive curriculum and education of the whole child, we anticipate retention rates to be very low. In some cases, however, we understand
that student retention may be deemed the best course of action for a particular child. Any retention decisions will be made after much discussion with all stakeholders including school staff and families. Students who are struggling, behaviorally and/or academically, will be identified early on. Appropriate interventions will be instituted after meeting with staff and families to address the child’s individual needs. Appropriate differentiation and accommodations will be implemented, as always, to ensure that all students are supported in meeting our schoolwide academic and social-emotional expectations. In summary, retention decisions will be made on a case-by-case basis and after much consideration by staff and families.

**(g) School Culture**

Our roots - passion, exploration, balance, compassion, and self-actualization - will be the foundation of our school culture with evidence of trust, collaboration, and high expectations woven throughout. They will be ingrained in our curriculum and everyday practices. In line with our mission, we believe that by building community and utilizing a whole child approach, we will be successful in cultivating a strong school culture.

To begin each school year, we will utilize practices from Responsive Classroom’s “The First Six Weeks of School.” The focus in these first six weeks will be more on school climate than on academics. Since the beginning of the school

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48 See [https://www.responsiveclassroom.org/](https://www.responsiveclassroom.org/).
year sets the tone, our teachers will focus on building community, establishing expectations, and solidifying clear classroom procedures and routines.

Melding Responsive Classroom (RC) and Restorative Justice approaches, we will hold space in our schedule each morning for classroom meetings which will be a combination of classroom circles⁴⁹ and RC’s morning meetings. These types of community meetings will sometimes take other forms such as closing circles and occur at other times throughout the year. The goals of these 20-30 minute meetings is to provide opportunities for sharing, reflection, and collaboration.

The strategies mentioned thus far create the space to establish our desired school culture. The other important component is to bring awareness to the character skills and behaviors we value - our roots.⁵⁰ It will be the role of our teachers and staff members to point out these roots in action bringing awareness to what it looks like to bring them to life. The emphasis will be placed on what was done and not on who did it.⁵¹ For example, “So kind of you to show compassion, Kayden!” recognizes Kayden as opposed to “When Kayden noticed James seemed frustrated, he asked him if there was a way he could help. That is a good way to show compassion to your friends.” The latter example emphasizes what it looks like to be compassionate. Kayden still gets recognized and yet the takeaway for students will be about compassion and the valued behavior. Slightly shifting teacher language in this way brings the focus back to our roots and the culture we are looking to create.

⁵⁰ Previously discussed in Section VII.(a) Guiding Principles
Although we are taking a proactive approach, of course, there will be instances in which misbehavior will occur. Ultimately, our behavior management approach will be grounded in restorative justice, and be done with students not to them. The goal of restorative justice is to repair harm. At times, logical consequences will be implemented. In other instances, perhaps a mediation circle be more effective. The key to restorative justice is that it is not a one size fits all model. Our staff will need to be flexible in their approach to behavior management balancing the needs of affected parties with those of the classroom/school community.

In all instances, our school culture goal is to be proactive in creating a safe, orderly environment that is optimally conducive to learning. Acknowledging that positive behavior increases achievement we understand that this will be crucial in meeting our school’s academic and social-emotional learning goals. We will work collaboratively with students and families to build a positive school climate and use restorative approaches to manage behaviors when necessary.

**Family Engagement:** Mindy Independent’s culture is inclusive of our entire school community. Families are a critical part of the school climate as they are our number one partners in supporting student growth and success. As noted often throughout this application, we have a strong belief in stakeholders having a voice. This applies to our families as well. Formally, a family representative will be elected to our Board of Directors providing the family voice in making school culture related decisions.

Our family-school committee will be another formal avenue families will have to

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52 See [https://www.responsiveclassroom.org/punishment-vs-logical-consequences](https://www.responsiveclassroom.org/punishment-vs-logical-consequences).
share their voice and participate actively in school climate. In more informal ways, we will work to build strong relationships with families. We will also encourage them to visit classrooms, attend meetings over coffee with our School Leader, volunteer, and participate in afterschool activities such as wellness nights. Lastly, communication being key to success, our staff will connect with families often via newsletters, phone calls, and face-to-face interaction. Our family engagement is further detailed in Family-School Partnership, Section VIII.(h).

**Retention**: Happy people stay. Often, it is that simple. Critical to retention, building the strong family relationships discussed above will keep families happy and connected. With a collaborative school climate, our hope is that any family with a concern about our school or suggestion for our program would come to a staff member and discuss it directly. Without strong relationships built on trust, this will not be possible. Once families share concerns or suggestions, it will be the responsibility of the staff member to relay this to the appropriate members of the administrative team. The administrative team will then ensure that the family is heard and that collaboration begins in either addressing the concern or investigating the possibilities in implementing a suggestion.

Families will also have the opportunity to share their thoughts in public forums such as family-school committee meetings and meetings with the School Leader. Understanding that not all families will feel comfortable in direct communication, there will be anonymous family surveys administered throughout the school year. In analyzing family surveys, our staff and Board of Directors will look for trends so that
we can be proactive in solving problems, especially those that could impact retention.

During our planning phase, and in support of our goal of an 80% family retention rate, we will draft recruitment, enrollment and retention policies that address all populations. Understanding that none of the mentioned methods of preventing retention will be foolproof, Mindy Independent will analyze attrition data, specifically ensuring that attrition is not occurring disproportionately for specific populations. After data analysis, corrective next steps will be determined.

**Attendance**: “A broader understanding of the importance of student behaviors and school climate as drivers of academic performance and the wider acceptance that schools have a role in nurturing the “whole child” have increased attention to indicators that go beyond traditional metrics focused on proficiency in math and reading.”

Chronic absenteeism falls in this category. While typically elementary schools have less issues with attendance than secondary schools, we recognize that attendance issues may arise. The Social Worker and School Leader will work together with families to problem solve around attendance issues. Once barriers are determined, it will be the role of the school to support the family in eliminating those barriers to the extent possible. We will continue to collaboratively problem solve with families as needed to ensure consistency for the student. With this approach, we are confident in our ability to maintain attendance rate equal to or greater than the state’s average. As dictated in the Charter School Performance Review System,

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all attendance records will be reported to RIDE.

Discipline Policy: During our planning phase, we will create a discipline policy that is aligned to our philosophies while also remaining in compliance with all federal, state, and local laws and regulations. This policy will include both a general and special education discipline policy.

VIII. Organizational Capacity
(a) Establishing Persons or Entities

Cultural Society of East Bay (CSEB), founded in 2011, is a nonprofit organization which teaches Mandarin Chinese language courses. As Mandarin is a culture-intensive language, sparking interest and participating in cultural activities is also a focus of CSEB. During classes, students learn to connect the culture with the language and put it into practical communication use. In consulting projects and CSEB-sponsored community events, such as Chinese Cooking Class, the goal is to get prospective students interested in learning the language and studying Chinese culture in the future.

CSEB teaches to the whole child, caters to multiple intelligences, and respects the uniqueness of each child resulting in student success. Their primary mission is to foster a love of language and culture in each student. Students are encouraged to think creatively and to work both independently and cooperatively with others. At CSEB, diversity is celebrated supporting the instillment of integrity, compassion and confidence. Cultural Society East Bay gives each child support and encouragement to become their own unique self. CSEB’s educational beliefs and approaches are incredibly aligned with those of Mindy Independent. After several
discussions and a visit to CSEB in East Providence, it was clear that this partnership was meant to be.

No members of the applicant group or proposed Board of Directors are affiliated with those of CSEB. No further partnership has been promised as a result of CSEB’s agreement to serve as the establishing entity for Mindy Independent. If any formal partnership should be entered into in the future, this would be voluntary for both parties.

(b) Applicant Group

The applicant group for Mindy Independent is made up of Tracey Sutherland, Sunny Moriello Flatts and Patti Streit. Tracey Sutherland has been an elementary educator for ten years. She has had the privilege of teaching amazing, inspiring students and working alongside incredibly dedicated educators. Tracey has served as an elementary classroom teacher in various grade levels, a teacher of English Learners, and an instructional coach. She has a variety of experiences working in both Rhode Island and Massachusetts and with students from extremely diverse economic and cultural backgrounds. She has written English Language Arts curriculum in several districts and has published curriculum on Achieve the Core in partnership with Student Achievement Partners’ Read Aloud Project. Tracey has a B.A. in Elementary Education, M. Ed. in Teaching English as a Second Language, and M. Ed. in Educational Leadership all from her beloved alma mater, Rhode Island College. She holds certifications as an elementary educator (1-6), ESL Specialist (PK-12), and Building Level Administrator. Upon taking the School Superintendent
Assessment in 2019, she will apply for her Superintendent certification.

Sunny Moriello Flatts is a poet, writer and long time youth development professional. She has spent the past two decades working with youth ages 3 to 18 in and around the Providence Area. Through her work she has become a passionate advocate of expressive, open-ended and unstructured play opportunities for children. She is currently working on a book that investigates the responsibilities and experiences of being a white mother raising a black daughter in the U.S. today.

Patti Streit became involved in schools 20 years ago when her daughter was in kindergarten. She learned very quickly that parents and students needed a voice and that schools needed involved parents. And 20 years later, they still do. Patti has spent her professional life as a management consultant and became very involved in the public school system helping with traditional and non-traditional tasks in the schools and serving on various committees on the district level. Whether it was chairing post prom committees, writing articles promoting positive education accomplishments for the local newspaper or creating and implementing communication plans for school bond referendums her passion for education was always driven to work on improvements while promoting what was good.

The three women in this group came together over flamingos – yes, flamingos. Or at least that was the start of a relationship that has lasted 10 years out of a respect for a mutual commitment to education, the East Providence community and simply a desire to support others following their dreams.

They originally came together when Tracey and Sunny worked for the East
Providence Prevention Coalition. Patti was PTSA President at East Providence High School and was part of establishing a post prom for HS seniors. So yes – they came together through flamingos – a successful fundraiser to support post prom. A fundraiser that not only made money but one that also brought community together in a simple and silly way.

Why that is important is because though they are different ages, have different personalities and different skill sets they stayed in touch as a result of the respect they had for each other. In addition to their passion for education and community they weren’t afraid to start something new – something just a little different. With a healthy respect for what exists coupled with a determination to build something new, Tracey called upon Sunny and Patti when she decided to start a school.

As the educator in the group, Tracey has been the primary author of the RFP. Sunny and Patti have drafted portions and have reviewed the document. There has been discussion along the way on philosophies, approaches and word choice and all else that goes into creating a document of this magnitude. Once the application is approved and Mindy Independent moves to the next stages of its development, Tracey Sutherland will serve as the School Leader. Patti Streit and Sunny Moriello Flatts will continue on the Board of Directors.

(C) Board Development and Duties

The Mindy Independent Board of Directors will comply with all applicable laws and regulations. Recruitment for our Board will be from the broader community as well as school community based in consultation with the School Leader. A review
process, to be fully written once Mindy Independent receives preliminary approval, will include a school visit; an interview with the Board Chair and the School Leader; consideration of particular skills and expertise that may need to be represented on the Board; and at least one recommendation.

<table>
<thead>
<tr>
<th>Position</th>
<th>Proposed Member</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1   Board Chair</td>
<td>Patti Streit</td>
<td>Commitment to the Mindy Independent mission and roots.</td>
</tr>
<tr>
<td>2   Treasurer</td>
<td>Vacant</td>
<td>Commitment to the Mindy Independent mission and roots. CPA or comparable.</td>
</tr>
<tr>
<td>3   Secretary</td>
<td>Sunny Moriello Flatts</td>
<td>Commitment to the Mindy Independent mission and roots.</td>
</tr>
<tr>
<td>4   Legal Expert</td>
<td>Vacant</td>
<td>Commitment to the Mindy Independent mission and roots. Lawyer, ideally with city and/or school district experience</td>
</tr>
<tr>
<td>5   Education Representative</td>
<td>Vacant</td>
<td>Commitment to the Mindy Independent mission and roots. Educator with administration and/or elementary education experience.</td>
</tr>
<tr>
<td>6   Family Representative</td>
<td>Vacant (to be filled once the school has opened)</td>
<td>Commitment to the Mindy Independent mission and roots. Effective communicator, ability to clearly articulate the needs of the families while also balancing the needs of the school.</td>
</tr>
<tr>
<td>7   Community Representative</td>
<td>Vacant</td>
<td>Commitment to the Mindy Independent mission and roots.</td>
</tr>
<tr>
<td>8   Wellness or Arts Representative</td>
<td>Vacant</td>
<td>Commitment to the Mindy Independent mission and roots. Experience with creating community partnerships that support education.</td>
</tr>
<tr>
<td>9   Flex Representative</td>
<td>Vacant</td>
<td>Commitment to the Mindy Independent mission and roots.</td>
</tr>
</tbody>
</table>
The committee will strive to maintain a balance of expertise on the Board and will pay particular attention to filling positions with people who have legal, financial, educational/assessment and other areas of expertise that support the Mindy Independent commitment to wellness and the arts. Nominees will be presented to the full Board and a two-thirds vote will be needed for appointment.

There are no affiliations between proposed board members and persons or entities establishing the school, comprehensive management providers or partners, other contractors or consultants who may provide services to Mindy Independent, nor between proposed board members and each other.

The Executive Board will oversee academic performance with advisement from the Education Representative. Performance will be reviewed against goals set at the beginning of the school year. The Finance Committee of the Board will be responsible to oversee the financial health of Mindy Independent. The Finance Committee will:

- develop an annual budget to be reviewed and approved annually by the whole Board;
- review actual to budget on a regular basis and report to the Board;
- hire an auditor as needed and oversee the auditing process;
- ensure the Mindy Independent’s accounting system is compliant with RI’s Uniform Chart of Accounts (UCOA);
- file all mandated financial reports
- work with ad hoc committees formed periodically for fundraising efforts
**School leader:** The Board proposes to hire Tracey Sutherland, the founder of Mindy Independent as the first School Leader. The School Leader job description outlines the responsibilities that the School Leader is expected to perform. The job description will be reviewed on an annual basis to ensure it accurately depicts the needs of the school as it matures. In addition to the job description, a job goals document will be created and revised or amended annually as needed. The annual evaluation of the School Leader will include an examination of success in meeting requirements as outlined in the Charter School Performance Review System.

The Board will hold the school’s administrative staff accountable for student achievement and a clear adherence to the school’s mission and roots. A satisfactory review will result in an extension of the contract. If collected information indicates areas for improvement, the Board Chair will work with the School Leader to determine the support needed to improve performance. The supports may include items such as identified training opportunities or formal mentorships.

If the review determines an extensive need for support, a probationary period (length to be determined by the Board) will be granted to allow the School Leader the time to work on areas of concern. If it is determined that an employee’s performance did not improve with available support, the Board will not renew the School Leader’s contract.

**Challenging board decisions:** Parents and teachers can challenge decisions through a process that will be finalized in our planning phase. The process will be outlined in staff and family communications. For consideration, a challenge will need to be
presented in writing and the challenging party may request to appear at the next scheduled Board meeting. Scheduling of a special Board meeting to address the issue will be considered if resolution is time-sensitive or considered emergent. Additional details regarding this process will be outlined once a policy is written.

\textbf{(d) Staffing Plans} - Below is our staffing graphic for year 5 when we are fully enrolled.

As evidenced in the following table, we will add positions in years 1-5 as our enrollment grows. Our Board of Directors is responsible for our school and overall organization’s success and therefore can be found at the top of our chart. The School Leader, reporting directly to the Board, will oversee the Business Director and all staff responsible for academics and instruction. Given our focus on wellness, the school nurse will fall into the instructional category. The Business Director will oversee all non-instructional staff.
<table>
<thead>
<tr>
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<tr>
<td><strong>School Leader</strong></td>
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<td>1</td>
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<td>1</td>
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<tr>
<td>Classroom Teachers</td>
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<td>8</td>
<td>10</td>
<td>12</td>
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<tr>
<td>Science Teachers</td>
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<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>ELL Teacher</td>
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<td>0.5</td>
<td>0.5</td>
<td>1</td>
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<tr>
<td>PE Teacher</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Expressive Arts Teachers</td>
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<td>0.5</td>
<td>1</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Second Language Teachers</td>
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<td>0.5</td>
<td>0.5</td>
<td>1</td>
<td>2</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td>5.5</td>
<td>9.5</td>
<td>12</td>
<td>15</td>
<td>20</td>
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<tr>
<td>Math Coach</td>
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<td>0</td>
<td>.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Reading Coach</td>
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<td>0</td>
<td>.5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nurse</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Paraprofessionals</td>
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<td>3</td>
<td>4</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><em>1 per K class. Others utilized as needed</em></td>
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<td></td>
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<tr>
<td><strong>Director of Special Services</strong></td>
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<td>1</td>
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<tr>
<td>Special Education Teacher</td>
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<tr>
<td>Social Worker</td>
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<td>1</td>
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<td>1</td>
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<tr>
<td>Guidance Counselor</td>
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<td>0</td>
<td>0.5</td>
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<tr>
<td><strong>Business Director</strong></td>
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<tr>
<td><strong>Operations Manager</strong></td>
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<tr>
<td>Office Coordinator</td>
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<tr>
<td>Administrative Assistant</td>
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<tr>
<td>Custodian/Maintenance</td>
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<td>1</td>
<td>1.5</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

(e) **Leadership:** Mindy Independent’s School Leader will be Tracey Sutherland, a proud East Providence Townie and passionate educator. Her resume along with the School Leader’s job description have been included in our attachments. It was always in Tracey’s plan to be the School Leader for Mindy Independent. Our current
Board supports her in doing just that and has full faith that as the founder of the organization, she is absolutely the best individual to breathe life into our mission.

To support our School Leader, Mindy Independent’s administrative team will also include a Business Director, Director of Special Services, and Operations Manager all serving in a role critical to our school and organizational success. In the future, perhaps after year 5 and pending actual enrollment numbers, the ELL Coordinator could become a Director position and therefore an addition to the administrative team. In analyzing current data from our sending districts, however, this is not anticipated.

All administrative team members will hold appropriate certifications, if applicable. Performance will be evaluated against goals set annually. A full and thorough evaluation procedure will be drafted in our planning phase. All terms and conditions of employment will be outlined in their contracts which will also be developed in the planning phase. As we have been fortunate to establish relationships with other charter schools, our intent is to tap into these valuable resources to craft an effective evaluation system and formal job descriptions. The draft job descriptions below briefly outline the responsibilities of each administrative team member and the anticipated qualifications needed.

**Business Director (hired in year 3)**

*Reports to:* School Leader  
*Responsibilities:*  
- Ensures financial stability of the organization.  
- Ensures compliance with all financial reporting as mandated by federal, state, and private grant requirements.  
- Responsible for all accounting and record keeping.
- Oversees all business functions of the school including facility management.
- Creates systems and policies to ensure effective operations and fiscal management.
- Develops and maintains collaborative relationships with the Board of Directors, and especially with the finance committee.
- Assists in recruiting, hiring, and staff development as needed.
- Supervises Operations Manager and all facilities personnel.

**Qualifications:**
- Investment in the school's mission and vision
- School Business Administrator certification
- Bachelor's Degree
- Experience in school business or nonprofit finance
- Experience with UCOA, a plus

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### Director of Special Services

**Reports to:** School Leader

**Responsibilities:**
- Overall responsibility for operation of a compliant, effective special education program.
- Work with School Leader to coordinate student IEP needs.
- Serve as LEA at student IEP meetings.
- Ensure compliance with special education procedures and protocols.
- Evaluation of all special education staff.
- Lead staff professional development as needed.
- Work with School Leader and Business Manager to order all supplies, equipment and materials needed for a successful special education program.
- Work with Operations Manager to coordinate student transportation needs as dictated by students' IEPs.
- Manage contracted personnel that will provide special education supports.
- Collaborate with School Leader to oversee English Language program if actual enrollment numbers do not warrant the hiring of an ELL Coordinator

**Qualifications:**
- Investment in the school's mission and vision
- District Level Administrator Special Education certification
- Master's degree
- Experience in working as a special educator
- Experience as a Special Services Director and/or in ELL, a plus.
Operations Manager

Reports to: Business Director

Responsibilities:
- Ensure smooth school operations during the school day and after school
- Work with food service vendor to organize operations of a healthy breakfast, snack, and lunch program
- Support coordination of an after-school program
- Develop and maintain a relationship with transportation company
- Ensure that busing, arrival, and dismissal procedures are safe and effective
- Assist Business Director in tasks as needed
- In years 1 and 2, assist with finance, facilities, and hiring
- Work with other vendors as needed
- Supervise office staff and after school team

Qualifications:
- Investment in the school’s mission and vision
- Bachelor’s degree
- Experience in nonprofit and/or school operations
- Experience working with vendors and procurement procedures, a plus

(f) Teachers

Teacher recruitment and selection: We aim to hire a diverse teaching staff that mirrors the communities we serve. In all instances, our teachers will share an investment in our mission to promote inclusivity, passion, exploration, compassion, balance, and self-actualization. We will thoughtfully consider applications, interviews, previous experience, and references to determine if a candidate is the right fit for our school. We believe that the following indicators will exemplify a commitment to our work:

- investment in social-emotional learning and wellness
- the skill to facilitate exploration allowing for curiosity and productive struggle
- an overall warm-demanding approach to students coupling high expectations
with compassion and empathy

- the belief that all students can learn and a dedication to support those who are struggling
- a dedication to teaching inclusive, culturally responsive curriculum
- a collaborative spirit that will support work with colleagues and families
- reflective practitioners with the drive to continue their growth as educators and an understanding that growth is ongoing
- a willingness to open their classroom and practices up to the school community, and eventually/potentially the community at large.

Teaching positions will be advertised and posted using SchoolSpring. We will also reach out to contacts at other schools, community organizations, and teacher preparation programs who share similar missions and values. Once the applicant pool is narrowed based on application review and appropriate certifications, an initial interview will be scheduled to learn more about the applicant. Candidates who successfully move forward will be invited to teach a guest lesson. Prior to operation, we hope to work with other schools or community organizations that may invite us into their space for this purpose. If this is not possible, we will ask candidates to critique a video of a lesson. Additionally, final candidates will be asked to respond to scenario-based interview questions, analyze a set of data, and suggest next steps. Our recruitment process, though time-consuming, will give us reasonable assurance that we have selected the best individuals to carry out our mission day in, day out.
**Teaching program:** The teacher work year will be 190 days inclusive of a 7 day professional development series in August. Any additional days/hours worked for the purpose of student programs, curriculum writing, etc. will be voluntary and stipend. Maintaining general consistency with traditional public school teacher conditions, teachers’ work hours will be from 8:00-3:00. This allows for 15 minutes of preparation time before and after the student school day. Teachers will have an additional 1 hour and 15 minutes of non-teaching time each day. Once per week this time will serve as common planning period. Teachers will also have a 30 minute duty-free lunch period daily. Other than typical teaching responsibilities, teachers will be asked to supervise one 30 minute outdoor play break each day. Teachers who do not carry a full teaching load, specifically in our early years, will be asked to assist in supervising additional outdoor play breaks and lunch. These assignments will be clearly outlined to teachers throughout the recruitment process and in their contracts. Supervisory periods will be divided equitably among all teaching staff.

**Evaluation and conditions of employment:** Mindy Independent will employee highly qualified, certified teachers in all areas except for those specials that may be contracted initially (yoga, art, etc.). Preference will be given to strong candidates with experience and/or certifications in reading, EL, and special education. All teachers will be formally evaluated using a rubric to be drafted by Mindy Independent in the planning period. This rubric will be heavily informed by the RI Model Evaluation System and will include Professional Practices, Professional Responsibilities, and Student Objectives components. Informal teacher observations, coaching, and
professional development will occur at several times throughout the year to support teacher growth. By March 1st, teachers will be given renewal or non-renewal letters for the upcoming year. Renewal letters will include teacher salary according to our salary schedule. All conditions of employment will be included in teacher contracts. 

**Teacher retention and support:** To support our organizational strength goal of an 80% teacher and student retention rate, many strategies will be employed to retain high-performing teachers. At the heart of this is school culture and teacher voice. Aligning with strong teacher retention rates, our vision, and our roots, it will be our responsibility to provide an environment where teachers feel they have a voice in the operations of our school. While we hope that this will be a natural birth of our school culture, there will be formal ways to solidify this (e.g., rights to challenge Board decisions, a faculty advisory committee, input on scheduling and other operations, teacher surveys, and active participation in curriculum writing).

Teachers also cite a lack of growth opportunities as one reason for leaving their schools. To combat this, we will offer high quality, mission-aligned professional development. With regard to initiatives and teacher growth, we believe in quality over quantity. We will balance coaching teachers on their individual needs and looking for overarching themes to be the core of schoolwide or gradewide professional development.

In addition, we believe strongly in the impact of teacher-leaders. While often, especially in our early years, it may be valuable to bring in consultants, we know that there is a tremendous amount of growth that can happen when teachers learn from
each other. Professional development opportunities will be differentiated based on teacher needs and input/suggestions. They will be offered formally throughout the year (PD days, consultant work during common planning times, attendance at conferences, etc.) and informally on a day-to-day basis through coaching, observing colleagues, teacher-led protocols, and workshops.

Another primary reason for high teacher turnover is dissatisfaction with working conditions. It will be critical that our Board of Directors and leadership team always stay mindful of the values and curriculum we are teaching, particularly with regard to balance and wellness. This focus is equally as important for staff as it is for students. When teachers are not well, are overworked, and are feeling stressed or pressured, teacher attendance, school culture, teacher retention and student achievement plummets. Providing teachers with competitive wages, generous planning time, and reasonable working hours demonstrate our commitment to both wellness and teacher retention. Understanding fully that there are times where teachers or their families are not well, physically or mentally, teachers will be granted 12 wellness days per year. Built on a culture of professionalism, compassion, and trust, teachers can take their wellness days for themselves or family as needed.

(g) Management Organizations and Other Essential Partners: This does not apply.

(h) Family-School Partnership: While we will build deep and personal connections with our students, we recognize and value the one-of-a-kind relationships that children have with their families. A family is the expert on their child. For this reason, we know that it is imperative to have families as our partners in their child's
education. With families, we will discuss their child’s goals, natural strengths, and those areas that they are drawn to improve in. Through consistent communication and family partnership, we will work together to give students all the support and love they need to succeed. Through ongoing partnership and two-way communication, we believe we will have a consistent pulse on family satisfaction. For more formal, qualitative measures of satisfaction, however, we will also administer family surveys throughout the school year. Family survey analysis will be conducted by our leadership team in conjunction with family representatives. Next steps will be taken as necessary.

Building strong family partnerships will commence from the very beginning with excellent communication between the school and families. Some of the mediums we will engage for effective communication are email distribution lists, social media, informational meetings, visitor nights, family meetings (upon enrollment), other interpersonal contact, and information provided through the school website. Our website, mindyindependent.org, already provides basic information about our school, shares our vision, and outlines our curriculum and approaches. As time progresses, the website will eventually serve as a resource for the student handbook, academic calendar, and other pertinent policies/information.

Once we are operational, we will include families in our community-building activities in a variety of ways. They will be invited to welcome events, open houses, monthly coffee with the School Leader, classroom visits, family wellness nights and other events. The more traditional forms of parent involvement will include
opportunities for parents to be involved through classroom/event volunteerism and a family-school committee such as a PTA. This committee will allow for families to both support the school’s mission and work collaboratively with the school’s committee representatives to address any overarching concerns. We will also have a family representative on our Board of Directors so that families consistently have a voice in all major decision making.

Mindy Independent understands that there may be barriers to parent involvement within some of our targeted demographic. We know that families may have multiple jobs, limited transportation, limited resources, or have linguistic and/or cultural experiences that could impact their involvement in their child’s education. For this reason, in addition to the uniform approaches listed above we will vary additional approaches in reaching families in an attempt to meet their individual needs. This includes providing translations for families who are speakers of a language other than English. Our school will develop multiple creative strategies that will reach all families fostering an environment for educational success. We believe it is our ethical responsibility to create an aesthetically pleasing, inclusive, welcoming environment that eliminates typical involvement barriers. The more families that are actively involved with the school’s mission and their child’s education, the more success will be achieved.

IX. Facilities

Mindy Independent is committed to locating its school in East Providence. We know that finding a suitable facility can be challenging. Some challenges we anticipate are a limited number of suitable buildings within East Providence, the
amount of renovation they may need, and finding an appropriately sized facility that is financially sustainable for the organization. Upon receiving preliminary approval and throughout our facility acquisition process, we will work with a commercial real estate agent and consult other facilities experts such as developers and school facilities managers to assist us in selecting a space.

In conjunction with this team, we will identify the top three properties in East Providence considering scope of renovation work and cost. We must also think carefully about whether the facility is designed in a way that will allow us to implement safe arrival and dismissal procedures for bus students, pick-ups, and walkers. In addition, we will need to consider the facility’s potential to accommodate a food service area that meets Department of Health regulations along with the needs of our food service vendor and our students.

After assessing our options, Mindy Independent will begin negotiations with the most appropriate facility and place the property under contract no later than April 1, 2021 as required. We will apply for appropriate permitting for renovation work and renovate the facility in compliance with all RIDE, DEM, and DOH regulations. Finally, we will obtain our Certificate of Occupancy for Educational Use. Once a space has been identified, we will share the terms and conditions for use with RIDE. We will annually invite the Fire Marshall and Building Inspector to our school once we are operational. We will utilize them as a support and assurance that our facility is in compliance easing staff and families that we are in a safe space.
Ultimately, Mindy Independent will seek a lease-to-own contract for its permanent home so that we may be able to pay down the cost of our facility over time. We recognize, however, that for the first one-two years while enrollment is still small, it may be more financially responsible to lease a smaller, temporary space. In summary, in conjunction with the experts mentioned, we will select temporary and/or permanent facilities that are fiscally manageable, require reasonable renovations, and have the potential to create the learning environment we seek to build for our students and families.

Our Operations Manager will oversee facilities until our Business Director is hired in year three. The Board of Directors will be provided with facilities updates, and may request them at any time, to ensure that we are in compliance with state regulations and facilities related contracts.

In year one, we will require an indoor space that is approximately 14,000 square feet. By full expansion at the end of year five, we anticipate needing a facility that is approximately 40,000 square feet. While we will have just four K-1 classrooms in year one, we will need to provide spaces that are necessary upon opening but do not need to increase in size overtime such as the main office, nurse’s office, and specialist classrooms. With a strong commitment to movement and time spent outdoors, we will seek a facility that has sufficient outdoor space to support our curriculum and philosophies. Once acquiring a permanent home, we will ensure that we have sufficient space to build an outdoor playground.
X. Operations
The safety and wellbeing of our school community is paramount. When establishing health and safety plans, Mindy Independent will consult RIGL §16-21 to assure that we are in full compliance. We also understand that the school community’s health is far more complex than what is outlined in these statutes. We have previously addressed some factors in coordinated school health in the educational program section.

School safety: When drafting our own School Safety Plan, we will consult the model safety plan created by RIEMA, RIDE, and other state organizations. Additionally, we will be sure to complete all mandatory drills as required by law. School safety will be the responsibility of our School Leader.

School nurse: Demonstrating our dedication to wellness, we will hire a full-time nurse beginning in year one. Our nurse will assist in ensuring our compliance with state regulations, complete necessary screenings, administer medication, and implement educational and preventative health initiatives for students, families, and staff. In the earlier years while student enrollment is low and student need will be presumably less, our nurse will support the nutrition and movement components of our wellness curriculum.

Physical and mental health: Various mental health supports and staff will be put in place, as outlined in our educational program, to further support student health. As mentioned previously, our students will have multiple opportunities for movement and exercise throughout the school day. Our physical and health education program will align with RI frameworks and standards and will meet state requirements of 100
minutes per week. To support the nutrition component of our wellness program, we will contract food service to Sodexo, Aramark, or Chartwells after following a procurement process. We will work with the vendor to assure we are compliant with state and federal regulations regarding nutrition policies and the free/reduced lunch program. Additionally, we will seek partnerships with local businesses and nonprofits to add additional nutritious breakfast, snack, and lunch options for our students and will work collaboratively with donors and our vendor to do so.

Transportation: Transportation services will be contracted to a procured vendor identified in the planning process. All transportation, arrival, and dismissal policies and procedures will be outlined in the family handbook provided to families after enrollment. These will be specific to the facility we have selected. Students living within one mile of the school will not receive transportation, unless otherwise noted in an Individualized Education Plan. As we understand these types of policies can sometimes result in family concern, families with any questions regarding our transportation guidelines can speak directly with our Operations Manager. If the family would like to appeal any decision made, they may follow the process to challenge Board decisions outlined in Section VII(c). Board Development and Duties.

Human resources, payroll, and purchasing: Purchasing will be managed by our School Leader with the support of our Administrative Assistant in years one and two. In year three, this responsibility will be passed on to our Operations Manager. City procurement policies will be followed. In our planning phase, Mindy Independent
will research companies that can provide payroll and human resource services until a Business Director is hired in year three.

*Informational technology (IT) and data management:* IT services will be contracted as needed throughout our planning and in our first few years of operation. Our selected facility will be wired appropriately to sustain our needs. We will periodically evaluate our need to hire a part-time IT Specialist dependant on our needs, contracted costs, and available technology within the building. Private funding sources would allow us to purchase additional technology and subsequently have greater needs. In our planning phase, we will select a student information system, such as Aspen, Skyward, PowerSchool, or Infinite Campus, to manage student and family information. We will solicit teacher input in choosing a school-wide system to track student achievement.

**XI. Finance and Budget**

The attached five year budget projection was developed using good faith estimates based on public data, our own research, and discussions with traditional public and public charter schools. Enrollment estimates for students receiving free and reduced lunch are based on current percentages by district\(^55\). Revenue totals are comprised of local aid, state aid, and estimated federal formula funds through Title I, Title III, and IDEA\(^56\). No other revenue sources were considered although we plan to seek additional funding through grants and private donations. Should we be


granted funds through the Charter School Program Grant, they will be spent as outlined in Section XV. Charter School Program Grant Intent to Apply.

When crafting the attached budget, we had the task of balancing Mindy Independent’s varying expenses over a five year term. We were certain to have a significant surplus building over time while always keeping in mind how additions or cuts would impact our students. As with all school budgets, our largest line items are those related to salary and benefits. Salaries for certified teachers were based on “Step 4 + Masters” averages from our sending districts. Non-certified staff are paid competitively yet reasonably, in most circumstances $15/hour. A 3% yearly increase has been budgeted for all staff. Fringe benefits, available to all full time employees, were estimated at 31% of salaries.

In years one and two, some line items are higher than in subsequent years to account for the large purchases necessary for stocking and setting up a school. This is the case with technology (lines 20 and 26) and instructional materials (line 27). Another example of this is with Business Operations (line 19) where expenses decrease after these responsibilities begin to shift to the Business Director. Outreach and recruitment expenses (line 37) are also higher in the first few years as we will be recruiting for more students in our first year than any other year. We also must work harder in recruitment as a new school that has yet to build a reputation.

In some cases, the opposite of this is true as costs increase over time correlating to the increases in staff and students. This is true for membership with the Rhode Island League of Charter Schools (line 21). Our year one budget did not
afford us membership but recognizing the value in being a member school, we were able to include it in years 2-5. Transportation costs (line 46) also increase over time as we move from two buses to three in our third year. In service, staff development, and support (line 41) is perhaps the greatest example of this. As we add staff and grade levels, professional development opportunities will need to increase and become more differentiated to meet the needs of staff and students.

Regarding our facility, we have budgeted for a smaller leased space in the first two years of operation. Lower facilities costs will result from smaller square footage as well as maintenance (line 50) and utilities (line 51) costs being included in the cost of the lease. Understanding, however, that a long-term lease is not a strong financial decision, as discussed in Section IX. Facilities, we have budgeted for a permanent home beginning in year three (line 52). Having lease costs level from year-to-year and debt decreasing over time will be tremendously beneficial for the organization’s fiscal health. Ultimately, the facility will not be a burden on our budget allowing the majority of funds to be spent directly on serving our students.

**Financial Management**: School finances will be managed by our School Leader in years one and two with the support of our Operations Manager. Beginning in year three, this responsibility will primarily fall on the Business Director. Our Board of Directors and its finance committee will be responsible for financial oversight.

The annual budget will be created by the School Leader and Business Director (year 3 and on) and will be approved by the Board of Directors. We will seek support from our Board finance committee in this process, particularly in the early years. Budget reports will be provided to the Board at each meeting and will be
furnished additionally upon their request. Each year, Mindy Independent will complete a fiscal audit conducted by an independent firm and will comply with reporting to the Office of Municipal Affairs and the State Auditor General under RIGL 16-77.2-8; 16-77.3-8; and 16-77.4-8. Our operational budget, cash flow statements, and independent audits will also be provided to RIDE annually. At all times, it will be the responsibility of the school leadership team and Board of Directors to meet the expectations of the Charter School Performance Framework Financial Indicator and to build and maintain a fund balance that is at least 1% positive.

XII. Schedule and Calendar

Below are draft daily schedules for students.

<table>
<thead>
<tr>
<th>Kindergarten Daily Schedule Example</th>
<th>Gr. 5 Daily Schedule Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8:15-8:45</strong> Arrival &amp; Morning Meeting</td>
<td><strong>8:15-8:40</strong> Arrival &amp; Morning Meeting</td>
</tr>
<tr>
<td><strong>8:45-10:00</strong> Reading Workshop &amp; Snack</td>
<td><strong>8:40-9:40</strong> Math</td>
</tr>
<tr>
<td><strong>10:00-10:30</strong> Outdoor Play</td>
<td><strong>9:40-10:10</strong> Special - Second Language</td>
</tr>
<tr>
<td><strong>10:30-11:30</strong> Math</td>
<td><strong>10:20-11:20</strong> Snack and Literacy</td>
</tr>
<tr>
<td><strong>11:30-12:00</strong> FLEX BLOCK: Whole group literacy or math groups</td>
<td><strong>11:20-11:50</strong> Outdoor Play</td>
</tr>
<tr>
<td><strong>12:00-12:30</strong> LUNCH</td>
<td><strong>11:50-12:30</strong> FLEX BLOCK: Reading workshop or math groups</td>
</tr>
<tr>
<td><strong>12:30-1:00</strong> Outdoor Play</td>
<td><strong>12:30-1:00</strong> LUNCH</td>
</tr>
<tr>
<td><strong>1:00-1:45</strong> Special - Visual Arts</td>
<td><strong>1:00-1:45</strong> Special - Science</td>
</tr>
<tr>
<td><strong>1:45-2:30</strong> Special - Yoga</td>
<td><strong>1:45-2:30</strong> Special - Phys. Ed.</td>
</tr>
<tr>
<td><strong>2:30-2:45</strong> Dismissal Procedures</td>
<td><strong>2:30-2:45</strong> Dismissal Procedures</td>
</tr>
</tbody>
</table>

The following schedule shows a draft weekly schedule for students.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>8:15-8:45</td>
<td>Arrival Procedures and Morning Meeting</td>
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<td></td>
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<tr>
<td>8:45-10:00</td>
<td>Reading Workshop and Snack</td>
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<tr>
<td>10:00-10:30</td>
<td>Outdoor Play</td>
<td></td>
<td></td>
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<tr>
<td>10:30-11:30</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Math Groups</td>
<td>Literacy</td>
<td>Math Groups</td>
<td>Literacy</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>LUNCH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Outdoor Play</td>
<td>Second Language</td>
<td>Outdoor Play</td>
<td>Second Language</td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>Visual Arts</td>
<td>Phys. Ed.</td>
<td>Music</td>
<td>Phys. Ed.</td>
</tr>
<tr>
<td>1:45-2:30</td>
<td>Yoga</td>
<td>Science</td>
<td>Literacy</td>
<td>Science</td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Dismissal Procedures</td>
<td></td>
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</tbody>
</table>

The student school day runs from 8:15-2:45. Doors will open for breakfast at 7:45 a.m. Our hope is that we will be able to provide free breakfast for all students regardless of their free/reduced lunch status. In the event that this is not financially possible, breakfast will still be made available to all students under the same costs as school lunch. In alignment with the nutrition component of our wellness program, we will select the most nutritious breakfast options provided by our vendor. Students may be dropped off at designated arrival areas beginning at 8 a.m. Teachers will greet their students at 8:15 to begin the school day. After classroom arrival procedures, students in all grades will participate in a 20-30 morning meeting. Each school day, students will engage with grade level content in the areas of literacy and mathematics. In alignment with our mission to educate the whole child.
and supported by Multiple Intelligences Theory, students will also spend sufficient
time, 2-3 periods per day, exploring expressive arts, yoga, science, and a second
language. Thirty minutes of outdoor play will occur, both in the morning and
afternoon, three days per week. On days where students only have one 30 minute
block of outdoor play, teachers will be encouraged to bring a lesson outdoors.
Plenty of outdoor play, a morning snack, nutritious lunch, and continuous movement
will be the fuel our students need to learn all day long until dismissal at 2:45. We will
provide an after school program for families needing after school care. Our program
will provide additional mission-aligned learning and play experiences for students.

The teacher work day runs from 8:00 a.m. - 3:00 p.m. allowing for 15 minutes
of preparation time before and after the student school day. Teachers will participate
in whole-school meetings from 3:00-4:00 biweekly. Teachers will receive a 30
minute duty-free lunch period. A structured, two-hour common planning time will
occur once per week by scheduling the grade level in back-to-back specials.
Coaches and interventionists will be made available and, at times, required to attend
these common planning times as well. Grade level teachers will have unstructured
common planning times as often as the schedule will allow. On the other four days,
teachers will have 1 hour and 15 minutes of planning time built into their schedule
daily. Lastly, once per week teachers will have an “open” 45 minute block in which its
use will be dictated by the leadership team for coaching, professional development,
family meetings, IEP meetings, meetings with leadership, or other similar activities.
The following schedule is a draft weekly schedule for teachers.
<table>
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<tbody>
<tr>
<td>8:00-8:15</td>
<td><strong>PREP TIME</strong></td>
<td></td>
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<tr>
<td>8:15-8:45</td>
<td></td>
<td>Arrival Procedures and Morning Meeting</td>
<td></td>
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<tr>
<td>8:45-10:00</td>
<td></td>
<td>Reading Workshop and Snack</td>
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<tr>
<td>10:00-10:30</td>
<td></td>
<td>Supervise Outdoor Play</td>
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<tr>
<td>10:30-11:30</td>
<td></td>
<td></td>
<td>Math</td>
<td></td>
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<tr>
<td>11:30-12:00</td>
<td>Math Groups</td>
<td>Literacy</td>
<td>Math Groups</td>
<td>Literacy</td>
<td>Math Groups</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>LUNCH</td>
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<tr>
<td>12:30-1:00</td>
<td>Planning Period</td>
<td><strong>Grade-Level Common Planning Time</strong></td>
<td>Planning Period</td>
<td>Planning Period</td>
<td>Planning Period</td>
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<tr>
<td>1:00-1:45</td>
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</tr>
<tr>
<td>1:45-2:30</td>
<td>Yoga</td>
<td>Literacy</td>
<td>OPEN</td>
<td>Yoga</td>
<td></td>
</tr>
<tr>
<td>2:30-2:45</td>
<td>Dismissal Procedures</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2:45-3:00</td>
<td><strong>PREP TIME</strong></td>
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</table>

XIII. Startup Timeline

Mindy Independent’s School Leader, Tracey Sutherland, will be point person on each of these tasks. She will seek support and guidance from the Board of Directors and will delegate facilities, accounting, food service, transportation, and insurance tasks to the Operations Manager once they are hired. Throughout the planning period, we will continue to search for individuals to join our Board of Directors. Simultaneously, we will seek private funding, especially after preliminary approval, to support curriculum, marketing, and renovation efforts. Additionally, Mindy Independent will make a consistent effort to make our presence known in the community through our listserv, social media presence, attendance at community
events, and continued exploration of partnerships with businesses and nonprofits. Once we receive preliminary approval, we assure that we will complete all pre-opening requirements on or before their due date as outlined in our checklist. Having reviewed the 2017 Pre-Opening Handbook, we wish to note that Mindy Independent has already filed Articles of Incorporation, has an EIN number, and has received tax exemption as a 501(c)3.

_January - March 2020:_ Begin applying for private funding; Complete and submit Charter Startup Grant; Begin search for a facility

_April - June 2020:_ Hold informational meetings within the community; Order marketing materials; Search for contracting agency for human resources and payroll; Convene Board of Directors to create thorough startup plan for entire planning phase including recruitment plan for staff and students

_July 2020 - August 2020:_ Hire School Leader; Hire consultants to support drafting curriculum; Enter into contract for facility; Begin drafting job descriptions and Human Resources policies; Join League of Charter Schools

_September - October 2020:_ Begin writing curriculum; Begin visiting schools that align with our philosophies; Begin facility renovations; Heavily engage in student recruitment; Draft lottery policy

_November - December 2020:_ If funding allows, hire Operations Manager. Begin staff recruitment; Draft offer letters for prospective employees; Begin coordination of food service program; Research transportation options; Begin coordination of before and
after school program; Hold visitors’ night for prospective families and other community members;

January-February 2021: Hold second visitors’ night; Draft enrollment packet for accepted families; Draft waitlist letters for waitlisted families; Tentatively contract with transportation, food service, community partners, and other providers (final contract to signed upon final approval);

March 2021: Hold enrollment lottery; contact all families to notify of status (waitlist/enrolled); Begin scheduling family meetings with those who enroll; Invite hired teachers to curriculum writing sessions

April-June 2021: Finalize curriculum with teachers; Prepare order for furniture, curriculum materials, and resources; Meet with enrolled families; Begin planning August professional development for all staff; Finalize building renovations

July 2021: Order all furniture, materials and resources; Officially sign all staff and provider contracts; Conclude planning August professional development; Begin planning welcome event for students and families to be held in August

August 2021: Organize all purchases as they come in; set-up school; hold professional development; hold family welcome event; first day of school

XIV. Variances

As discussed in Section IV. Proposed New Seats and Enrollment, Mindy Independent is requesting a variance to ensure that we can meet intended enrollment percentages from our sending communities.
XV. Charter School Program Grant Intent to Apply

At Mindy Independent, we will build a diverse community of passionate learners and creative thinkers by educating the whole child. We will enroll students from East Providence, North Providence, Providence, Pawtucket, Barrington, Bristol, and Warren. 85% of our students will come from the urban and urban ring communities mentioned. In an additional effort to support students who are most in need, recruitment efforts in Providence will be focused on neighborhoods where students attend one-star schools. During recruitment, communication to/with families in multiple languages will also support applications from families of ELLs.

Additional funds from the Charter School Program Grant would be extremely beneficial in carrying our mission forward. Planning funds would allow us to prepare for the tremendous task of opening a school. Outcomes for planning funds would be 1) hiring of a School Leader, 2) culturally responsive K-1 curriculum that integrates wellness and academics, 3) meeting recruitment targets that garner enough applications to provide a considerable waitlist, and 4) completion of a welcoming facility that is adequate in serving our students needs in years 1 and 2. Hiring a School Leader to lead our startup will be critical in ensuring we meet all readiness criteria. Fees associated with curriculum planning would support our mission in drafting a curriculum that educates the whole child. Increased recruitment funding would enable us to further our reach. Lastly, we would use planning funds for facilities renovations that are permissible under the CSP grant, and excluding construction, to prepare our physical space for opening.
Implementation funds as granted through the CSP would primarily be used for an increase in specialist teachers or contracts with community arts and wellness organizations. Allowing students even greater access to classes and programs that cater to the multiple intelligences would be ideal in making our mission a reality in the first few years. Additionally, this would demonstrate our dedication to exploration and passion, two of our roots. Our outcome for implementation funds would be an increase in staff and/or programs that teach wellness and expressive arts. Dependent on what our facilities options are at the end of year one, implementation funds may also be considered for allowable renovations to our permanent home before our relocation in year three.
# OUTLINE OF THE COURSE OF STUDY

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<tbody>
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<td><strong>Reading</strong></td>
<td><strong>Grade applicable Common Core Reading Standards</strong>&lt;br&gt;Reading: Literature, Reading: Informational Text, &amp; Reading: Foundational Skills</td>
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<td><strong>Math</strong></td>
<td><strong>Standards for Mathematical Practice and Grade applicable Common Core Mathematics Standards</strong></td>
<td><strong>Standards for Mathematical Practice and Grade applicable Common Core Mathematics Standards</strong></td>
<td><strong>Standards for Mathematical Practice and Grade applicable Common Core Mathematics Standards</strong></td>
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*Grade applicable Common Core Speaking & Listening Standards will be addressed throughout all courses*
Patricia A. Streit

81 Indian Road, Riverside, RI 02915 | 401.226.6790 | pattistreit@gmail.com

Skills & Abilities
Management professional with experience in the managed care industry with particular focus on government program applications, start-up organizations and staff development. Hands on professional interacting with all levels of staff to coach, train on operational issues.

Application Preparation
- Competed various health plan applications. Worked to ensure all documentation provided was thorough and compliant. Preparation and review of workflows and Policies & Procedures to support compliance.

Compliance
- Performed compliance reviews, internal audits, site visit preparation and operational review. Staff training to prepare for audits and to ensure program compliance. Work with clients on Corrective Action Plans.

Member Material Development
- Preparation of member materials for managed Medicare health plan members including ANOC, EOC, Summary of Benefits, Provider Directory and Drug List text, plan letters. Ability to work each stage of the process from text development to proofing of final text and formats for design stage.

Experience
Managed Care Consultant
Provide consulting services to health plans with particular focus on Medicare Advantage (MA) Plans. Experience includes working with established and start-up organizations with Part C and Part D plans. Work has included the completion of MA, PD and SNP applications, implementation of products once contracts awarded, preparation of staff for CMS audits and ongoing support to plans for various compliance and operational aspects of the MA and Part D programs.

Additional work includes serving as Part C and Part D subject matter expert for development of a compliance system. Work with industry conferences on speakers, presentations and marketing to targeted audiences.

Recent projects:
- Completion of MA, PD and D-SNP applications.
- Prepared PBPs, ANOCs, EOCs and other annual materials for four (4) MMPs of national insurer.

Worked with MMP plans in multiple states to ensure Medicare as well as state contract requirements were met for required annual materials and plan policies were accurately portrayed.
  - Developed and implemented processes to ensure accurate, timely and compliant completion.
  - Provided guidance for Provider Directory requirements on content, submission and distribution.
- Developed delegated enrollment notices and ensured notices were properly utilized for member communication.
- Provided guidance on CMS released information including:
  - Annual marketing materials
Annual release of Marketing Guidelines
Chapter releases such as Chapter 3 (Marketing Guidelines) and Chapter 4 (Benefits and Beneficiary Protections) and MMP Enrollment Chapter

Previous projects:
- Subject matter expert for the development of a software product for management, monitoring and compliance exception identification for Part C and Part D audit requirements
- Review of Customer Service phone logs for a Part D plan to ensure quality and to identify potential operational issues
- Enrollment Department operational review including working with staff on revamping all policies & procedures, implementation of D-SNP product and simplification of department report package

DIRECTOR, PROGRAM DEVELOPMENT | BLUECHIP COORDINATED HEALTH PARTNERS (BLUE CROSS BLUE SHIELD OF RI MANAGED CARE SUBSIDIARY)
Responsible for the development and implementation of the managed Medicare product. Additional plan experience includes work with all product lines including design and implementation of commercial point of service and managed Medicaid product lines. Plan areas of expertise include regulatory filings and relations (state and federal), product development and implementation, work flow processes and staff development.

Education
BA CAREER WRITING, | ROGER WILLIAMS UNIVERSITY, BRISTOL, RI
- Minor: Business Administration
PROFILE

I am a poet and writer who has spent the majority of my adulthood initiating, nurturing, and sustaining programs to help school age children build lifelong habits that support their mental and physical well-being. I have done this by creating and facilitating programming that supports creativity, exploration, reflection and storytelling which help to cultivate children’s self-awareness and intuition.

EXPERIENCE

2012-present  Poet, Writer, and Homeschooler

2016  Providence Children's Museum
School Age Program Developer & Outreach

2014-2015  PeaceLove Studios
Youth Expressive Arts Facilitator

2012-2014  Shri Studio & Shri Service Corps
School Project Leader

2007-2010  East Providence Prevention Coalition
Assistant Executive Director

2003-2007  Boys & Girls Clubs of Providence
Child Care Director

2002-2003  Boys & Girls Clubs of Pawtucket
Program Manager & Child Care Director

SCHOOLING

1997  Wheaton College, BA
Major: Philosophy
Minor: World Religions

Honors  Dean's List, Holcombe Austin Prize in Philosophy, Ethics Committee Member, Philosophy Tutor
By-Laws of Mindy Independent, Inc., a Rhode Island Charter School

ARTICLE 1: NAME

Section 1: The Corporation shall be known by the name of Mindy Independent, Inc.

ARTICLE 2: PURPOSE

Section 1: The Corporation, a Rhode Island nonprofit corporation was constituted for the purpose of operating a public charter school under a charter issued by the State of Rhode Island Board of Regents for Elementary and Secondary Education and for other lawful charitable and educational purposes.

The corporation is established to serve students in grades kindergarten through grade five from the cities and towns: East Providence, Providence, North Providence, Pawtucket, Barrington, Warren and Bristol housed within the City of East Providence.

The corporation is intended to prove that academic and social-emotional success can be achieved by educating the whole child.

ARTICLE 3: MEMBERSHIP

Section 1: The membership of the Corporation shall consist of the Board of Directors (“Board”) and such other Board Committees as the Board deems reasonable and appropriate, such as Board Finance and Nominating committees and additional committees such as public relations, data collection, cultural responsiveness, etc. that may be formed on an as needed basis.

ARTICLE 4: ORGANIZATION

Section 1: As steward of the public trust, the Board shall be responsible for governance of Mindy Independent and for the ongoing process of due diligence to assure the health and effectiveness of Mindy Independent. The Board shall have the power to govern the affairs and property of Mindy Independent, in keeping with policies it establishes to define the scope, limitations and authority of the Board.

Section 2: The management, direction and control of the affairs of the Corporation shall be in a Board of Directors consisting of at least seven (7) and no more than eleven (11) persons, as determined from time to time by the Board, in its sole and absolute discretion. All Directors shall have identical rights and responsibilities. The Directors shall be nominated and elected at the annual meeting.
Section 3: The Board shall be comprised of Community representatives and Family of children enrolled at the School. Board members shall reflect the qualifications and diversity of the School as reasonably determined by the Board in its policies.

Section 4: A Community representative elected to the Board shall serve a four year term. A representative may be re-elected to the Board for a maximum of two additional and consecutive four year terms.

If a Community representative serves for twelve (12) consecutive years as stated above, that person must not be on the Board for a minimum of one (1) year before that person may be reconsidered for appointment to the Board.

Family members shall be appointed to the Board by the School Leader and shall serve one two year term. Family members may not serve more than one consecutive term. Notwithstanding the foregoing, a Family member may, at the end of his/her two year term, be elected to the Board as a Community representative.

Section 5: Community representatives of the Board shall be elected annually at the Annual Meeting of the Board. Family members appointed by the Director shall be elected by the Board at the Annual Meeting. All new Board Members will participate in an orientation process, as established and approved by the Board, and will be eligible to participate and vote at the next meeting of the Board.

Section 6: A Board member may resign at any time by filing a written resignation with the President and Secretary of the Board. The resignation shall be effective immediately upon receipt of the written resignation by the President and Secretary.

Section 7: Any vacancy occurring on the Board and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate from the Nominating Committee, by the affirmative vote of the majority of the Board. A board member elected to fill the vacancy shall serve for the unexpired term of his/her predecessor. A vacancy caused by the resignation of a Family member shall be filled by the Director and that person shall only serve for the unexpired term of the former Board member.

Section 8: The Board may remove any Officer or member of the Board by an affirmative vote of at least two-thirds (2/3) of the members in attendance at a regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Board member proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to take action on the removal. The Officer or Board member shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice. The decision of the Board shall be final.

Section 9: Members of the Board shall serve without compensation, of any kind, from the Board (for his/her activities and responsibilities as a Board member), except that the Board may reimburse Board members, in its sole discretion, for reasonable expenses
incurred in attending meetings of the Board and in performing other duties required by virtue of Board membership.

**Section 10:** There shall be at least three (3) elected officers of the Board of Directors: Chair, Secretary, and Treasurer. The roles and qualifications of these and any other Offices shall be determined by the Board in its policies.

**Section 11:** The term for each Officer shall be the one-year period commencing on the date of the vote and each officer may be re-elected annually, in the sole and absolute discretion of the Board.

**11.1 Duties of the Board Chair**
The Board Chair shall, subject to the control of the Board, be responsible for monitoring Mindy Independent’s purpose, policies and programs. The Board Chair shall preside at all meetings of the Board. The Board Chair shall perform such other duties as may be assigned from time to time by the Board. The Board Chair in conjunction with the Director shall prepare a written agenda for Board meetings, which shall be mailed to each member prior to the date of such meeting.

**11.2 Duties of the Treasurer**
The Treasurer shall, subject to such regulation as the Board may from time to time prescribe, be responsible for the care and custody of all funds and securities of the school, and in conjunction with the Mindy Independent Finance Director, provide direction. The Finance Director shall be responsible to ensure that all receipts are deposited to the credit of the school in such depositories as the Board may designate. The Treasurer shall dispose of such funds and securities through the Finance Director, in accordance with the annual budget, as approved by the Board and in the case of unbudgeted expenditures, under direction of the Board; the Treasurer shall render a statement of accounts to the Board at the midpoint of the fiscal year, and at the annual meeting. Subject to the control of the Board, the Treasurer shall recommend insurance coverage for the Corporation, Board of Directors, officers, staff, volunteers and the property of Mindy Independent against loss from any causes. Custody of the insurance policies shall be the responsibility of the Finance Director. Subject to the control of the Board, the Treasurer shall employ auditors to audit the accounts of the school, fix the fiscal year of the school, and perform all duties as may be assigned from time to time by the Board. The annual financial statements and the audit management letter will be presented to the Board by the Treasurer, Finance Director and audit firm. The operating budget will be reviewed by the Treasurer and the Finance Committee, and once finalized will be presented to the Board for action.

**11.3 Duties of the Secretary**
The Secretary shall attend all meetings of the members and of the Board and keep minutes of the proceedings thereof. The Secretary shall be the custodian of the seal of the Corporation and shall affix the same to all documents requiring it. Final preparation of the minutes of these meetings shall be delegated to the Director’s secretary. The Secretary shall perform other duties as may be assigned from time to
time by the Board. In the absence of the Secretary one shall be appointed for the meeting.

11.4 Nomination and Election Committee
The Board Development Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board, immediately following the election of the Board members. The newly elected Officers shall take office at the same time as the newly-elected Directors.

11.5 Board Development Committee
The Board Development Committee shall establish criteria for Board membership, based on a clear understanding of Mindy Independent. This committee shall evaluate the eligibility of persons on the Board whose terms are expiring, and maintain a roster of potential Board members. It is the responsibility of this committee to screen possible candidates to serve and explain to them their duties if elected to the Board. They shall present to the Board a slate of nominees to the Board and a slate of Officers to the Board for the ensuing year. In the event of a Board vacancy, the Board Development Committee will recommend to the Board an individual who will meet the above criteria.

11.6 Finance Committee
The Finance Committee is responsible for the fiscal policies and operations of the school, the review of statements of school finances in the form prescribed by the Board, and in such detail and as prepared by the Finance Director under the direction of the Treasurer as often as may be required. This committee is responsible for the review of an annual independent audit and a comprehensive budget for the consideration of the Board. The Finance Director shall serve as the ex-officio Team representative to this committee.

11.7 Ad-Hoc Committees
The Board of Directors may from time to time by vote create such other committees for the purpose of advising the Board, the officers and employees of Mindy Independent in all such matters as the Board shall deem advisable and with such functions and duties as the Board shall prescribe by vote.

ARTICLE FIVE: CONFLICT OF INTEREST

No contract or transaction between Mindy Independent and one or more of its Board members or between Mindy Independent and any other corporation, partnership, association or other organization or enterprise in which one or more of the Board members are directors, officers or have a financial interest shall be void or voidable nor shall any such Board member be liable with respect to such contract or transaction solely for this reason or solely because the Board member is present at or participates
in the meeting of the Board at which the contract or transaction was authorized or solely because the vote of the Board member is counted for such purpose, provided that:

(a) The material facts were known or disclosed to the Board and the Board authorizes, approves or ratifies any contract or transaction in which the Board member has an interest by an affirmative vote of the disinterested Board members, even if the voting members total an amount less than a quorum; or

(b) In the opinion of the Board, in its sole and absolute discretion, the contract or transaction is fair and reasonable notwithstanding the Board member’s association. Notwithstanding anything to the contrary herein, all Board members shall promptly disclose any and all possible or potential conflicts of interest to the Board:

Any duality of interest or possible conflict of interest on the part of any Board member, officer, employee of Mindy Independent or committee member shall be disclosed to the Board. Such interest shall be made a matter of record through an annual procedure and, when the interest becomes a matter of Board action, such interest shall be disclosed in the record of the proceedings of the Board. In all cases in which a Board member, officer, employee or committee member may have a conflict of interest because he or she or a member of his or her family has an interest in any contract or transaction with Mindy Independent, either directly or indirectly through an interest in employment by any legal entity which has an interest in such contract or transaction, or otherwise, that Board member, officer, employee of the corporation or committee member shall disclose the conflict of interest. Further, such person shall refrain from taking any action to authorize, approve or ratify such transaction or contract; provided, however that the ownership of a noncontrolling minority interest in a publicly held legal entity shall not be deemed to be an interest requiring such disclosure. Any required disclosure shall be made in the case of a Community representative, Family member to the President and the Director. In the case of the President, disclosure shall be made to the Board prior to any action on such contract or transaction. Such disclosure shall include any relevant and material facts, known to such person, about the contract or the transaction that might reasonably be construed to be adverse to the corporation’s interest.

Any such Board member’s vote may not be counted but nothing contained herein shall preclude Mindy Independent from entering into such transaction but he/she must recuse himself/herself from the vote.

ARTICLE SIX: MEETINGS

6.1 Open Meeting Laws
All meetings shall adhere to the Rhode Island Open Meeting laws.

6.2 Regular and Annual Meeting
The Board shall meet at least nine (9) times per year, one of which shall be the annual meeting, held in June of each year or in such other month as may be determined by
the Board. Notice shall be given to each Director at least ten (10) days prior to the date of every regular meeting of the Board. Stipulation of the annual Board calendar shall fulfill the requirement for notice.

6.3 Special Meetings
Special meetings of the Board may be called by the Board Chair or by a majority of the Board filing a written request for such a meeting with the President and stating the object, date, and hour therefore. Due notice of special meetings shall be given seven (7) days prior to such a meeting.

6.4 Quorum
Two-thirds (2/3) of Board members then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Board, except where otherwise required by these Bylaws. Voting is by majority unless otherwise specified in these Bylaws.

6.5 Meeting Format
The Board shall select its own meeting format in any method allowed by the laws of the state of Rhode Island. Any such meeting shall subscribe to the policies, procedures, and rules adopted by the Board.

6.6 Meeting Notice
Notice of all regular and special meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

6.7 Action by Board without a Meeting
The Board or any Committee may submit proposals for consideration and be approved by its members via mail, email, electronic/web-based or facsimile mediums, without the need for all members being physically present in the same place at the same time. An affirmative vote of a majority of the Directors shall be necessary for approval of a proposal.

ARTICLE SEVEN: MISCELLANEOUS

7.1 Fiscal Year
Unless the Board otherwise determines, the fiscal year of the School shall end on June 30 in each year.
7.2 Audit
The Board shall at least annually cause the books and accounts of the School to be audited by an independent certified public accountant.

7.3 Checks, Drafts, and Similar Orders
All checks, drafts, or other orders for the payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers or agent or agents of the school and in such manner as from time to time may be determined by resolution of the Board.

7.4 Joint Activities
The Board may, in its discretion, enter into agreements or arrangements with other nonprofit and educational institutions which may provide, among other things, for the joint use of facilities, the joint provision of administrative services, or the joint supervision of educational programs.

7.5 Nondiscrimination Policy
Mindy Independent, Inc. will not discriminate on the basis of race, color, nationality, ethnic origin, religion, sexual orientation, or physical disability in the administration of educational policies, scholarship and loan programs, athletic programs, and other school-administered programs.

7.6 Indemnity
Charter public schools have the same immunity possessed by school districts to suit as limited by chapter 31 of title 9 of the general laws of the State of Rhode Island. The corporation shall, to the extent legally permissible and only to the extent that the status of the corporation as an organization exempt under section 501(c)(3) of the Internal Revenue Code is not affected thereby, indemnify each of its board members (including persons who serve at its request as directors, officers, or trustees of another organization in which it has an interest) against all liabilities and expenses, including amounts paid in satisfaction of judgments, in compromise or as fines and penalties, and counsel fees, reasonably incurred by him or her in connection with the defense or disposition of any action, suit, or other proceeding, whether civil or criminal, in which he or she may be involved or with which he or she may be threatened, while in office or thereafter, by reason of his or her being or having been such a board member, except with respect to any matter as to which he or she shall have been adjudicated in any proceeding not to have acted in good faith in the reasonable belief that his or her action was in the best interests of the corporation; provided, however, that as to any matter disposed of by a compromise payment by such board member, pursuant to a consent decree or otherwise, no indemnification either for said payment or for any other expenses shall be provided unless such compromise is approved as in the best interests of the corporation, after notice that it involves such indemnification: (a) by a disinterested majority of the board members then in office; or (b) by a majority of the disinterested board members then in office, provided that there has been obtained an opinion in writing of independent legal counsel to the effect that such director or officer appears to have acted in good faith in the reasonable belief that his or her action was in the best interests of the corporation; or (c) by a majority of the disinterested
members entitled to vote, voting as a single class. Expenses, including counsel fees, reasonably incurred by any such board member in connection with the defense or disposition of any such action, suit, or other proceeding may be paid from time to time by the corporation in advance of the final disposition thereof upon receipt of an undertaking by such board member to repay the amounts so paid to the corporation if it is ultimately determined that indemnification is not authorized hereunder. The right of indemnification hereby provided shall not be exclusive of or affect any other rights to which any board member may be entitled. Nothing contained herein shall affect any rights to indemnification to which corporate personnel other than board members may be.

7.7 Rules of Order
The rule of order in the current edition of Robert’s Rules of Order shall govern the conduct of all meetings of Mindy Independent except where they may be in conflict with the Articles of Incorporation, these By-Laws, or other policies adopted by the Board.

7.8 Amendments
These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office, provided that notice of the proposed amendment, together with a copy thereof, shall be distributed to each Director at least ten (10) days prior to the meeting at which the amendment is to be considered.
Job Description

School Leader Mindy Independent

The school leader functions as the chief administrative officer of the school; implements administrative practices as required toward improving practices and procedures which will achieve accuracy and efficiency in the operation of the entire school program. The School Leader will have a deep and well-articulated passion for Mindy Independent’s roots and ensure the Mindy Independent mission and roots are exemplified in the practices and decisions made on a day to day basis.

JOB GOAL: To provide the required instructional leadership as well as supervisory and administrative management skills to create a learning community characterized by exemplary professional practice and high student achievement in a safe and secure school environment.

REPORTS TO: Mindy Independent Board of Directors
SUPERVISES: All certified and non-certified personnel within the building

PERFORMANCE RESPONSIBILITIES:

General Policy

1. Act in accordance with the policies, rules and regulations of the school district and the laws and administrative regulations of the State of Rhode Island.
2. Fairly and consistently administer, interpret, communicate, execute, maintain, and enforce the rules, regulations, and policies of Mindy Independent.
3. Prepare Mindy Independent inventories, budget, requisitions, and purchase orders as required and maintains effective procedures and oversight for all expenditures of school funds.
4. Maintain accurate records including: contracts, financial accounts, securities, property, personnel, student population, and scholastic performance.

Curriculum, Assessment, and Student Learning

1. Provide the educational leadership to effect the change required to ensure the highest level of student achievement regardless of socio-economic level; models exemplary instructional practice;
2. Manage the design and implementation of a system for effectively utilizing assessment data. Develop indicators of success to monitor progress, including assessing the gaps between policy and actions and between actions and outcomes.

Relationship with Staff, Students, and Community

1. Implement policies and procedures for student rights, responsibilities and discipline.
2. Be responsible for the recruitment, selection and dismissal of all employees within the school and work with all staff to develop and maintain a positive school climate conducive to effective learning and optimum teaching and characterized by a common purpose, high expectations and success for all;

3. Monitor and assess student achievement and evaluation of staff performance to help teachers improve and refine their skills;

4. Establish and maintain favorable relationships with local community groups and individuals to foster understanding and solicit support for school objectives and programs and encourages community participation in the school’s educational program;

5. Publish all legal notices concerning school district business as may be required by law including notification of the community of regular and special meetings.

6. Promote strategic partnerships with businesses, municipal, local and State agencies and community groups to enrich Mindy Independent students and families.

7. Listen to the concerns of parents/families, teachers, community partners and other stakeholders, and enlist them as collaborators and advocates for the students.

Relationship with Board of Directors

1. Ensure the Board is kept informed of all pertinent issues at Mindy Independent that impact students, teachers and the community.

2. Support and facilitate the continued commitment of the Mindy Independent Board of Directors for continuous improvement and professional development.

3. Work with the Board Chair to prepare all meeting agendas prior to the respective meetings.

Other
Perform related work as required.

QUALIFICATIONS:

- Valid Building Administrator’s certificate and valid Superintendent’s certificate issued by the Rhode Island Department of Education
- Master’s Degree
- Five years’ successful classroom teaching experience
- Demonstrated leadership and initiative in the field of education
- Any exceptions to the above as may be acceptable to the Mindy Independent Board of Directors

EVALUATION:
Performance of this job will be evaluated annually by the Board of Directors.
SKILLS & ABILITIES

Education professional who earns the trust of students, other educators and school leadership by being observant and approachable. Strong relationship building skills as a result of a willingness and ability to actively listen and effectively communicate.

Leadership abilities demonstrated through effective problem solving skills. Ability to prioritize needs and make decisions in a timely manner, taking into consideration the effect on all parties and the class, school or student as a whole.

Ability to motivate and empower other professionals resulting in expanded use of talent and resources.

PROFESSIONAL EXPERIENCE

2017 - PRESENT
EL Teacher, Warwick Public Schools, Warwick, RI

- Collaborate with classroom teachers to provide appropriate accommodations for students based on English language development.
- Use WIDA Can-Do descriptors and backward design to plan CCSS and WIDA aligned lessons.
- Provided professional development to staff on differentiation techniques for English Language Learners.

2016 - 2017
Teaching & Learning Specialist, New Bedford Public Schools, New Bedford, MA

- Coached teachers in need of improvement according to MA teacher evaluation rubric.
- Led grade level meetings to support teachers in norming feedback, implementation of district curriculum and other school-wide initiatives.
- Coordinated MCAS computer based testing including infrastructure trials, creating and managing student sessions, and test administration.
- Created and maintained faculty and student STAR testing accounts.
- Co-facilitated teacher data meetings around STAR and DIBELS data analysis.

2015 - 2016
Instructional Coach, Randolph Public Schools, Randolph, MA

- Engaged teachers in looking at student work, unit unpacking, and lesson planning protocols.
- Assisted teachers in meeting the needs of students by analyzing trends in data, creating skill groups, and planning instruction including intervention and enrichment.

2013 - 2015
ELL Coordinator & Grade 1 Teacher, Achievement First Providence Mayoral Academy, Providence, RI

- Managed ELL identification process through home language surveys, arranging family interviews, and WIDA Model testing.
- Monitored ELL services by reviewing ELL teacher lesson plans, coaching, supporting family engagement, evaluating achievement, and collaboratively planning based on assessment data.
- Oversaw ACCESS testing including inventory, scheduling, and administering.
- Administered various assessments including interim assessments and CBM.
- Maintained frequent communication with families to report students’ progress.
2009 - 2013

**ELL Teacher & Classroom Teacher - Gr. 3 and 5**, East Providence Schools, East Providence, RI

- Analyzed ACCESS results to plan future instruction and assist classroom teachers in differentiating curriculum for ELLs based on their English language development level.
- Co-taught with classroom teachers in grades K-5 to further develop academic vocabulary, phonics, writing skills, and math problem solving.
- Facilitated flexible and homogeneous grade-level groups that mixed students in two fifth grade classes for skills-based differentiated reading instruction.
- Coordinated the Feinstein Jr. Scholar program encouraging students to become active, contributing citizens of their community.
- Served as a teacher liaison of the Parent Teacher Association (PTA).

**LANGUAGES**

Proficient in Portuguese, Limited proficiency in Spanish

**EDUCATION**

**RHODE ISLAND COLLEGE**

**2017**
M. Ed. Educational Leadership
GPA - 4.0

**2011**
M. Ed. Teaching English as a Second Language
GPA - 3.9

**2009**
B.A. Elementary Education
GPA - 3.6, Honors in Student Teaching, Magna Cum Laude, Dean’s List
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<td></td>
<td><strong>128</strong></td>
</tr>
<tr>
<td>(K-2)</td>
<td>40</td>
<td>44</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>2023-34</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>172</strong></td>
</tr>
<tr>
<td>(K-3)</td>
<td>40</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>2024-25</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>216</strong></td>
</tr>
<tr>
<td>(K-4)</td>
<td>40</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>2025-26</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>260</strong></td>
</tr>
<tr>
<td>(K-5: Fully grown)</td>
<td>40</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

*Each year, we will welcome students from East Providence, Pawtucket, North Providence, Providence, Barrington, Bristol, and Warren.*
Rhode Island Charter Public Schools:

Enrollment and Funding Estimates

Follow the instructions provided in the gray boxes. Add information only in the fields highlighted yellow.

Table 1: Total Enrollment Estimate

Using the dropdown menu, select the communities from which your school will enroll students. Leave additional community spaces blank. Also fill in the number of students that you estimate will enroll from each community per year. The percent (%) column will automatically calculate the percentage of students by town.

<table>
<thead>
<tr>
<th>Name of Community</th>
<th>FY2021 #</th>
<th>FY2021 %</th>
<th>FY2022 #</th>
<th>FY2022 %</th>
<th>FY2023 #</th>
<th>FY2023 %</th>
<th>FY2024 #</th>
<th>FY2024 %</th>
<th>FY2025 #</th>
<th>FY2025 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST PROVIDENCE</td>
<td>18</td>
<td>21%</td>
<td>27</td>
<td>21%</td>
<td>37</td>
<td>22%</td>
<td>46</td>
<td>21%</td>
<td>55</td>
<td>21%</td>
</tr>
<tr>
<td>PROVIDENCE</td>
<td>18</td>
<td>21%</td>
<td>27</td>
<td>21%</td>
<td>37</td>
<td>22%</td>
<td>46</td>
<td>21%</td>
<td>55</td>
<td>21%</td>
</tr>
<tr>
<td>NORTH PROVIDENCE</td>
<td>18</td>
<td>21%</td>
<td>27</td>
<td>21%</td>
<td>37</td>
<td>22%</td>
<td>46</td>
<td>21%</td>
<td>55</td>
<td>21%</td>
</tr>
<tr>
<td>PAWTUCKET</td>
<td>18</td>
<td>21%</td>
<td>27</td>
<td>21%</td>
<td>37</td>
<td>22%</td>
<td>46</td>
<td>21%</td>
<td>55</td>
<td>21%</td>
</tr>
<tr>
<td>BRISTOL</td>
<td>4</td>
<td>5%</td>
<td>7</td>
<td>5%</td>
<td>8</td>
<td>5%</td>
<td>11</td>
<td>5%</td>
<td>14</td>
<td>5%</td>
</tr>
<tr>
<td>WARREN</td>
<td>4</td>
<td>5%</td>
<td>7</td>
<td>5%</td>
<td>8</td>
<td>5%</td>
<td>11</td>
<td>5%</td>
<td>14</td>
<td>5%</td>
</tr>
<tr>
<td>BARRINGTON</td>
<td>4</td>
<td>5%</td>
<td>6</td>
<td>5%</td>
<td>8</td>
<td>5%</td>
<td>10</td>
<td>5%</td>
<td>12</td>
<td>5%</td>
</tr>
</tbody>
</table>

Total Enrollment:

<table>
<thead>
<tr>
<th>FY2021 #</th>
<th>FY2021 %</th>
<th>FY2022 #</th>
<th>FY2022 %</th>
<th>FY2023 #</th>
<th>FY2023 %</th>
<th>FY2024 #</th>
<th>FY2024 %</th>
<th>FY2025 #</th>
<th>FY2025 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>84</td>
<td>100%</td>
<td>128</td>
<td>100%</td>
<td>172</td>
<td>100%</td>
<td>216</td>
<td>100%</td>
<td>260</td>
<td>100%</td>
</tr>
</tbody>
</table>

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

Fill in the number of students eligible for free or reduced-price lunch that you estimate will enroll from each community each year. The community names will auto-fill from Table 1. The percent (%) column will calculate the percentage of FRL students by town, and overall.

<table>
<thead>
<tr>
<th>Name of Community</th>
<th>FY2021 #</th>
<th>FY2021 FRPL %</th>
<th>FY2022 #</th>
<th>FY2022 FRPL %</th>
<th>FY2023 #</th>
<th>FY2023 FRPL %</th>
<th>FY2024 #</th>
<th>FY2024 FRPL %</th>
<th>FY2025 #</th>
<th>FY2025 FRPL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST PROVIDENCE</td>
<td>9</td>
<td>50%</td>
<td>14</td>
<td>52%</td>
<td>18</td>
<td>49%</td>
<td>23</td>
<td>50%</td>
<td>28</td>
<td>51%</td>
</tr>
<tr>
<td>PROVIDENCE</td>
<td>14</td>
<td>78%</td>
<td>21</td>
<td>78%</td>
<td>29</td>
<td>78%</td>
<td>35</td>
<td>76%</td>
<td>43</td>
<td>78%</td>
</tr>
<tr>
<td>NORTH PROVIDENCE</td>
<td>8</td>
<td>44%</td>
<td>11</td>
<td>41%</td>
<td>15</td>
<td>41%</td>
<td>18</td>
<td>39%</td>
<td>22</td>
<td>40%</td>
</tr>
<tr>
<td>PAWTUCKET</td>
<td>11</td>
<td>61%</td>
<td>17</td>
<td>63%</td>
<td>22</td>
<td>59%</td>
<td>28</td>
<td>61%</td>
<td>34</td>
<td>62%</td>
</tr>
<tr>
<td>BRISTOL</td>
<td>3</td>
<td>75%</td>
<td>5</td>
<td>71%</td>
<td>6</td>
<td>75%</td>
<td>8</td>
<td>73%</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>WARREN</td>
<td>3</td>
<td>75%</td>
<td>5</td>
<td>71%</td>
<td>6</td>
<td>75%</td>
<td>8</td>
<td>73%</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>BARRINGTON</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>13%</td>
<td>1</td>
<td>10%</td>
<td>1</td>
<td>8%</td>
</tr>
</tbody>
</table>

Total FRL Enrollment:

<table>
<thead>
<tr>
<th>FY2021 #</th>
<th>FY2021 FRPL %</th>
<th>FY2022 #</th>
<th>FY2022 FRPL %</th>
<th>FY2023 #</th>
<th>FY2023 FRPL %</th>
<th>FY2024 #</th>
<th>FY2024 FRPL %</th>
<th>FY2025 #</th>
<th>FY2025 FRPL %</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>57%</td>
<td>73</td>
<td>57%</td>
<td>97</td>
<td>56%</td>
<td>121</td>
<td>56%</td>
<td>146</td>
<td>56%</td>
</tr>
</tbody>
</table>
### Table 3: Local Aid

The local aid table will autopopulate. The community names and enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.

<table>
<thead>
<tr>
<th>Name of Community</th>
<th>FY2021 per-pupil $</th>
<th>FY2021 total $</th>
<th>FY2022 per-pupil $</th>
<th>FY2022 total $</th>
<th>FY2023 per-pupil $</th>
<th>FY2023 total $</th>
<th>FY2024 per-pupil $</th>
<th>FY2024 total $</th>
<th>FY2025 per-pupil $</th>
<th>FY2025 total $</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST PROVIDENCE</td>
<td>$7,115</td>
<td>$128,070</td>
<td>$7,115</td>
<td>$192,105</td>
<td>$7,115</td>
<td>$263,255</td>
<td>$7,115</td>
<td>$327,255</td>
<td>$7,115</td>
<td>$391,325</td>
</tr>
<tr>
<td>NORTH PROVIDENCE</td>
<td>$8,065</td>
<td>$145,170</td>
<td>$8,065</td>
<td>$217,755</td>
<td>$8,065</td>
<td>$298,405</td>
<td>$8,065</td>
<td>$370,990</td>
<td>$8,065</td>
<td>$443,575</td>
</tr>
<tr>
<td>PAWTUCKET</td>
<td>$2,467</td>
<td>$44,406</td>
<td>$2,467</td>
<td>$66,609</td>
<td>$2,467</td>
<td>$91,279</td>
<td>$2,467</td>
<td>$113,482</td>
<td>$2,467</td>
<td>$135,685</td>
</tr>
<tr>
<td>BRISTOL</td>
<td>$8,407</td>
<td>$33,628</td>
<td>$8,407</td>
<td>$58,849</td>
<td>$8,407</td>
<td>$67,256</td>
<td>$8,407</td>
<td>$92,477</td>
<td>$8,407</td>
<td>$117,689</td>
</tr>
<tr>
<td>WARREN</td>
<td>$8,407</td>
<td>$33,628</td>
<td>$8,407</td>
<td>$58,849</td>
<td>$8,407</td>
<td>$67,256</td>
<td>$8,407</td>
<td>$92,477</td>
<td>$8,407</td>
<td>$117,689</td>
</tr>
<tr>
<td>BARRINGTON</td>
<td>$11,730</td>
<td>$46,920</td>
<td>$11,730</td>
<td>$70,380</td>
<td>$11,730</td>
<td>$93,840</td>
<td>$11,730</td>
<td>$117,300</td>
<td>$11,730</td>
<td>$140,760</td>
</tr>
<tr>
<td><strong>Average Local Per Pupil</strong></td>
<td>$6,072</td>
<td>$6,109</td>
<td>$6,059</td>
<td>$6,083</td>
<td>$6,099</td>
<td>$6,099</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Local Aid</strong></td>
<td>$510,068</td>
<td>$510,068</td>
<td>$781,916</td>
<td>$781,916</td>
<td>$1,042,130</td>
<td>$1,042,130</td>
<td>$1,313,978</td>
<td>$1,313,978</td>
<td>$1,585,826</td>
<td>$1,585,826</td>
</tr>
</tbody>
</table>

### Table 4: State Aid

The state aid table will autopopulate. The table will automatically calculate the state aid for each community, and generate an average per pupil amount.

<table>
<thead>
<tr>
<th>Name of Community</th>
<th>Core</th>
<th>SSF (0.4)</th>
<th>Share Ratio</th>
<th># students</th>
<th># FRL students</th>
<th>Total Core</th>
<th>Total SSF</th>
<th>Average PP</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAST PROVIDENCE</td>
<td>$9,290</td>
<td>$3,716</td>
<td>59.0%</td>
<td>18</td>
<td>9</td>
<td>$98,646</td>
<td>$19,729</td>
<td>$6,576</td>
</tr>
<tr>
<td>PROVIDENCE</td>
<td>$9,290</td>
<td>$3,716</td>
<td>87.6%</td>
<td>18</td>
<td>14</td>
<td>$146,404</td>
<td>$45,548</td>
<td>$10,664</td>
</tr>
<tr>
<td>NORTH PROVIDENCE</td>
<td>$9,290</td>
<td>$3,716</td>
<td>56.9%</td>
<td>18</td>
<td>8</td>
<td>$95,123</td>
<td>$16,911</td>
<td>$6,224</td>
</tr>
<tr>
<td>PAWTUCKET</td>
<td>$9,290</td>
<td>$3,716</td>
<td>83.0%</td>
<td>18</td>
<td>11</td>
<td>$138,715</td>
<td>$33,908</td>
<td>$9,590</td>
</tr>
<tr>
<td>BRISTOL</td>
<td>$9,290</td>
<td>$3,716</td>
<td>26.7%</td>
<td>4</td>
<td>3</td>
<td>$9,916</td>
<td>$2,975</td>
<td>$3,223</td>
</tr>
<tr>
<td>WARREN</td>
<td>$9,290</td>
<td>$3,716</td>
<td>51.3%</td>
<td>4</td>
<td>3</td>
<td>$19,067</td>
<td>$5,720</td>
<td>$6,197</td>
</tr>
<tr>
<td>BARRINGTON</td>
<td>$9,290</td>
<td>$3,716</td>
<td>17.7%</td>
<td>4</td>
<td>0</td>
<td>$6,561</td>
<td>0</td>
<td>$1,640</td>
</tr>
<tr>
<td><strong>Average and total</strong></td>
<td>84</td>
<td>48</td>
<td></td>
<td></td>
<td>$7,610</td>
<td>$639,222</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 5: Total Aid

<table>
<thead>
<tr>
<th></th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
<th>FY2025</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Local</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Local</td>
<td>$510,068</td>
<td>$781,916</td>
<td>$1,042,130</td>
<td>$1,313,978</td>
<td>$1,585,826</td>
</tr>
<tr>
<td>Total State</td>
<td>$639,222</td>
<td>$968,051</td>
<td>$1,306,844</td>
<td>$1,632,420</td>
<td>$1,963,718</td>
</tr>
<tr>
<td>Total</td>
<td>$1,149,290</td>
<td>$1,749,967</td>
<td>$2,348,974</td>
<td>$2,946,398</td>
<td>$3,549,544</td>
</tr>
</tbody>
</table>
## STATE OF RHODE ISLAND
### CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

**Charter School:** Mindy Independent

#### MAJOR ASSUMPTIONS

<table>
<thead>
<tr>
<th></th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Average local aid per pupil</td>
<td>6,072.00</td>
<td>6,109.00</td>
<td>6,059.00</td>
<td>6,083.00</td>
</tr>
<tr>
<td>B</td>
<td>Average state aid per pupil</td>
<td>7,610.00</td>
<td>7,610.00</td>
<td>7,610.00</td>
<td>7,610.00</td>
</tr>
<tr>
<td>C</td>
<td>Student Enrollment</td>
<td>84</td>
<td>128</td>
<td>172</td>
<td>216</td>
</tr>
<tr>
<td>D</td>
<td>Gross Square Footage (GSF) of facility</td>
<td>16,000</td>
<td>24,000</td>
<td>40,000</td>
<td>40,000</td>
</tr>
</tbody>
</table>

#### Staffing

<table>
<thead>
<tr>
<th></th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>E1. School Principals/Asst Principals</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>E2. School Support Staff</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>E3. Executive Director/Superintendent</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>E4. Deputies/Administrators</td>
<td>1.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>E5. Program/Operations Support Staff</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>E6. Teachers</td>
<td>6.0</td>
<td>10.0</td>
<td>12.5</td>
<td>16.0</td>
<td>21.0</td>
</tr>
<tr>
<td>E7. Paraprofessionals</td>
<td>3.0</td>
<td>3.0</td>
<td>4.0</td>
<td>6.0</td>
<td>6.0</td>
</tr>
<tr>
<td>E8. Pupil Support</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
</tr>
<tr>
<td>E9. Teacher Support</td>
<td>0.0</td>
<td>0.0</td>
<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
</tr>
<tr>
<td>E10. Program Management</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>E11. Special Services</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>E12. Facilities Maintenance</td>
<td>1.0</td>
<td>1.0</td>
<td>1.5</td>
<td>2.0</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Subtotal:** 16.0 20.0 27.0 34.5 40.0

#### OPERATING REVENUES

<table>
<thead>
<tr>
<th></th>
<th>FY2020</th>
<th>FY2021</th>
<th>FY2022</th>
<th>FY2023</th>
<th>FY2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Local Revenue</td>
<td>510,068.00</td>
<td>781,916.00</td>
<td>1,042,130.00</td>
<td>1,313,978.00</td>
</tr>
<tr>
<td>2</td>
<td>State Revenue</td>
<td>639,221.92</td>
<td>968,051.10</td>
<td>1,306,844.40</td>
<td>1,632,420.16</td>
</tr>
<tr>
<td>3</td>
<td>Grants - Charter Schools Program</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>4</td>
<td>Grants - Private</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>5</td>
<td>Federal formula funds (inc. Title I, III and IDEA)</td>
<td>69,441.00</td>
<td>105,815.00</td>
<td>142,188.00</td>
<td>170,295.00</td>
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### OPERATING EXPENDITURES

#### School Management

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#### Program/Operations Management

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<td>Salaries: Executive Director or Superintendent</td>
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#### Other:

- **Stipends and Bonuses**: 5,000.00
- **Legal**: 5,000.00
- **Pupil-Use Technology, Hardware, and Software**: 6,000.00
- **Instructional Materials Supplies**: 16,750.00
- **Instructional Support**: 59,483.00
- **Student Services, Outreach, Recruitment**: 9,000.00
- **Student Health Services**: 1,500.00
- **Academic Interventions**: 2,500.00
- **Curriculum Development**: 2,000.00
- **In Service, Staff Development, and Support**: 2,000.00
- **Assessment**: 1,800.00
- **Other**: 2,250.00

Subtotal: 1,433,852.00
## STATE OF RHODE ISLAND

### Operations

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Subtotal: 195,400.00 | 250,970.00 | 442,193.00 | 448,948.00 | 456,148.00 |

### Other Obligations

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Subtotal: 188,466.00 | 318,013.00 | 414,667.00 | 538,391.00 | 708,094.00 |

### Community Services

| Community Service Operations | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other: | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

Subtotal: 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

### Budgeted Contingencies

| Subtotal: | 5,000.00 | 25,000.00 | 25,000.00 | 25,000.00 | 25,000.00 |

### TOTAL OPERATING EXPENDITURES

| 1,216,993.00 | 1,687,915.00 | 2,309,071.00 | 2,841,699.00 | 3,410,767.00 |

### SURPLUS/(DEFICIT)

| 1,737.92 | 167,867.10 | 182,091.40 | 274,994.16 | 353,713.36 |
2021-2022 School Calendar

**First Day of School**: September 1st

**No School (PD)**: October 8th & April 15th

**½ Day Parent Conferences**: November 2nd & March 14th

**½ Day Vacation**: November 24th & December 22nd

**No School**: Holidays & School Vacation

**Last Day of School**: June 17th (pending cancellations)

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**August/September 2021**

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**October 2021**

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**May 2022**

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**June 2022**

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</tbody>
</table>

*180th Day

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**Trimester 1 ends December 3rd**   -   **Trimester 2 ends March 16th**   -   **Trimester 3 ends June 17th**
Regarding Cultural Society East Bay’s 2018-2019 Cash Receipts and Disbursements

Two things should be noted when reviewing our Cash Receipts and Disbursements Statement:

1) Additional receipts for the fiscal year ending on June 30, 2019 will continue to come in over the summer as students are billed at the end of each month. We have not yet received payment for all June classes.

2) We, like many other nonprofits, make an effort to spend funds in significant excess on resources for our students and program prior to the end of our fiscal year.

As we have in every other school year, we will begin 2019-2020 with sufficient funds to run our program remaining in our accounts and estimated to be about $3,000. Cultural Society East Bay is, and will continue to be, a fiscally responsible organization.
For the 2016 Calendar year, or tax year beginning 2016-09-01 and ending 2017-08-31

B Check if available
☐ Terminated for Business
☐ Gross receipts are normally $50,000 or less

C Name of Organization: CULTURAL SOCIETY OF EAST BAY INC
18 Beaver Road, Barrington, RI, US, 02806

D Employee Identification Number: 45-3076039

E Website: 18 Beaver Road

F Name of Principal Officer: Jeannie Salamon
18 Beaver Road, Barrington, RI, US, 02806

Privacy Act and Paperwork Reduction Act Notice: We ask for the information on this form to carry out the Internal Revenue laws of the United States. You are required to give us the information. We need it to ensure that you are complying with these laws.

The organization is not required to provide information requested on a form that is subject to the Paperwork Reduction Act unless the form displays a valid OMB control number. Books or records relating to a form or its instructions must be retained as long as their contents may become material in the administration of any Internal Revenue law. The rules governing the confidentiality of the Form 990-N is covered in code section 6104.

The time needed to complete and file this form and related schedules will vary depending on the individual circumstances. The estimated average times is 15 minutes.

Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.
Form 990-N
Department of the Treasury
Internal Revenue Service

Electronic Notice (e-Postcard)
for Tax-Exempt Organization not Required to File Form 990 or 990-EZ

OMB No. 1545-2085
2017
Open to Public Inspection

A For the 2017 Calendar year, or tax year beginning 2017-09-01 and ending 2018-08-31

B Check if available
☐ Terminated for Business
☐ Gross receipts are normally $50,000 or less

C Name of Organization: CULTURAL SOCIETY OF EAST BAY INC
18 Beaver Road, Barrington, RI, US, 02806

D Employee Identification Number 45-3076039

E Website: 18 Beaver Road, Barrington, RI, US, 02806

F Name of Principal Officer: Jeannie Salomon

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The estimated average times is 15 minutes.

Note: This image is provided for your records only. Do Not mail this page to the IRS. The IRS will not accept this filing via paper. You must file your Form 990-N (e-Postcard) electronically.
Cultural Society of East Bay  
Statement of Cash Receipts and Disbursements  
For The Fiscal Year Ended August 31, 2018

<table>
<thead>
<tr>
<th>Receipts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$11,587.73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising &amp; Promotion</td>
<td>$670.00</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>35.00</td>
</tr>
<tr>
<td>Teachers' Books &amp; Materials</td>
<td>205.95</td>
</tr>
<tr>
<td>Classroom Supplies</td>
<td>436.10</td>
</tr>
<tr>
<td>Filing Fees</td>
<td>181.00</td>
</tr>
<tr>
<td>Independent Consultants</td>
<td>750.00</td>
</tr>
<tr>
<td>Insurance</td>
<td>350.00</td>
</tr>
<tr>
<td>Printing</td>
<td>27.50</td>
</tr>
<tr>
<td>Professional Development</td>
<td>1,287.66</td>
</tr>
<tr>
<td>Rent</td>
<td>1,500.00</td>
</tr>
<tr>
<td>Instructors Fees</td>
<td>2,750.00</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>50.95</td>
</tr>
</tbody>
</table>

| Total Expenses                  | $8,244.16 |

<p>| (Expense) In Excess of Receipts | $3,343.57 |</p>
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receipts</strong></td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td>$6,153.36</td>
</tr>
<tr>
<td><strong>Disbursements:</strong></td>
<td></td>
</tr>
<tr>
<td>Advertising &amp; Promotion</td>
<td>$141.85</td>
</tr>
<tr>
<td>Bank Charges</td>
<td>$31.95</td>
</tr>
<tr>
<td>Teachers' Books &amp; Materials</td>
<td>$537.08</td>
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<td>Classroom Supplies</td>
<td>$120.66</td>
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<td>Computer Equipment</td>
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<td>Director Fees</td>
<td>$3,000.00</td>
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<tr>
<td>Filing Fees</td>
<td>$22.00</td>
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<tr>
<td>Insurance</td>
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<td>Postage</td>
<td>$84.81</td>
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<tr>
<td>Printing</td>
<td>$73.50</td>
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<tr>
<td>Professional Development</td>
<td>$1,645.77</td>
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<tr>
<td>Rent</td>
<td>$1,650.00</td>
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<tr>
<td>Student Meals</td>
<td>$10.25</td>
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<tr>
<td>Subscriptions</td>
<td>$74.89</td>
</tr>
<tr>
<td>Miscellaneous Expense</td>
<td>$55.00</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>$9,241.19</td>
</tr>
<tr>
<td><strong>(Disbursements) In Excess of Receipts</strong></td>
<td>$(3,087.83)</td>
</tr>
</tbody>
</table>
July 5, 2019

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

To Whom it May Concern,

Recently I had the chance to meet Tracey Sutherland who is working hard to open Mindy Independent, a public charter school, with a focus on wellness through self-awareness, nutrition, confidence building and balance.

Because of my work at Shri, which I founded in 2010, I can attest to how important these values are for children all over the state. With a team of more than 30 teachers, Shri has been serving more than 8,500 students every year in schools, shelters, hospitals, recovery centers, social service agencies (and more!) by offering yoga and meditation classes. (We also offer teacher trainings, smart snacks and our 501©3 nonprofit arm funds more than 100 of these classes for free every month.) It is through these direct experiences in which I’ve had the privilege of seeing the successes as well as the challenges that face our community.

To be specific, in late 2011, the Shri School Project began to offer 40-50 minute yoga and character-building classes in physical education periods during the school day, and since then our classes have grown statewide to offer programs both before and after the school day as well. In these classes, students learn safe yoga postures, breathing techniques, mindfulness activities, and the importance of community and compassion through group-facilitated activities. We know through testimonials and measured outcomes that Shri has successfully helped students to reduce toxic stress and to make better decisions during the day while feeling more supported - both physically and emotionally.

Aligned with Shri’s values, Tracey’s first-hand experience in education administration and teaching fuel her passion in a skilled way for educating children from diverse backgrounds, and with an emphasis on social and emotional learning, Tracey understands (and puts into action!) a plan to educate the whole child.

Because I believe in Tracey’s vision (and those of her board members), I am thrilled to offer our services at this school while supporting this application to RIDE.

In Community,

401-441-8600 / alison@shriyoga.org / www.shriyoga.org