



Cover Sheet

Name of Charter: Medical Preparatory Academy of Rhode Island (MedPrep)

Charter Type: Independent

Location of Charter School: 145 Power Rd., Pawtucket, RI 02860

Enrolling Communities: Pawtucket and Providence

Primary Contact Name: Dr. Anthony Francisco, PhD

Primary Contact Signature: *A. Francisco*

Primary Contact Role: Founding member

Date: May 29, 2020

Address: 145 Power Rd.

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Charter	Grade Levels Served	Enrollment	Communities Served
AY21-22 new charter	9	54	Pawtucket - Providence
AY25-26 (5-years)	9-12	216	Pawtucket - Providence
Proposed new charter at-scale	9-12	216	Pawtucket - Providence

Charter Board Chair: *Bradley Collins* Name: Dr. Bradley Collins,

Organization/Title: Rhode Island Medical Society/Board Chair Date: 5/26/2020

Name of Establishing Entity: Rhode Island Medical Society

Establishing Entity Representative: *Bradley Collins* Name: Dr. Bradley Collins, MD

Position/Title: Rhode Island Medical Society Board Chair Date: 5/26/2020



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## Executive Summary

**Our vision:** Through rigorous learning and high academic expectations, we will reduce the disparity of opportunity and access to careers in post graduate medical professions.

**Our mission:** We will prepare young people to succeed in top universities for careers in medicine, research, and postgraduate healthcare professions. No school in RI shares this vision or mission.<sup>1</sup> The proposed school, Medical Preparatory Academy of Rhode Island (MedPrep), is endorsed by the Rhode Island Medical Society (RIMS) as its establishing agency. The former Bishop Keough Regional High School building in Pawtucket will house state of the art world-class educational services to a diverse student body from the cities of Pawtucket and Providence. African Americans and Latinos are underrepresented in medical specialties. Our goal is to prepare students who believe they are serious about pursuing a career in medicine, with not only the needed academic instruction, but the resilience and confidence required to accomplish their goals using the blended learning and personalized model to develop cognitive skills<sup>2</sup>, content knowledge<sup>3</sup>, habits for success<sup>4</sup>, and sense of purpose<sup>5</sup>. The course of study is aligned with RIDE's strategic plan to prepare all students for postsecondary education and work, specifically centered on a medical careers theme. We envision a diverse self-motivated professional staff

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[http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/Charter%20School%20Lists/RI\\_List\\_of\\_Charter\\_Schools.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/Charter%20School%20Lists/RI_List_of_Charter_Schools.pdf)

<sup>2</sup> [https://hewlett.org/wp-content/uploads/2016/08/Education\\_for\\_Life\\_and\\_Work.pdf](https://hewlett.org/wp-content/uploads/2016/08/Education_for_Life_and_Work.pdf)

<sup>3</sup> <https://www.air.org/sites/default/files/downloads/report/CBE-Study%20Full%20Report.pdf>

<sup>4</sup>

<https://www.turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learnin-gx-2.pdf>

<sup>5</sup> [https://www.perts.net/static/documents/yeager\\_2014.pdf](https://www.perts.net/static/documents/yeager_2014.pdf)



committed to equity. Our governance structure will include faculty, student voice, and high expectations grounded in teachers' own scholarship and a commitment to high quality teacher professional development based on collaborative learning. Students benefit from a restorative culture in which students and teachers collaborate to solve challenges. **Dr. Anthony Francisco, Sr., PhD** assembled a diverse team of talented charterpreneurs and coordinated the founding applicant group activities and school planning operations. **Dr. Bradley J. Collins, M.D.** is President of RIMS Executive Board and Staff Hospitalist for Lifespan at R.I. Hospital. Together with Mr. DeToy, he was the lead broker between the applicant group and RIMS' board of directors and facilitator of the vision and mission. **Nkolika E. Onye, D.C.**'s school district organizational leadership and science instruction experience inspired our guiding principles and core educational program. Her input helped shape the vision and mission statements and her continued support will ensure that the school's educational plan is optimal. **Dr. Levis M. Guzman, M.D.**'s **experiential** narrative contributed to the inspiration of the school's vision and mission. Her major focus was the drafting of the community need and the medical curriculum. **Steven R. DeToy** is the Director of Government and Public Affairs for RIMS whose experience lies in student internships and will continue to serve as a primary liaison between RIMS and MedPrep. **Mak A. Falaye, CPA, MBA** is an accounting firm proprietor whose contribution centers on the economic plan and solvency of the school. **Rodney Wilson, B.A.** is a computer engineer whose expertise provides the technological guidance to support an educational plan dependent on computerized infrastructure. **Jeffrey D. Sowa, J.D.**'s vast experience in education law rests with conflicts of interest, contracts, insurance, board governance, ethics, and constituent voice. **James Carney** is a retired lead physician assistant whose relationships with medical, post-secondary, and community organizations will ensure students are afforded mentors and internships. MedPrep will recruit top talent and foster a professional environment founded on the platinum rule, the growth mindset, and competitive compensation. We envision a culture where employees engage deeply, own outcomes and lead from the front.

Mission Statement



Our mission: We will prepare young people to succeed in top universities for careers in medicine, research, and postgraduate healthcare professions. Our vision: Through rigorous learning and high academic expectations, we will reduce the disparity of opportunity and access to careers in post graduate medical professions. “We” implies a coordinated effort by all stakeholders--parents, school staff, and community organizations, to guide students toward academic and social excellence to prepare for the rigor of post-secondary life, specifically related to the medical field. This will prove axiomatic in light of the graduation rates and students who choose medicine, research, and postgraduate healthcare fields of study.

“Rigorous learning and high academic expectations” imply the concomitant responsibility and relationship of the learner and educator, ergo all stakeholders are mutually accountable to achieve at high levels. Having achieved high expectations and acquired life-long learning skills, all stakeholders will be confident that our students can independently navigate the rigorous waters of the most demanding post secondary learning environments in the nation. Strategy: We will use a state of the art blended learning curriculum designed to address the academic and socio-emotional and behavioral needs of our students in a restorative and rigorous learning environment. Every student in grades 9-12 will have a mentor and authentic experiences with medical professionals from scientific and medical institutions.

Proposed New Student Seats & Enrollment

School Year	Grade Levels Served	Total Enrollment	School Districts
2021/22	9	54	Providence-Pawtucket
2022/23	9-10	108	
2023/24	9-11	162	
2024/25 (at scale)	9-12	216	
2025/26	9-12	216	

The benefits of fulfilling its mission to provide a personalized learning environment for each student calls for no more than 18 average students per teacher starting with ninth grade and adding a grade each year.



Fifty-four students the first year can sustain basic operational start up. First year operating budget is estimated to be about \$1,192,938. Starting with ninth grade provides time to seek qualified teachers in shortage areas such as math and science.<sup>6</sup> It also allows time to personalize training for first-year teachers and supplemental curriculum development. Lack of substantial financial surplus and start-up funds for safety, security, materials, and technological infrastructure is a challenge. The school building housed the former Bishop Keough Regional High School and contains 12 classrooms. It is strategically located on the Providence and Pawtucket line. Mobility rates of Rhode Island high school students averages 16%.<sup>7</sup> Specifically, Rhode Island charter schools average 18% student mobility rates. Students on the waiting list from Pawtucket and Providence will replace vacated seats. RIDE charter website, social media outlets, cable television, radio (Spanish, Portuguese, and Cape Verdean Creole), public notice in the local newspapers, community groups, religious and youth centers will be the venues for marketing. Open houses, annual school marketing exhibitions, visits to community organizations, and door knocking are all viable strategies considered in our marketing plan.<sup>8</sup> There will be coordination with Breakthrough Providence and similar programs directed towards middle school students to reach the families of middle school students. . Additionally, school leaders will send information about the school to outreach community centers, recreation centers, and other community agencies to share information about the school. AdThe enrollment process will be in accordance with RIDE's published policy. The application questions will be online verbatim from RIDE's requirements in English, Spanish, and Portuguese. At the school facility, open to the public, a bingo drum or comparable device will be used to select names in order. Administration will send acceptance letters to families. In the event there are more applicants than available seats a non-weighted lottery will be held. Submission deadlines will constitute three business days before the March 1 lottery date. RIDE will receive enrollment data via RIDEmap by April 1st. Children of school founders, teachers, or staff; and siblings of enrolled students will be exempt from the lottery and not exceed more than 10 percent of the school population.

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<sup>6</sup><https://www.providencejournal.com/news/20180814/ri-education-chief-proposes-ways-to-hire-teachers-for-hard-to-fill-subjects>

<sup>7</sup> <http://infoworks.ride.ri.gov/state/ri>

<sup>8</sup><http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/RIDE%20Lottery%20and%20Enrollment%20Guidance%20FINAL%20MERGED.pdf>



## Goals

Academic performance will be measured per a comparison of average performance on SAT in both Pawtucket and Providence.

- MedPrep will achieve a minimum scaled score between sending districts' average to state's average on ELA SAT<sup>9</sup>.
- Achieve a minimum scaled score between sending districts' average to the state's average.
- Achieve a minimum scaled score between sending districts' average to state's average for secondary schools on ACCESS language proficiency.<sup>10</sup>
- Achieve at minimum scaled score between sending districts' average to state's average on RI Next Generation Science Assessments.

A deeper understanding of academic progress will be measured:

- At minimum, ninety percent of students taking **biology** courses will achieve proficiency per final evaluation.
- At minimum, ninety percent of students taking **chemistry** courses will achieve proficiency per final evaluation.

To evaluate the mission of MedPrep, student success, and college and career readiness:

- Students shall produce and present a portfolio. At least ninety percent of graduates will pass a student portfolio exhibition that represents a compilation of a student's work developed based on medicine or medical fields of their choice that reflects growth and knowledge over the years.<sup>11</sup>
- At minimum, 75 percent of graduating students will be college ready by achieving SAT section scores, meeting both the Math and the Evidence-Based Reading and Writing benchmarks per The College Board.<sup>12</sup>
- At minimum, 90 percent of incoming 9th graders will graduate in four years.

To evaluate the organizational strength:

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<sup>9</sup> <https://lms.backpack.education/public/ride>

<sup>10</sup> <https://lms.backpack.education/public/ride>

<sup>11</sup> <https://www.aamc.org/download/490258/data/medicalstudentportfolios.pdf>

<sup>12</sup> <https://collegereadiness.collegeboard.org/about/scores/benchmarks>



- The school will achieve accreditation status by 2028 through the New England Association of Schools and Colleges (NEASC) or similar school evaluation agency.
- Faculty members will attend and lead mutually agreed professional development sessions based on the vision and mission of the school and its evaluated need. This includes professional development in the following areas: blended learning, standards-based teaching and learning, culturally responsive teaching, professional learning communities, equity based instruction, differentiation, multi language learners, and students with disabilities.
- Management and faculty evaluations will reflect the growth mindset through the achievement of measurable goals based on professional evaluations.
- We will set clear attendance policies with creative incentives.

MedPrep will strive to maintain fiscal health of the organization by meeting the tactical, operational, and strategic benchmarks.<sup>13</sup>

Tactical benchmarks:

- About 55% of gross revenues dedicated to teacher costs (salaries and benefits)
- About 30% of gross revenues dedicated to student services, administration, and other related costs; and
- About 15% of gross revenues dedicated to facilities costs.

Community Need and Support

No public school in the state offers a theme focused on careers in medicine and as medical doctors for students in grades nine to twelve for disadvantaged students. The following data substantiates the founding board's belief that MedPrep will expand educational opportunities for Pawtucket and Providence students. The target populations are students with various socio- economic, cultural, and ethnic backgrounds who reside in Pawtucket and Providence. Underprivileged students from these areas who wish to pursue medical doctor fields do not have alternative school options from which to choose. They will be provided a personalized learning environment focused on medical and medicine related

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<sup>13</sup>[https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/TFPFiscalHealthTool\\_0.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/TFPFiscalHealthTool_0.pdf)



careers. We hope to reduce the disparity of underserved students who enter the medical fields in Rhode Island by preparing them to pursue fields of medical science, medicine, and as physicians by building trusting relationships. Many students in this demographic are disadvantaged minority children of immigrants in need of excellent educational opportunities to satisfy the community cultural competency healthcare gap.

The school would recruit 100% of its students from Providence and Pawtucket where academic performance is of public concern. In November 2019, RIDE exacted legal control of Providence Public School District where 85% and 75% did not meet expectations on SAT math and English Language Arts respectively.<sup>14</sup> Pawtucket had similar performance.<sup>15</sup> The graduation rate in Providence in 2018 was only 74% and Pawtucket lowered its rate by 10% from 2016 to 79%.<sup>1617</sup> Providence has 13 and Pawtucket has three one star Comprehensive Support and Improvement schools. Providence consists of approximately 64% Hispanic, 17% Black, 9% White, 5% Asian, 3% Multi-racial and 1% Native American students<sup>18</sup> of which 25% receive English language services<sup>19</sup> (ELL) and 16% receive special education services. Nearly 60% of students come from homes where English is not the primary language spoken. Pawtucket consists of 35% White, 30% Hispanic, 27% African American, 6% multiracial, and Native American, and Asian at 1% each<sup>20</sup> of which 11% receive English language services and 15% special education services. Sixty-nine percent from Pawtucket and 86% from Providence qualify for subsidized lunch.

The applicant group has consulted and partnered with the Rhode Island Medical Society (RIMS) for their input into the delivery of the educational program and organizational management. As a community stakeholder, RIMS's future contribution will be guaranteed through a permanent seat on

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<sup>14</sup>

<https://www.ride.ri.gov/InsideRIDE/AdditionalInformation/News/ViewArticle/tabid/408/ArticleId/629/State-Intervention-Begins-in-Providence-Schools.aspx>

<sup>15</sup> <https://lms.backpack.education/public/ride>

<sup>16</sup> <http://ride.ri.gov/Portals/0/Uploads/Documents/SurveyWorks/RI%20High%20School%20Graduation%20Rates%202011-2016.pdf>

<sup>17</sup>

<https://tableau.ride.ri.gov/t/Public/views/GRADRATES/GraduationStory?iid=1&isGuestRedirectFromVizportal=y&embed=y>

<sup>18</sup> <http://infoworks.ride.ri.gov/district/providence/student-characteristics/racial-ethnic-backgrounds/2016/1>

<sup>19</sup> <http://infoworks.ride.ri.gov/search/data?category=student-characteristics&q=state%20Fri&year=2016>

<sup>20</sup> <http://infoworks.ride.ri.gov/district/pawtucket>



MedPrep's school board. Our organization will solicit local university contributions, particularly Brown University, to the educational program. RIMS' professional relationships with medical doctors, medical students, physician assistants, and universities will provide assistance in academic programming and partnerships. MedPrep's applicant group represents a diverse and talented group: educational policy, school management, medical science, political science, law, finance, business, pedagogy, andragogy, theology, and computer engineering. Each member will exercise leadership influence to guide and bring to bear community expertise to the school's management and operations. Rhode Island College (RIC) and Brown University have expressed in letter their interest in collaboration with the school once established. RIC would focus on teacher development and Brown with student learning.

MedPrep hopes to foster personal and educational empowerment, community involvement with civic pride, and community service learning for these student demographics. Supportive technology, personalized learning via a blended learning model, English language support from English language specialists and general education teachers, culturally and linguistically responsive teaching, and relevant, community based experiential learning will facilitate this endeavour. Also, many students at the secondary school level have embraced a blended learning hybrid platform during COVID-19 distance learning, which depended on strong mentoring relationships, self directed learning, and authentic, meaningful, project-based learning. Lastly, MedPrep would be the only public school whose theme inspires students to pursue careers as doctors.

### Educational Program

MedPrep believes that all students, when presented with caring individuals who (1) understand the difference between equity and equality, (2) understand how people learn, and (3) are committed to graduating every student college and career ready; will learn at high levels.

### Guiding principles

1. A collective commitment to equity.
2. An accomplished, self-motivated professional staff drawn from a strong, diverse applicant pool.
3. A governance structure that includes faculty and student voice.



4. High expectations grounded in teachers' own scholarship, the demands of a rich curriculum, assessments that include skills such as: critical thinking, persistence, resilience, and problem solving based on the research of world class education systems.
5. A restorative culture in which students and teachers work together to solve challenges.
6. A commitment to high quality teacher professional development that is ground in collaborative learning.

These established principles are the foundations of quality schooling and have existed in many places, including high-performing segregated all black schools in the 1930s through 1950s, such as Washington D.C.'s Dunbar High School, for example. But an education for tomorrow blends the familiar with practices that are less common and, in some cases, still being invented. **A collective commitment to equity.** Community, parents, motivated students and professionals believe that all students can learn. The school professionals insist and persist in finding ways to meet the diverse needs of their learners and to funnel resources where they are needed most. **An accomplished, self-motivated professional staff drawn from a strong, diverse applicant pool.** Salaries and benefits are attractive. There's an active effort to employ people who reflect the growing diversity of students, the community and the nation. Teachers are deeply invested in the welfare of schools and children and are constantly working together in horizontal and vertical groups to ensure that students are receiving what they need instructionally, socially, and emotionally. **A governance structure that includes faculty and student voice.** All understand the importance of developing trusting relationships; of listening to the wisdom of the people in the school community; of striving to improve and at the same time of being advocates for the schools. The whole faculty is the school improvement team and includes student, parent, and community representation. The school improvement team meets weekly to ensure that they are following their school plan; to celebrate wins; to determine next steps when things are not going well.

High expectations grounded in teachers' own scholarship, the demands of a rich curriculum, assessments that include skills including critical thinking, persistence, resilience, and problem solving based on the research of world class education systems. Students and teachers work together to discover



what good student work looks like and how schools help their pupils produce it. A blended online platform serves as the curriculum platform and includes personal learning time with mentors to determine where more support is needed and what type of resources will be required to provide that support.

Students are able to work at their own pace with support from teachers and mentors.

**\*A restorative culture in which students and teachers work together.** The operating assumption is that nobody is ever a finished product, everyone must be given an opportunity to make amends for harm they have caused others; that people learn collaboratively, and that everyone continues to grow personally and professionally throughout his or her life. A restorative framework serves as the basis of reparation within the school community and is the first option taken before detention and or suspensions.

**A commitment to high quality teacher professional development that is grounded in collaborative learning.** School leaders and faculty have ample opportunities for professional learning, so that they remain curious, urgent, hungry, knowledgeable of best and emerging practices, adamant about constantly turning their knowledge into action steps. The schedule includes department and whole school common planning time. These established principles are the foundations of quality schooling that can be found in the highest performing countries in the world including China. They have also existed in many places throughout the life of this great country, including high-performing segregated all black schools in the 1930s through 1950s, such as Washington D.C. 's Dunbar High School, for example.

#### Curriculum and Coursework

<b>Grade 9</b> *State req **MedPrep req	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Credits</b>
*English	*English	*English	*English	4
*Algebra 1	*Algebra 2	*Geometry	*Pre-Calculus/Calculus	4
*Modern World History/Ethnic Studies	*Modern World History; Ethnic Studies	*Government/Ethnic Studies	**AP Government/Ethnic Studies	3
*World Language	*World Language	Pathway Internship	Pathway Internship	2



*Biology	*Chemistry	*Anatomy, or Biochemistry	**Science Elective <ul style="list-style-type: none"> <li>● In school or</li> <li>● Concurrent or</li> <li>● Dual Enrollment</li> </ul>	3
*Health and Wellness	*Health and Wellness	Health and Wellness	Health and Wellness	2
	Computer Science	Computer science		
PLT	PLT	PLT	PLT	
*Medicine 1 Grade 9:  I. Common injuries: ankle sprain, shoulder dislocations, Knee ligament tears, Long bone, pelvic fractures Burn 1st degree, 2nd degree, 3rd degree, and basic self aid and body care  II. Basic Physical assessments: Physical Examination, Vital signs normal EKG readings, vitals, CPR,  III. establishment of IV access, Standard immunizations by age groups, medication routes of administration	*Medicine 2 Grade 10:  I. Skin disease: eczema, allergic reactions hives/Urticaria, Cellulitis.  II. Neurologic diseases: Normal neurologic exam, migraine, seizures, early stroke signs  III. Gastrointestinal diseases: Nutrition GI anatomy and digestive system Liver, Gallbladder, and appendicitis signs and symptoms, Travelers illness, and travel immunization  IV: Obstetrics/Genito urinary: Normal fetal	**Medicine 3 Grade 11:  I. Respiratory diseases: Normal respiratory exam, Chronic obstructive disease: Asthma, bronchitis, COPD, Lung cancer  II. Endocrinology: Endocrine System Pituitary disorder, Thyroid disease, Adrenal insufficiency Ovaries related disorders, Pancreatic disease and insulin deficiency.  III. Type I Diabetes Mellitus, Type II Diabetes Mellitus  IV: Genetic Disorders/ Embryology and development	**Medicine 4 Grade 12:  I. Hematology: Normal hemoglobin, platelets, and bone marrow cell lines Abnormal bone marrow disorders, viral and vitamin deficiency effect on bone marrow. Infection control, hand washing, and other barriers of protection. infection associated mode of transmission: droplets, contact precaution etc. Leukemia types by age groups and Marrow disorders  II. Cardiac diseases: Normal cardiac exam, Myocardial infarction, Arrhythmias  III. Renal	2



<p>IV: Common infections: via vectors such as mosquito, viral illness, bacterial, parasite infections Musculoskeletal: muscular diseases and importance of exercise and physical activity, ideal body weight</p>	<p>development, UTI and STDs</p>		<p>diseases: normal and abnormal kidney development, kidney stones,  IV: Psychiatry: Anxiety, depression, psychosis, PTSD, ADHD, Autism.</p>	
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In accordance with RIDE’s 20 minimum courses towards a diploma for year 2021, MedPrep will offer at minimum 4 English Language Arts, 4 Math, 3 Science, 3 Social Studies, and 6 locally determined courses (world language, P.E./Health, Ethnic Social Studies, computer science and medicine) in addition to a performance-based diploma assessment in the form of a senior project, exhibition, portfolio, or capstone product.

The course of study is in step with RIDE’s strategic plan to prepare all students for postsecondary education, work and life. Our goal is that all students think critically, collaboratively and can act as a creative, self-motivated, culturally competent learner and citizen. The curriculum supports a viable pathway toward a high school diploma, specifically experiences related to medicine and the medical doctors, via blended and online learning. Each student in every cohort will have an individual learning plan and a personalized learning environment to help succeed. All courses will provide multiple opportunities and measures for students to demonstrate proficiency.

This curricular plan is predicated on mastery in four research-based domains: cognitive skills, content knowledge, habits of success, and a sense of purpose. The National Research Council’s report “Education for Life and Work: Developing Transferable Knowledge in the 21st Century” identifies three domains of competence required for 21st Century Skills: cognitive, intrapersonal, and interpersonal. “The Complete Definition of College and Career Readiness” from the Education Policy Improvement Center (EPIC) provides an important distinction among cognitive strategies, content knowledge, learning skills



and techniques, and transition knowledge and skills. The Center for Curriculum Redesign (CCR) provides us with four dimensions of focus: knowledge, skills, character, and meta-learning. Lastly, the Partnership for 21st Century Skills' Framework for 21st Century Learning four C's: critical thinking, communication, collaboration, and creativity will be a curricular foundation. The Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) emphasize the teaching and learning of cognitive skills. The school's focus on cognitive skills takes into account what employers desire from new employees.<sup>21</sup> No curriculum in the state of RI focuses on medicine and the fields of medical doctors, hence MedPrep reflects the imperative of Rhode Island to fill the void and provide an opportunity for students where no pathway to medicine and medical science currently exists.

Four additional courses and internships are offered to students in addition to the state requirement. As the sole school whose focus is on medicine and medical fields, the school leader and faculty, in consultation with the board or future partners, will refine the medicine one through medicine four courses by curricular backmapping. The same will apply to the modern history ethnic studies courses, anatomy, and biochemistry courses.

The medicine course will equip students to embark on a pathway to include field internship experiences in medicine and medical fields. MedPrep will coordinate a pathway internship for students as early as 10th grade who wish to accomplish deep learning in their chosen area of interest combined with academic study, career and interest engagement, and application of skills. Senior students may choose a science course to take in school, concurrently, or via dual enrollment at a postsecondary institution.

MedPrep's curriculum will align with appropriate standards. Blended learning will be aligned with Common Core State Standards for all of MedPrep's English, math, history, social studies, computer, and science courses. In addition, the school's science courses will be aligned to the Next Generation Science Standards, and anatomy and physiology courses will also align with The National Health Science

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<sup>21</sup><http://www.naceweb.org/career-development/trends-and-predictions/job-outlook-2016-attributes-employers-want-to-see-on-new-college-graduates-resumes/>



Standards<sup>22</sup>. The World Readiness Standards for Learning Languages by ACTFL will align world language courses.<sup>23</sup>

Embedded professional development and vertical articulation will be included in common planning time. To ensure a guaranteed and viable curriculum the school director under the direction of the executive director will lead professional learning community (PLC) efforts using DuFour et al. materials and processes (2016, pp. 112-126).<sup>24</sup> Faculty will engage in a process of collective inquiry, and refine what students should know and be able to do. They will prioritize the standards, which includes developing a process for identifying nonessential curriculum. In addition, the tuning protocol will be used to receive feedback and fine-tune the development of student assessment systems, including exhibitions, portfolios, and design projects.<sup>25</sup> Presentation, clarifying questions, examining student work, warm and cold feedback, reflection and debrief will be the process. Back mapping or backward design will be developed in the PLC, specifically in the medical/medicine related courses.<sup>26</sup>

#### Learning Environment and Pedagogy

Taken from Stanford, “Traditionally, “interaction” with students meant spending an hour behind a podium, flipping through a PowerPoint deck, while a handful of nameless medical students drowsily looked on. In the flipped model, the teacher instead spends that hour sharing clinical or scientific expertise with a group of students who are engaged in problem-solving with the concepts they are learning.”<sup>27</sup> MedPrep will strive to emulate the most effective means of lesson delivery borrowing, in part, from Harvard and Stanford Medical School’s flipped classroom to provide a personalized and blended learning model. It will employ a combination of the flipped classroom, learning centers, workshop model, and seminar. Students will spend about 40% of the time working with teachers. The rest of the time will be spent working with peers and online. Teachers will be viewed as problem solving facilitators. Because teachers spend less time in lesson design and assessment than their counterparts in traditional schools,

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<sup>22</sup><https://www.healthscienceconsortium.org/wp-content/uploads/2015/07/NATIONAL-HEALTH-SCIENCE-STANDARDS-May-2015f1-PE2.pdf>

<sup>23</sup> <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>

<sup>24</sup> Learning by Doing: A Handbook for Professional Learning Communities at Work (DuFour et al., 2016)

<sup>25</sup> <https://schoolreforminitiative.org/doc/tuning.pdf>

<sup>26</sup> [https://www.ascd.org/ASCD/pdf/books/mctighe2004\\_intro.pdf](https://www.ascd.org/ASCD/pdf/books/mctighe2004_intro.pdf)

<sup>27</sup> <http://med.stanford.edu/news/all-news/2015/05/how-the-flipped-classroom-boosts-faculty-interest-in-teaching.html>



more time will be dedicated to specific coaching based on personalized student learning needs for mastery. Through ongoing data analysis of student gaps in learning, teachers will then design and deliver lessons in a workshop for students who are challenged with mastery in the learning centers.

Blended project based learning will allow students to apply knowledge, skills, and habits to real-world scenarios. Each student will receive quality mentor sessions in weekly 10-minute, one-on-one check-ins in order to coach, advocate and support student development. For example, math based concepts will be assessed, which are the knowledge of how, why, and when a mathematical idea works. MedPrep will consider adjustments to its grading policy. The administration of summative assessments will take place 2-3 times a year (fall and spring) to all students. The decided online platform will help students track progress towards their short and long-term goals, learn content at their own pace, and reflect on their learning with mentors. All students will be able to retake tests and exams until proficiency is achieved. Class schedules will support all three components of the blended learning instructional approach — mentoring, projects, and self-direction.

Math units will be opportunities for students to gain an in-depth understanding of mathematical concepts. The units consist of a collection of backwards-planned, carefully-crafted, cognitively-rigorous, and rich math tasks. The learning experiences in math units will require students to engage in problem-solving, reasoning, critical thinking, and significant cognitive work. Units will be facilitated by a teacher during the normal math course, known as Project Time.

MedPrep's vision is to provide a 21st century learning environment to accommodate an average of 18 students per learning space.<sup>28</sup> Collaborative learning desks with interlocking configurations will ensure that no learning space (classroom) will be the same all the time to meet the personalized learning needs of all students.<sup>29</sup> Learning spaces will foster both solitary and communal work. The ergonomic furniture and tools within the room will be mobile in order to encourage easy transitions between different styles of teaching and learning. With mobile classroom chairs and sit-stand desks, students will

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<sup>28</sup> <https://www.kay-twelve.com/pages/kay-twelve-design-studio>

<sup>29</sup> <https://smithsystem.com/collaborative-desks/>



collaborate and form groups and then quickly switch to independent work when needed. Similar to a cafe, a communal space will be between the main office and the classrooms on the second floor.

In accordance with the RIDE Basic Education Plan (p. 17) effective instruction by all faculty will include:

1. Questioning and discussion techniques that address depth of knowledge;
2. Active engagement in learning activities;
3. Different delivery methods to include, but not be limited to, teacher-directed instruction, inquiry-based problem solving, modeling and demonstration, and project-based learning and presentation;
4. Differentiated instruction to address the needs of all students;
5. Grouping of students that allows for individual, small-group, and whole class structures;
6. Reflecting and self assessment regarding learning;
7. Multiple opportunities for cross content learning;
8. Applying concepts and understanding in new contexts;
9. Using an array of learning environments that extend application of knowledge and skills beyond the classroom; and
10. Accessing an array of online texts, technology, and materials to support learning.

MedPrep's goal is to prepare students to be independent self directed learners and materialize a pathway that involves internships. With that end in mind, andragogy will replace pedagogically dominant instructional methods as students progress in maturation and interests (Knowles, 1980).<sup>30</sup> It is expected that the ninth grade cohort will require more explicit direction from teachers than older students. As the student progresses the teachers will exercise gradual release from autocracy to delegation based on the student's performance readiness, similar to the situational leadership model (Hersey, Blanchard, & Johnson, 2008).<sup>31</sup>

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<sup>30</sup> The Modern Practice of Adult Education

<sup>31</sup> Management of Organizational Behavior: Leading Human Resources, Ninth Edition



A blended cognitive skills rubric, developed in partnership with the Stanford Center for Assessment, Learning & Equity (SCALE) and aligned to the Common Core State Standards (CCSS), may be used along with Next Generation Science Standards (NGSS), and C3 Social Studies Framework.

Project-based learning will be a primary methodology for most subject areas.

### Specific Populations

Personalized learning is an individualized education plan for all MedPrep students. All students that have IEPs and 504s will be supported. Inclusion students will receive instruction in the classroom led by co-teachers: a general education and a special education teacher. Students that require small group services outside the classroom receive direct instruction from their special education teacher during Project Time and/or PLT. Students on IEPs and 504s will learn about their plans, including what accommodations work best for them and how to advocate for themselves. SAT intervention classes may be provided during or after regularly scheduled classes either after school or as SAT half day academy on the weekend. Teachers will receive extensive training and coaching in various intervention methods and accommodations. These interventions can be based on academics, behavior and student focus and motivation. Teachers will work together to monitor student progress and provide interventions as needed.

Teachers will create plans for struggling students with the intention of learning the process in order to ultimately generalize support for other students. The five step process will include application of **personalized learning time**. Blended will provide multiple access points that can be supplemented, subtract from or personalized. The teacher will recall special education pedagogy to teach learner's material in, and outside of the online platform after a need is demonstrated. Pre-blended learning supports will be identified. Teachers will consider ways to use online materials in unique ways. They will start with a check for understanding to structure a student's search for answers. They will support students with guided reading strategies by providing students with, or helping them create study guides / graphic organizers as study strategies. Different ways to scaffold materials and masking extraneous materials to focus the student. Teachers will finally track mastery of each objective prior to students taking the assessments.



A teacher during **Project Time** will review the specific assessment for the skill in checkpoint or final product to determine if the skill needs be assessed in the way the project was designed or if there are alternative means of assessment. For example, an oral presentation may not require presenting in front of a large group, perhaps a small group or 1:1. Blended projects should have multiple access points embedded in the form of activities and resources. Teachers will consider additional access points that could supplement projects for students who demonstrate need and provide multiple ways to support group work time. Teachers can customize a project by adding resources, rearranging material, assigning fewer or more checkpoints, and tailoring activities to the disability. Lastly, they will provide visual support for students to support their understanding of how projects are built.

Title VI of the Civil Rights Act of 1964, a letter from the Office of Civil Rights, and the 1974 case of Lau versus Nichols communicates that students with limited English proficiency cannot be discriminated from receiving an equal education and shall not be denied extra language support if needed.

<sup>32</sup> The Equal Educational Opportunities Act of 1974 statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Recently, the capital city of Providence reached an agreement with the United States Department of Justice in favor of English language learners to ensure proper identification, communication, adequate services, sufficient number of ESL certified teachers, monitoring, and assessment.<sup>33</sup> A home language survey is required by Rhode Island Law (R.I.G.L. § 16-54-2) and the Equal Educational Opportunity Act (20 U.S.C. §1703(f)).<sup>34</sup>

A student whose English proficiency is limited to such a degree that it impedes his or her academic progress will undergo a language screening. The English Language Learner Identification Procedure developed by RIDE will include a home and language survey, parents' interview, and a review

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<sup>32</sup> <http://blog.tesol.org/know-your-ells-rights-a-quick-federal-law-review/>

<sup>33</sup> <https://www.justice.gov/opa/pr/united-states-reaches-settlement-providence-schools-ensure-equal-opportunities-english>

<sup>34</sup> <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/ELL-Identification-Procedure-Revised-WED-July-2011%5B1%5D.pdf>



of transcripts and formal schooling.<sup>35</sup> Placement of ELs in a specialized instructional program for ELs shall be made within twenty (20) school days of the completion of the Home Language Survey. The identification/placement assessment will be the RIDE approved WIDA Screener (Online or Paper) and WIDA MODEL. A student who scores an Adjusted Literacy Composite Proficiency Level below 4.5 and Comprehension Composite Proficiency Level below 5.0 will be the criteria for identification as an ELL student. All Students eligible for EL services will be entered in the eRIDE ELP Census. If a student does not qualify for EL services, the student will be monitored for six months. If a recently exited student needs further EL services, the student will be screened and re-entered into services with parental notification.

All faculty will be trained in Sheltered Instruction Observation Protocol model (SIOP) in conjunction with Blended Learning tools for classes containing English language learners (Echevarria, Vogt, & Short, 2013). This model requires teachers to define, display, and review content and language objectives with students. Content concepts will be appropriate for age and educational background. A variety of supplementary materials will be used to a high degree for students to “see, hear, feel, perform, create, and participate in order to make connections and construct personal, relevant meanings (p. 39).” Adaptations of content will be based on levels of student proficiency. Meaningful activities will be implemented that integrate the concepts with language practice, which will be directly linked to students’ background experiences. Past learning and new concepts will be explicitly linked with a focus on key vocabulary. Teachers will use speech appropriate for students’ levels, and clearly explain academic tasks. They will incorporate a variety of techniques to make the concept pellucid. Ample opportunities, scaffolding, multitude of high order questions and tasks will be key strategies. Interaction will include group configurations, wait times, and ample opportunities for student explanations. Hands on and manipulatives will be part of activities that promote practice and application. Content objectives will be directly related to the lesson delivery. It is expected that students will be engaged approximately 90% to 100% of the period, and the pacing will be appropriate for the students’ ability levels. Review and

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<sup>35</sup><http://ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/ELL-Identification-Procedure-Revised-WED-July-2011%5b1%5d.pdf>



assessment will include key vocabulary and content concepts. The teacher will provide regular feedback to students on their output. Lastly, assessment of comprehension and learning of all objectives will take place throughout the lesson.

The RI Regulations Governing the Education of Children with Disabilities were revised to comply in 2018 with the 2016 amendments to the RI Administrative Procedures Act. Congress reauthorized the IDEA in 2004 and most recently amended the IDEA through Public Law 114-95, the Every Student Succeeds Act, in December 2015. In the law, Congress states: Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.<sup>36</sup> MedPrep is committed to comply with all applicable laws and regulations.

A referral for evaluation by a parent, a teacher, or some other educational professional familiar with a student who feels that the student may require special education services based on subpar academic performance will be considered. In accordance with R.I. Gen. Laws Chapter 16-24 and the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Chapter 33, 1400 et. seq.) MedPrep will take reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child has a disability.<sup>37</sup> MedPrep will strive to prevent inappropriate diagnosis. If it is determined, under §§ 300.304 through 300.311, that a child has one of the mentioned disabilities, but only needs a related service and not special education, the child is not a child with a disability under this part of the regulations. However, if consistent with § 300.39(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the student would be determined to be a child with a disability. Per regulations, a student must not be determined to be a child with a disability: (1) If the determinant factor for that determination is —

(i) Lack of appropriate instruction in reading, including the essential components of reading instruction

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<sup>36</sup> <https://sites.ed.gov/idea/about-idea/>

<sup>37</sup> <https://sites.ed.gov/idea/regs/b/d/300.300>



(as defined in § 1208(3) of the ESEA); (ii) Lack of appropriate instruction in math; or (iii) Limited English proficiency; and (2) If the child does not otherwise meet the eligibility criteria under § 300.8(a).

The school will use a Teacher Support Team (TST) to conduct “a prereferral intervention process in which teachers are assisted to remediate difficulties in the context of the regular classroom before a special education referral is considered”.<sup>38</sup> Per RIDE, the student’s current achievement shall be determined after at least two periods of intensive general education interventions are implemented with fidelity.<sup>39</sup> The TST will seek to answer whether or not the subpar academic performance is related to second language acquisition and if the curricula and instructional materials are known to be effective for language minority students. Teacher, as well as student, characteristics will be explored. All stakeholders’ observations will be considered. Reevaluation will ensure that the proper life of special education services is properly rendered.

The National Association of Gifted Children’s (NAGC) defines gifted or advanced students as “those who demonstrate outstanding levels of aptitude (defined as exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains.”<sup>40</sup> Per RIGL 16-42 gifted students are those who possess superior capabilities in one or more of the following categories of gifts and talents: general intelligence, specific academic aptitude, creative thinking, visual, literary or performing arts, and require additional educational programming.<sup>41</sup> MedPrep will collect information on both the child's performance and potential through a combination of “objective (quantifiably measured) and subjective (personally observed) identification instruments in order to identify gifted and talented students.”<sup>42</sup> A systematic, multi-phased process for identification of gifted students to find students who need services beyond the general education program will be employed: 1) nomination or identification phase; 2) screening or selection phase; and 3) placement phase. The response to intervention system will be part of this identification process. It will use a minimum of three of the

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<sup>38</sup> [https://ncela.ed.gov/files/rcd/BE016426/June88\\_5.pdf](https://ncela.ed.gov/files/rcd/BE016426/June88_5.pdf)

<sup>39</sup> 300.307(a) State Criteria. (6.7.3(A)(1))

<sup>40</sup> <http://www.nagc.org/sites/default/files/administrators/QuickGuide%20Resources%20REV%201-18.pdf>

<sup>41</sup> <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Laws-Regulations/Ed-Programs-Gifted-Talented-Children.pdf>

<sup>42</sup> <https://www.nagc.org/resources-publications/gifted-education-practices/identification>



following identification devices: 1) creativity tests, 2) case studies of students, and 3) nominations: teacher, peer, parent, school psychologist, guidance counselor, principal, self—nomination, 4) judgments by experts appropriate for the category(ies) of gifts and talents, 5) selection team Interview of student, 6) behavioral characteristics/personality, inventory rated by several individuals, 7) autobiography, 8) intelligence tests, 9) aptitude tests, 10) achievement tests, and/or 11) other identification devices may be used if approved by the Rhode Island Department of Education. The selection process will be accomplished by a team to include at least three representatives from the following groups of professionals: 1) Classroom teachers, 2) staff members from gifted and talented program(s), 3) school psychologists and/or guidance counselors, 4) experts from the category(ies) of giftedness and/or talents being addressed, 5) school administrators, and 6) Parents.

Blended learning should be modified for acceleration, curriculum compacting, and grouping.<sup>43</sup> Pull-out and other specialized programs will be considered for motivated gifted and advanced students, such as Brown University Summer High School courses-“Do You Want to Be a Doctor”.<sup>44</sup> The Common Core State Standards and 21st Century Skills recognize that American schools need more rigorous expectations for student performance and that students need to gain more than content to be successful in the global economy. The director will solicit recommendations for students to enroll in advanced placement (AP) courses, dual enrollment, and opportunities for extended applied learning in the form of internships, job shadowing, and community service learning. All measures will be taken to recruit highly qualified teachers in all disciplines who are qualified to teach advanced placement courses.

#### Assessment System

MedPrep’s comprehensive assessment system will include measures of student performance for the purposes of formative, interim, and summative evaluations of students in all core content areas. Sufficient frequency and relevance will be employed to ensure that students have access to diverse pathways to support their individual learning plans. These assessments will also be coordinated with the evaluation process for determining student eligibility for an individualized education program and for receiving

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<sup>43</sup> <http://www.nagc.org/resources-publications/gifted-education-practices>

<sup>44</sup> <https://precollege.brown.edu/summeratbrown/>



English language learner services. Summative assessments to measure academic performance and college and career readiness will be measured via the SAT for math and ELA, the ACCESS test for English language proficiency for English language learners, and the RI Next Generation Science Assessments to measure science achievement. Interim and formative assessments for all courses, particularly, biology and chemistry will be measured through the blended learning platform. An annual medical student portfolio will measure the extent to which the student has become a self directed learner.<sup>45</sup>

Projects and student performance assessment will be based on a blended cognitive skills rubric. Cognitive skills are essential and transferable lifelong skills, such as asking questions, researching, identifying patterns and relationships, and speaking and listening. The rubric should span up to pre-professional programs and assist students, not only understand progress, but also understand that they can transfer these valuable skills from subject to subject and achieve mastery day by day, year by year as they work toward college and career readiness. The implementation of blended learning may involve adjustments to the school's grading practice. A student's grade is a combination of their growth in cognitive skills and their mastery of content, with cognitive skills weighed most heavily. Additionally, grades will reflect students' demonstration of what they learned and are calculated using a collection of standards-aligned rubrics that are integrated into the curriculum. Homework and participation will not be included in grades. Teachers will administer a measure of academic progress assessment two times per year (fall and spring) to all students. The NWEA MAP assessment<sup>46</sup> or similar tool will give MedPrep teachers a window into their students' progress and growth, helping everyone check in on their goals and refine their personalized learning plans. It will be used to measure student growth based on where students start the school year. The fall assessment will serve as a baseline to understand where a student might need differentiation throughout the year. The spring assessment will show progress from where the student was in the fall. The blended learning platform should include a MAP tool that educators can use to support their students.

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<sup>45</sup> <https://www.aamc.org/download/490258/data/medicalstudentportfolios.pdf>

<sup>46</sup> <https://www.nwea.org/map-growth/>



The chosen blended learning online platform will be the backbone of the curriculum, not simply another classroom tool. The platform will bring personalized learning to classrooms by helping students set both short- and long-term goals, track progress, prioritize their work, learn content at their own pace, complete projects that apply newfound knowledge to real-world situations, and reflect on what they learned.

Because the platform will require students to become self-directed learners, using it often will cause both teachers and students to rethink their approach to the classroom experience. Every student will have their own laptop or Chromebook.

Grade 9	Grade 10	Grade 11	Grade 12
English (Blended)	English (Blended)	English (Blended)	English (Blended)
English (Blended) To what extent are students able to perform grade level standards with proficiency as it pertains to the College and Career Readiness Anchor Standards for literature, information texts, writing, speaking, and listening?			
Algebra 1 and 2 (Blended) To what extent are students able to perform grade level standards with proficiency as it pertains to the Common Core Standards for Mathematical Practice for algebra? <sup>47</sup>		Geometry (Blended) To what extent are students able to perform grade level standards with proficiency as it pertains to the Common Core Standards for Mathematical Practice for geometry?	Pre-Calculus/Calculus (Blended) To what extent are students able to perform grade level standards with proficiency as it pertains to the Common Core Standards for Mathematical Practice for calculus?
Modern World History (Blended)/Ethnic Studies Studies <sup>48</sup>  To what extent can students define the relevance of ethnic studies, understand movement and migrations, power and oppression, social movements and advocacy?	Modern World History (Blended)/Ethnic Studies	Government (Blended)/Ethnic Studies To what extent do students: demonstrate an understanding of: origins, forms, and purposes of government;  authority and use of power, and how they are/can be changed;	Ethnic Studies

<sup>47</sup> <http://www.corestandards.org/Math/Content/HSA/introduction/>

<sup>48</sup> <https://www.stocktonusd.net/Page/9193>



		<p>United States government (local, state, national);</p> <p>the democratic values and principles underlying the U.S. Government;</p> <p>citizens' rights and responsibilities;</p> <p>how individuals and groups exercise (or are denied) their rights and responsibilities;</p> <p>political systems and political Processes;</p> <p>the many ways Earth's people are interconnected; participation in political processes, civil society?</p>	
<p>To what extent are students able to achieve grade level performance tasks with proficiency as it pertains to the College and Career Readiness Anchor Standards for literature, information texts, writing, speaking, and listening related to history and social studies?<sup>49</sup></p>			
<p>To what extent are students politically, socially, and economically conscious about their personal connections to local and national history?</p> <p>To what extent do students identify similar social patterns and universal qualities present in other societies, including their own?<sup>50</sup></p>			
<p>World Language (Blended)<sup>51</sup></p> <p>To what extent are students able to communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes, interact with cultural understanding,</p>	<p>Pathway Internship (Supervisor Survey)</p> <p>To what extent do students exhibit high quality work, ability to learn, initiative and creativity, character traits, dependability, attendance and punctuality, organizational fit, and response to supervision?</p>		

<sup>49</sup> [http://www.corestandards.org/wp-content/uploads/ELA\\_Standards.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf)

<sup>50</sup> <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Ethnic%20Studies%20Survey%20Course%20.pdf>

<sup>51</sup> <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>



connect with other disciplines (medical), develop insight into the nature of language to act with cultural competence, to communicate in local communities and around the world?		To what extent are students able to reflect on their learning experience connecting it to past, present, and future goals?	
Biology (Blended)	Chemistry (Blended)	Anatomy or Biochemistry	Science Elective <ul style="list-style-type: none"> <li>● In school or</li> <li>● Concurrent or</li> <li>● Dual Enrollment</li> </ul>
To what extent are students able to achieve grade level performance tasks with proficiency as it pertains to the College and Career Readiness Anchor Standards for information texts, writing, speaking, and listening related to science by answering the following thematic questions:			
<p>How do organisms obtain and use the energy they need to live and grow? How do matter and energy move through ecosystems?</p> <p>How and why do living organisms interact with each other and their environment? What are the effects of organisms' interactions with each other and their environment?</p> <p>How do humans depend on Earth's resources? How and why do humans interact with their environment and what are the effects of these interactions?</p> <p>How do the structures of organisms enable life's functions?</p> <p>How are characteristics from one generation related to the previous generation?</p> <p>How can there be so many similarities</p>	<p>How can one explain the structure, properties, and interactions of matter?</p> <p>How is energy transferred and conserved?</p> <p>How do the major Earth systems interact?</p> <p>How do the properties and movements of water shape Earth's surface and affect its systems?</p> <p>How do humans depend on Earth's resources?</p> <p>How do people model and predict the effects of human activities on Earth's climate?</p> <p>How do substances combine or change (react) to make new substances?</p> <p>How does one explain reactions and make predictions about them?</p> <p>How do organisms obtain and use the energy they need to live</p>	<p><b>Anatomy</b> To what extent do students identify basic levels of organization of the human body, Identify body planes, directional terms, cavities, and quadrants;</p> <p>analyze basic structures and functions of human body systems? -----</p> <p><b>Biochemistry</b> To what extent can students explain and demonstrate: how large molecules are made and function; how energy is harnessed, used, and stored; mechanism by which enzymes catalyze cellular chemical reactions; mechanism and control of DNA transcription, translation and protein synthesis; relationship of impairment in macromolecular structure and function to disease?</p>	



<p>among organisms yet so many different plants, animals, and microorganisms?</p> <p>What evidence shows that different species are related?</p> <p>How do the major systems of Earth interact?</p>	<p>and grow?</p> <p>What is the universe and what goes on in stars?</p> <p>What is the universe, and what is Earth’s place in it?</p> <p>How do Earth’s surface processes and human activities affect each other?</p>		
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**Health and Wellness<sup>52</sup>**

To what extent are students able to perform grade level standards with proficiency as it pertains to the College and Career Readiness Anchor Standards for information texts, writing, speaking, and listening in Reading Standards for Literacy in Science and Technical Subjects (Health and Wellness).<sup>53</sup>

To what extent do students understand and can demonstrate that:

wellness is maintained through a healthy lifestyle which includes appropriate physical activity?

injuries are not “accidents”, but are predictable and preventable. It is important to understand the relationship between personal risk-taking and injuries and the relationship of individual behaviors and their impact on others. Students will also recognize, understand and abide by basic rules, regulations, procedures and courtesies and deal with interpersonal conflict in constructive, effective and non-violent ways?

those elements inherent in healthy sexual development and maturation including: family communication, relationships, sexual identity, human sexual response cycle, and sexual decision making?

To what extent do students understand and advocate for:

wellness at the individual, family and community level through practicing and supporting a healthy behaviors which include appropriate physical activity;

the importance of human sexuality and that healthy sexuality throughout one’s life is dependent on respect and understanding of self, families, sexual growth and development , sexual identity and interpersonal relationships?

To what extent do students understand and demonstrate that:

the level of one’s mental health is manifested by responsible decision-making, the development of healthy relationships, the management of stress and the complex emotional states of adolescence, adaptation to change throughout life and knowing when to seek help;

<sup>52</sup> [http://thriveri.org/documents/RI\\_CHI\\_Outcomes.pdf](http://thriveri.org/documents/RI_CHI_Outcomes.pdf)

<sup>53</sup> [http://www.corestandards.org/wp-content/uploads/ELA\\_Standards.pdf](http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf)



injuries are not “accidents”, but are predictable and preventable. It is important to understand the relationship between personal risk-taking and injuries and the relationship of individual behaviors and their impact on others. Students will also recognize, understand and abide by basic rules, regulations, procedures and courtesies and deal with interpersonal conflict in constructive, effective and non-violent ways;

proper nutrition in the attainment and maintenance of health and the relationship between nutrition and physical and mental performance;

factors which contribute to disease and illness, their effect on the individual and society, how to prevent the transmission of communicable disease and the development of chronic disease; and

factors involved in chemical substance use and prevention of substance abuse?

	Computer Science	Computer science	
PLT	PLT	PLT	PLT
Medicine 1 Grade 9:	Medicine 2 Grade 10:	Medicine 3 Grade 11:	Medicine 4 Grade 12:

Are students able to achieve grade level performance tasks with proficiency as it pertains to the College and Career Readiness Anchor Standards for information texts, writing, speaking, and listening as it relates to medical and medicine topics?

<p>What are common injuries and care?</p> <p>What do basic physical assessments entail?</p> <p>Describe Standard immunizations by age groups and medication routes of administration.</p> <p>What are common infections and treatment?</p> <p>What kind of medical doctors treat each sickness?</p>	<p>What are major skin diseases?:</p> <p>What are the neurologic diseases?</p> <p>Describe gastrointestinal diseases.</p> <p>What does the field of obstetrics/Genitourinary entail?</p> <p>What kind of medical doctors treat each sickness?</p>	<p>What are the major respiratory diseases and treatment?</p> <p>What entails endocrinology?</p> <p>What types of diabetes exist?</p> <p>What are genetic disorders and embryology and development?</p> <p>What kind of medical doctors treat each sickness?</p>	<p>What is dermatology and treatment?</p> <p>What are the leukemia types by age groups and marrow disorders?</p> <p>Describe cardiac diseases.</p> <p>What are renal diseases?</p> <p>What diseases are associated with psychiatry?</p> <p>What kind of medical doctors treat each sickness?</p>
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What are the passing/failure rates in all courses?



To what degree:

1. is the school achieving its schoolwide English language arts goal?
2. is the school achieving its schoolwide math goal?
3. is the school achieving its science goal?
4. is the school achieving its English as a second language goal?
5. are students passing courses the first time?
6. are students college and career ready?
7. is the school achieving its four year graduation rate?

As illustrated in the chart below by grade levels, the PSAT, SAT, RINGSA, ACCESS, and the chosen blended learning platform will be publisher scored summative norm referenced assessments used in the six core content areas. The PSAT and SAT will be used by school leaders and faculty to 1) assess the degree to which the school is meeting its overall goals for constituents and RIDE, 2) gauge college readiness and 2) to connect assessment and instruction in English and math. The SAT will be used by school leaders to assess the impact of the English and math instructional program. It will also be used by them to gauge college readiness and track performance across tests to measure growth and identify areas where students need support. The Rhode Island New Generation Science Assessment (RINGSA) will be used by school leaders to assess 1) the degree to which the school is meeting its overall goals for its constituents and RIDE, 2) the impact of science instructional program and track performance across tests to measure growth and identify areas where students need support. The ACCESS will be used by school leaders to assess the impact of instructional programs as it pertains to all teachers' ability to deliver an effective ESL program in each class that contain English language learners, and track performance to measure growth and identify areas where students need support.

Blended learning assessments will be used as summative, interim, and formative assessments. They will be used as diagnostic assessments before instruction begins. School leaders will use this data to assess course completion rates, and teachers will use them as end-of-unit exams to be used as a grade. Blended interim assessments will be used by faculty to gauge student mastery and make adjustments to



level of rigor. Teacher produced anchor standards rubric will be used to check for student understanding. Blended formative assessments and observations will be used by teachers to determine student progress and success of interventions. Teacher produced assessments will be used to assess experiential proficiency. Observation will be used by teachers to question at the end of class to determine instructional next steps. The performance-based diploma assessment will be used by school leaders and faculty as a summative measure to assess the level of maturation of students’ goals, specifically in medicine, fields of medical doctors, and academic growth of each student for college or career readiness.

Scored By:	Publisher				Faculty				
	<i>Summative (Norm Referenced)</i>				<i>Interim (Diagnostic &amp; Criterion)</i>		<i>Formative (Criterion)</i>		
Medical Preparatory Academy of Rhode Island (MedPrep)	PSAT	SAT	RINGS	ACCESS	Online platform	Teacher Made	Online Platform	Teacher Produced	Observation
<i>English</i>			9 to 12	9 to 12					
<i>Math</i>	10	11			9 to 12				
<i>History/</i>									
<i>Social Studies</i>						9 to 12			
<i>Science</i>			11						
<i>World Language</i>					9 & 10		9 to 12		
<i>Health</i>									
<i>Medicine</i>						9 to 12		9 to 12	9 to 12
<i>Internship</i>									
<i>Dual Enrollment</i>						11 to 12		11 to 12	

Promotion and Graduation Policy

To receive a diploma students must:

- 1) pass a minimum of 20 courses in:
  - 4 English language arts
  - 4 math
  - 3 science
  - 3 social studies and
  - 6 courses from medicine, world languages, health, and physical education.



2) Complete two performance-based diploma assessments from a combination of:

- comprehensive course assessment
- exhibition
- portfolio
- senior project.

Students must pass five courses each year to advance to the next grade level or will be retained to retake courses. To be promoted from eleventh to twelfth grade, students must have earned 15 credits, including two core English Language Arts

and two core Math credits. Each student will have an individual learning plan and a personalized learning environment using a blended learning online platform, mentoring, and external learning opportunities to help them succeed to next grade. Students will have multiple opportunities and measures for students to demonstrate proficiency and graduation readiness by retaking online and teacher prepared exams until a minimal level of mastery is achieved. Multiple viable pathways toward a high school diploma will include internship education and blended or online learning in a flipped classroom model.

Students may achieve a MedPrep medical pathway or public service endorsement after having demonstrated a learning in a topic of interest related to the fields of medicine and/or medical doctors.<sup>54</sup>

This will be achieved by successful completion of:

1. coursework in core subjects,
2. at least two courses in medicine,
3. at least one advanced learning opportunity
  - a. in the form of a related advanced placement course
  - b. or related internship.
4. a related performance-based diploma assessment and a
5. four year graduation rate.

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<sup>54</sup> This was still being debated at state level during the drafting of MedPrep's proposal:  
<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/CommunityMtgPPT.pdf>



All new families will complete a MedPrep orientation about promotion and graduation requirements. For students at risk, an early warning system by end of 10th grade will include course audits and contacting parents to convene a meeting with faculty and a school leader to explore solutions.

The school director or his/her designee shall be responsible for annual communication of graduation requirements to MedPrep students and families.

Notice of the requirements for graduation will be provided to students and their families no later than September 15 of the year in which the student first enters the ninth grade, or at which time the student enters MedPrep, whichever comes first.

Once notice of graduation requirements has been issued, the requirements will not be altered for students in that cohort. Students in jeopardy of not earning a diploma will receive multiple notices that will include: academic status, an opportunity to meet and discuss the student's academic program, support and planned interventions, and regular updates on the student's progress.

The school director will provide an update to the Board by March 1st of each year which includes: graduation and dropout rates, a report on student participation and performance in credit-recovery opportunities, and other pertinent information related to the implementation of the graduation requirements.

#### School Culture

MedPrep's vision is to graduate young people who are college ready by College Board standards and able to compete nationally in America's top medical colleges, and research institutions, and whose mission is to provide a supportive, personalized learning environment for high school students interested in careers in the medical professions who will achieve our state's standards in mathematics and science. Academic scholarship and personal growth are at the center of MedPrep. Its diverse student and staff population will extend positive behaviors towards each other in the manner in which their peers would like to be treated. This will require volunteers, employees, students, and families to invest in more than just a limited acquaintance with each other in the MedPrep learning community.



Our students will access the standards by which they will learn many social and emotional competencies. MedPrep curriculum is based on the Common Core for State Standards (CCSS) and social and emotional learning (SEL) skills are implicitly embedded in them.<sup>55</sup> CCSS ELA and SEL speaking and listening comprehension and collaboration component is to engage effectively in a range of collaborative discussions with diverse partners, building on each others' ideas and expressing their own clearly. Self-awareness, self-management, social awareness, relationship skills, and responsible decision making are the social emotional competencies embedded in the standards. Love, empathy, and the platinum rule will guide culture and climate. The Collaborative for Academic, Social, and Emotional Learning (CASEL) embodies these expressions of mutual respect<sup>56</sup>.

School leadership will consult with the CASEL's School Theory of Action framework and resources to learn more about how to implement SEL in the school.<sup>57</sup> This will involve the refinement of a vision, a needs assessment, effective professional learning programs, implementation of evidence-based programs, integration, (curriculum and instruction, schoolwide practices and policies, family and community partnerships), and an improvement process through inquiry and data collection. Durlak et al. (2011) study indicated that students receiving quality social emotional instruction demonstrated better academic performance, improved attitudes and behaviors, fewer negative behaviors, and reduced emotional distress.<sup>58</sup> To achieve this, we will use a state of the art blended learning curriculum guided by common core designed to address the academic and socio-emotional and behavioral needs of our students in a restorative learning environment. Social emotional skills will be taught multi-year in duration. Teachers will use interactive instructional methods that are integrated into the life of the school rather than being implemented as marginal add-ons. Social and emotional skills will be taught by direct and explicit instruction in specific skills. School-wide culture and climate strategies will have embedded social and emotional learning in teacher instructional practices and integrated with academic curriculum areas. Every student will be provided a mentor to guide academic, social, and emotional experiences.

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<sup>55</sup><http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Special-Education/Social-Emotional-Learning/CCSS%20and%20SEL%20links.pdf>

<sup>56</sup> <https://casel.org/>

<sup>57</sup> <https://casel.org/in-the-schools/>

<sup>58</sup> <https://drc.casel.org/resources/universalinterventions/>



Community voice will be solicited via student council, parent-teacher organization, and teacher leaders. Specific culture and climate strategies will also be informed through annual surveys administered by administrators to the whole MedPrep community including staff and families.

To maintain a safe and orderly environment school board and school leaders will review code of conduct policies and procedures annually. The school leaders will analyze suspension data to identify causes, patterns, and subsequent supports, interventions or training. It will implement a structured system of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) to improve behavior to mitigate the number of suspensions. The school director will lead the faculty in restorative practices and social emotional learning.<sup>59</sup> Each student will meet with a mentor to provide emotional support and positive feedback, which can improve their engagement, behavior and achievement in school. (Dufresne, Hillman, Carson, & Kramer, 2010).<sup>60</sup> School leaders will analyze referral data to ascertain the need for faculty training in basic, core, classroom management skills and/or cultural competency. For students with special education needs a multi-tiered system of supports (MTSS) will provide Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) frameworks. The Blended Learning platform will be adjusted by the teacher to provide data-based individualization and support as students may act out because of academic difficulties.<sup>61</sup> Behavior monitoring and contracts will be expected for students with more serious behavior challenges. The school administrators will consider out of school suspension alternatives when feasible that will include: detention, restorative justice, restitution, parent meetings, community service, loss of privileges, and in school suspension.

The school building and grounds will be designed and maintained to be accessible and free of health and safety hazards, and to promote learning and school engagement.

The applicant group will craft a comprehensive discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a special education discipline policy.

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<sup>59</sup> <https://www.iirp.edu/projects/safer-saner-schools#2-restorative-leadership-team-support>

<sup>60</sup> <http://www.ctvoices.org/sites/default/files/edu10discipline.pdf>

<sup>61</sup> <https://intensiveintervention.org/>



## Organizational Capacity

MedPrep is an independent charter whose founding board members are professionals from Providence County in the fields of education, medicine, technology, finance, and law.

## Establishing Persons or Entities

The Rhode Island Medical Foundation (RIMS) is aligned with MedPrep's mission to graduate young people who are college ready...and be able to compete nationally in America's top medical colleges, and research institutions by virtue of RIMS' "scientific, educational, charitable and peer review foundation."<sup>62</sup> It was approved by the Internal Revenue Service on June 6, 1983, as a 501(c)(3) organization. Under this designation, it may "promote health and welfare in the community by engaging in charitable, educational and scientific activities related to the field of medicine." The Rhode Island Medical Society's mission states that it involves "a voluntary association of physicians, physician assistants and medical students" by which "it advocates for all Rhode Island physicians in their efforts to provide the best possible care to their patients. The RIMS is the vehicle by which the medical community in Rhode Island meets the evolving challenges of medical practice and quality patient care. The Society represents the interests, values and needs of the medical profession and promotes enlightened public policy in the field of health care."<sup>63</sup>

There are no previous affiliations between members of the Rhode Island Medical Society as the establishing agency and the other applicant group members.

If the school is approved Rhode Island Medical Society will be guaranteed a permanent position on the school's board. Its representative will ensure that the vision and mission of the school is pursued with fidelity by crafting and refining its educational policy. RIMS will advocate the use of its prestige in RI by MedPrep's school management to connect students to resources in the fields of medicine and medical doctors. This may include, but not be limited to: mentors, internships, job shadowing, pre and post secondary academic experiences, scholarships, guest speakers, and connection to colleges and universities.

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<sup>62</sup> <http://www.rimedicalsociety.org/rims-foundation.html>

<sup>63</sup> <http://www.rimedicalsociety.org/about-us.html>



## Applicant Group

**Dr. Anthony Francisco, Sr., PhD**, a native Providencian, assembled a diverse team of charterpreneurs. Having served as a school administrator in both Providence and Pawtucket, his contribution has been the oversight and coordination of founding applicant group activities and school planning operations. He worked to forge partnerships, specifically with Rhode Island Medical Society. He will continue to coordinate, support, and promote the applicant group's agenda and school's vision and mission in the state. **Dr. Bradley J. Collins, M.D.** is President of the Rhode Island Medical Society (RIMS) Executive Board and Staff Hospitalist for Lifespan at R.I. Hospital. Together with Mr. DeToy, he facilitated the vision and mission and has been a lead broker between the applicant group and the RIMS' board of directors to secure it as the establishing agency. He will continue to develop his passion for charter public education through his consultation with experts in the field, the contribution of the draft proposal's refinements, and facilitation of the school and university mentor relationship.

**Steven R. DeToy** is the Director of Government and Public Affairs for the Rhode Island Medical Society (RIMS). His experience lies in student internships, state and federal law, legislation and regulation, media relations, political action, and American Medical Association delegation. He and Anthony Francisco forged the seminal relationship that coalesced the RIMS and applicant group. Mr. DeToy will continue to serve as a primary liaison between them.

**Nkolika E. Onye, M.A.** served in several executive administrative roles, including Deputy Superintendent Zone Director for the Providence Public School District. Her background in science instruction, school management, and central office executive level leadership has guided our basic educational program. She participated in the development of the vision and mission statements. Her continued support will ensure that the school's educational plan is optimal. She is a doctoral candidate at Northeastern University.

**Dr. Levis M. Guzman, M.D.** 's experiential narrative contributed to the inspiration of the school's vision and mission. Her major focus was the drafting of the community need and medical curriculum sections. As an entrepreneur she is founder and chief medical doctor at Professional Internal Medicine in



Pawtucket, RI. Her continued involvement will ensure that experiences related to the school's theme are relevant.

**Mak A. Falaye, CPA, MBA** is an entrepreneur with his own accounting firm, Platinum Tax & Accounting Services, LLC, in Providence, R.I. His contribution has been centered on the economic plan and future solvency of the school. His continued support will ensure that mechanisms are in place that support the economic solvency of the school.

**Rodney Wilson, B.A.** is a computer management specialist for Providence Public Schools whose focus has been the technological guidance to support an educational plan based on computerized infrastructure. As technology advances, he will continue to guide the board in technological advancements to deliver quality administrative and educational services to staff and students.

**Jeffrey D. Sowa, J.D.**, a native Providencian, is a trial lawyer who has conducted educational related cases before the RI Department of Education. As an entrepreneur he is the principal founder and operates his own practice, LaPlante, Sowa, and Goldman in Providence. His contribution rests with conflicts of interest, contracts, insurance, board governance, ethics, and constituent voice. He will continue to stay abreast with developments in legal issues related to the business of education and ensure that the MedPrep organization contracts the proper legal services to mitigate litigious activity against it.

**James Carney** is a retired lead physician assistant with decades of experience in the medical field and currently serves as director of advocacy and government relations for RIMS. His relationships with medical, post-secondary, and community organizations will ensure students are afforded mentors and internships. As with all members, he will promote the vision and mission in the community.

#### Board Development and Duties

MedPrep board assures RIDE that it will comply in good faith with all applicable laws and regulations related to board governance.

The founding board members and establishing entity have achieved a level of professional success that has established a network of professionals in their respective spheres from which to draw potential future candidates. In its incipient stages, the MedPrep applicant group exercised prudence with



its selection of partnerships due to overwhelming support from professionals in the medical field. As the sole public school whose theme is related to medicine and medical doctors the board anticipates a plentiful pool of volunteers and/or candidates.

An application for board membership is required. A signed statement to fulfill the board’s conflict of interest policy, ethics compliance, mandatory attendance, sub committee work as volunteer, submission of current resume, and social security number will be a requirement for candidate consideration. It is also expected that candidates know that they may be subject to investigation for Medicaid fraud by the RI Department of Human Services, registration with the RI Ethics Commission is obligatory, and their names furnished to the RIDE. They are also expected to know that they may be subject to sanctions for failure to comply in a timely fashion to these requirements and expectations.

Constituency	Seats	Members
Establishing Agency	3	Bradley Collins, MD Steven DeToy James Carney
K-12 Education and higher education	2	Anthony Francisco, PhD, Nkolika Onye, MA
Medical Local Community Liaison Medical Proprietor of Pawtucket	1	Levis Guzman, MD
Finance	1	Mak Falaye, CPA
Technology	1	Rodney Wilson
Legal	1	Jeffrey Sowa, Esq.

Officer positions	Status
Chair	Dr. Bradley Collins, MD
Vice-chair	vacant
Treasurer	vacant
Secretary	vacant



Currently, there is no comprehensive management provider in this plan.

It is premature to determine specific persons or contractors that will provide consultation services. At minimum, the MedPrep applicant group intends to apply for the start up grant for board training and building improvements. An architect and/or interior designer may be contracted. The board will conduct observational visits on a periodic basis. The future executive director of the school will report the school performance report at each board meeting and make recommendations. The organization's CPA will present the status of the school finances and make recommendations.

Schoolspring and a video asynchronous interview product like Sparkhire will be tools for recruitment. Anthony Francisco, Nkolika Onye, and Jeffrey Sowa also have a network through professional organizations such as the Rhode Island Superintendents Association (RISSA) and the Rhode Island Association of School Principals (RIASP) from which to draw candidates. The process will follow a progression from outreach, application collection, phone interview, finalist interview, and reference check.<sup>64</sup> Outreach may include a scheduled visit to the facility. A video interview will take place at the application and resume collection stage. The candidate will record a demo teacher coaching session for the hiring committee. A feedback session on the coaching session may follow to test for disposition to hiring committee feedback.

The board will hold school leaders accountable using the Rhode Island Standards for Educational Leadership to evaluate.<sup>65</sup>

Teachers and parents will be encouraged to present their disagreement to the board. If an mutual agreement has not materialized, charter school board decisions may be appealed directly to the commissioner of education per charter regulations<sup>66</sup>

### Staffing Plans

Year one the executive director will fill the role of school director until year three. The Executive director will report directly to the governing board. The Finance Director will be evaluated by the Executive

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<sup>64</sup> <http://www.doe.in.gov/sites/default/files/turnaround-principles/recruitmentandhiring03.12final3.pdf>

<sup>65</sup> [http://www.ride.ri.gov/Portals/0/Uploads/Documents/RI\\_Standards\\_for\\_Educational\\_Leadership.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/RI_Standards_for_Educational_Leadership.pdf)

<sup>66</sup> <http://www.ride.ri.gov/InsideRIDE/LegalSupport.aspx#1843913-where-am-i-in-this-dispute-resolution-process>



Director. All teachers and staff will report to the executive director. Year three a school director will be hired and report to the executive director. All staff will then report to the school director. A partnerships coordinator, college and career readiness coordinator, and teacher assistant will be hired.

Four teachers will be hired year three: English, math, science, social studies, and a full time custodian.

Year four will hire another nurse-teacher to teach medicine. Lastly, year five will add one more health and wellness teacher.

	2020	2021	2022	2023	2024
English	1	1	2	2	2
Math	1	1	2	2	2
Science	1(Bio)	2 (Chem)	2	2	2
Social Studies	1	1	2	2	2
Medicine	.5	1	2	2	2
Health	1	1	1	2	2
World Language	0	1	1	2	2
Computer Science	0	1	1	1	1
FTE	5.5	9	13	15	15

### Leadership

The Executive Director job description is attached to the appendix section. Essentially, the candidate must possess teaching and administrative experience with a RIDE K-12 Building Level Administrator certificate.<sup>67</sup> A master's degree is required and a doctorate is preferred. This person will oversee all operations of school business, promote the vision and mission, and report to the board.

<sup>67</sup><http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/Regulations-Governing-the-Certification-of-Educators-in-Rhode-Island.pdf>



Online recruitment sites, like Schoolspring, and a video asynchronous interview product like Sparkhire will be tools for recruitment. Anthony Francisco, Nkolika Onye, and Jeffrey Sowa also have a network through professional organizations such as the Rhode Island Superintendents Association (RISSA) and the Rhode Island Association of School Principals (RIASP) from which to draw candidates. The process will follow a progression from outreach, application collection, phone interview, finalist interview, and reference check.<sup>68</sup> Outreach may include a scheduled visit to the facility. A video interview will take place at the application and resume collection stage. The candidate may record a demo teacher coaching session for the hiring committee. A feedback session on the coaching session may follow to test for disposition to hiring committee feedback.

The Executive Director will report to the school board and is responsible for overseeing the administration, programs and strategic plan of MedPrep. Other key duties include fundraising, marketing, and community outreach. The position reports directly to the Board of Directors. He or she will evaluate all operations of the school, and make recommendations to the school board in a timely fashion based on data. He or she will evaluate the school and finance directors, and may assist with faculty and staff evaluations. RI Building Administrator certificate is required.

The school director will report to the executive director. Able to evaluate teachers, this person will assist the executive director with teacher and staff evaluation. This position will implement the board's strategic direction for the school. He or she will lead faculty and staff to develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities. RI Building Level Administrator certificate required.

The Finance and Human Resource Director will be a hybrid position to supervise and manage all aspects of the financial and human resource operations of the school. He or she will develop and administer the budget as well as manage insurance/risk management programs. This role will include the procurement and payment to companies such as marketing, CPA, payroll, and human resource

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<sup>68</sup> <http://www.doe.in.gov/sites/default/files/turnaround-principles/recruitmentandhiring03.12final3.pdf>



management. A RIDE School Business Administrator certificate or its equivalent is preferred.<sup>69</sup>

Experience in the financial operations, payroll, and human resources is required and will be primarily evaluated based on Association of School Business Officials International standards.<sup>70</sup>

Under the supervision of the Executive Director the College and Career Readiness Coordinator is responsible for the coordination of transition activities to high school and postsecondary studies and/or employment within a team composed of the student, parent/guardian, educators, and service providers. This person ensures that transition activities and services are addressed and implemented for each student. This person is also responsible for state testing coordination. This requires a RIDE School Counselor certificate. College and Career Readiness Director (or coordinator) will possess a guidance counselor degree. The Partnerships & Community Coordinator works under the direct supervision of the Executive Director to promote the vision and mission of MedPrep through collaboration with faculty, community members, local business partners, and volunteers to develop programs and opportunities related to medicine and medical doctors to enhance child, student and family success. This includes communicating and promoting opportunities within the school to community members, families, local media, and others to increase community engagement within our schools.

This position actively seeks to procure partnerships with the school and provides clear communication between school staff, parents and community by conveying information regarding school activities, procedures, information on services available to eligible students and parents. This person connects students to businesses and organizations for internships. This position works in tandem with the College and Career Readiness Coordinator to secure post secondary opportunities for students. Multilingual skills and college degrees in a related area are required.

The office manager represents the school as its prime contact person. This position will report to the school director. This position manages the office services by establishing efficient procedures while

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<sup>69</sup>( p. 73)

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/Regulations-Governing-the-Certification-of-Educators-in-Rhode-Island.pdf>

<sup>70</sup> <https://asbointl.org/asbo/media/documents/learning/Observer-Assessment-Prof-Stand.pdf>



monitoring and coaching the administrative assistant. The office manager will work under the finance/HR director to assist with financial records, accounting, and procurements.

The administrative assistant represents the organization by assisting the office manager and school leadership with all tasks related to the optimal customer service in the front office for our visitors, vendors and students. Clerical tasks, computer office suite proficiency, joyful attitude, and proactive disposition are required. Certificate in administrative assistant training or equivalent experience required.

The Executive Director and School Director will be evaluated using the RISEL Standards.<sup>71</sup> The evaluation committee from the board will convene meetings and observations to collect and document data. They will be used against the RISEL standards rubric.

#### Teachers

The special educators teach core subjects for students with special needs to increase performance outcomes. They coordinate and manage student cases with special needs and individual learning plans, maintain computerized records, build relationships with parents, and work as a team with all school staff and faculty, facilitate appropriate completion of child outcome summary-A at initial meeting, child outcome summary-B at eligibility and child outcome summary-C at individual education plan (IEP). This position reports to the School Director.

The nurse-teacher teaches medicine and identifies and treats health disorders among students and provides academic instruction in the maintenance of good health and disease prevention. This person is responsible to evaluate the physical conditions of students and refer students to appropriate resources as needed. Decisions made require discretionary judgment and analysis. Errors may not be easily discernible and may result in serious impact on the individual child and others. The school nurse teacher reports to the school director. This position requires an all grades School Nurse Teacher RIDE certificate.

Teacher candidates whose career goals include the pursuit of a blended learning environment for personalization and family communication will be a high consideration. Those who articulate their future contribution in concordance with MedPrep's vision and mission and articulate a growth mindset open to

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<sup>71</sup> [http://www.ride.ri.gov/Portals/0/Uploads/Documents/RI\\_Standards\\_for\\_Educational\\_Leadership.pdf](http://www.ride.ri.gov/Portals/0/Uploads/Documents/RI_Standards_for_Educational_Leadership.pdf)



master competencies outlined in iNACOL are characteristics MedPrep will seek. Part of this mindset involves “grit, flexibility, and transparency, need to be coached, reinforced, and developed over time” (Powell, Rabbitt, & Kennedy, 2014, p.7) as reflected in MedPrep’s desire to be determined, focused, disciplined and willing to make sacrifices necessary for our students.

The New Teacher Project (TNTP) cites Achievement First’s hiring process with a progression from outreach, application collection, phone interview, finalist interview, and reference check.<sup>72</sup> Outreach will include an open house will be scheduled each year for candidates to meet the school administrator(s), view the school, and its program. A video interview will take place at the application and resume collection stage. Teachers will conduct a demo lesson before the executive director and hiring committee. A feedback session on the lesson may follow to test for disposition to feedback.

Teachers will possess their respective secondary school teacher certificate (7-12) based on content per RIDE regulations.<sup>73</sup> MedPrep requires that all teachers possess current RIDE certifications, which sustain rigorous standards to produce highly qualified faculty. Teaching service is subject to annual contracts and RIGL 16-13-2 on teacher tenure, which requires a layoff letter be sent to teachers by March 1 or June 1.<sup>74</sup> Background checks, copy of certificate, and I-9<sup>75</sup> are requisites for employment. Customary to charter schools, a lean employee manual will outline all working conditions.

One hundred and ninety days constitutes the teacher work year and their work day starts at 8:00 am to 4:00 pm. Six hours are dedicated to teaching duties, one hour unassigned and lunch, three quarter hours of planning, and one quarter for student supervision during transitions. All teachers instruct students in academic subject matter as well as social, emotional, and behavioral skill areas. Teachers will serve as mentor-consultants (advisory) and communicate with families on a daily basis. This includes differentiated instruction by developing, selecting and modifying instructional plans and materials to meet the needs of all students. They promote a school atmosphere and an environment conducive to the

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<sup>72</sup> <http://www.doe.in.gov/sites/default/files/turnaround-principles/recruitmentandhiring03.12final3.pdf>

<sup>73</sup> (p.53)

<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/Regulations-Governing-the-Certification-of-Educators-in-Rhode-Island.pdf>

<sup>74</sup> <http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-13/16-13-2.HTM>

<sup>75</sup> <https://www.uscis.gov/i-9>



intellectual, physical, social, and emotional development of all students, and monitor and evaluate student outcomes maintaining appropriate records and following all required procedures and practices. All are expected to participate fully in a professional community including common planning, professional development, and self-reflection/evaluation. They supervise students in a range of settings; protects and promotes the safety and well-being of students, colleagues, equipment, materials and facilities. Continuous development of teaching practice and colleague developmental support is expected. They will support the school director and school leadership team, support, and promote the mission and vision of MedPrep.

Competitive salary, benefits, and professional culture and climate will retain talented teachers. Teachers starting salary will be greater than Providence Public School teachers and receive a 3% increase up to twelfth step. State retirement contribution is provided per RI regulations. Based on The New Teacher Project (TNTP) research, monetary rewards are not sufficient. Non-monetary recognition, a manageable workload, career growth opportunities, survey teacher voice, collaboration, and inclusive leadership are research based strategies that MedPrep will practice to retain talent.<sup>76</sup>

Teachers will be evaluated using the RIDE's Educator Performance and Support System through its RIDEmap online system. Non-faculty staff will be evaluated using mutually agreed tools established between the board and the executive director. The International Association for K-12 Online Learning (iNACOL) and the blended learning online platform will be competencies teachers will need to master.<sup>77</sup> Powell, Rabbitt, and Kennedy's (2014) Blended Learning Teacher Competency Framework provides the necessary blended learning competencies MedPrep will contribute to teacher professional development.<sup>78</sup>

The executive director will make recommendations to the board based on data that supports the vision and mission. Blended learning, personalization, state achievement tests, feedback from faculty, students, and families, and the school improvement plan will determine what professional development is warranted.

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<sup>76</sup> [https://tntp.org/assets/tools/Retaining\\_High\\_Performers\\_03.12\\_Final\\_4.pdf](https://tntp.org/assets/tools/Retaining_High_Performers_03.12_Final_4.pdf)

<sup>77</sup> <https://www.summitlearning.org/program/online-platform>

<sup>78</sup> <https://www.inacol.org/wp-content/uploads/2015/02/iNACOL-Blended-Learning-Teacher-Competency-Framework.pdf>



The school will develop an Instructional Leadership/School Improvement Team consisting of faculty, staff, students, and administration to address issues of governance and operations. Teachers will be part of the hiring team with school administrators to select future teachers.

#### Family-School Partnership

MedPrep will strive to produce a family like atmosphere where all faculty and staff approach families as they would their own. The school's leadership, faculty, and staff will build a strategy to develop more comprehensive programs of school and family partnerships through six types of involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein et al., 2009, pp. 14-17).<sup>79</sup>

The school leaders (administrators and teacher leaders) will recruit and organize parent volunteers and support. Some sample practices that MedPrep envisions include: a school and classroom volunteer program to help teachers, administrators, students, and other parents; parent room or family center for volunteer work, meetings, and resources for families; text messaging software to communicate with parents; parent patrols or other activities to aid safety and operation of the school programs.

Concurrently, MedPrep will design meaningful forms of school-to-home and home-to-school communications about school programs and their child's progress. Some strategies may include: a text messaging software, liked Kinolved, that provides instant and up-to-date personalized information from faculty and leadership; conferences with every parents at least once a year, with follow-ups as needed; work accessible via online for parent review and comments; parent-student report card meeting; and open houses with orientation and information sessions on programs and vision of school.

Its vision will include an active PTA/PTO or advisory council. Parents will be solicited for membership on the school improvement team. The school leadership and parents can meet on a monthly basis to talk about ideas and issues. The Partnerships & Community Coordinator will lead an Action Team for Partnerships (ATP) (Epstein et al., 2009, p. 101) with parents as major members to take responsibility for planning and conducting family and community involvement activities and advising the

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<sup>79</sup> "School, Family, and Community Partnerships: Your Handbook for Action, third edition", Epstein et al. (2009).



school director. While the PTA/PTO helps parent leaders and bring their voices to bear on school policies, decisions, and activities, the ATP will write a plan and conduct activities to organize and improve communications with all families on tests, college planning, parent-student-teacher conferences, and other school and classroom topics (p. 102).

MedPrep will include parents in school decisions and develop parent leaders or representatives. The faculty and staff will provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions and planning. The school's Partnerships & Community Coordinator will assist students and parents with the transition to the school. He or she will also conduct at least one workshop to train the ATP.

Schools leaders will solicit parent sentiment and meet regularly with parents in a mutually agreed time and intimate setting, such as a coffee hour in the morning or evening PTO meeting. Parent electronic surveys will be delivered to parent phones to gauge levels of parent satisfaction. A student council will represent students and meet with the school leadership on a frequent basis. The RIDE parent survey data will be reviewed by the school community to assess progress and next steps.

#### Facilities

The former Bishop Keough Regional High School building, situated between Power Rd. and Smithfield Avenue in Pawtucket, will be leased from Mt. Sinai church. About two-hundred and twenty students fit comfortably. The building is a rectangular layout that consists of two floors with a total of twelve classrooms that measure about 30' x 30'. The total square footage is about 16,000 not including the cafeteria. It contains an equipped industrial grade cafeteria, performance stage, four office spaces with lavatories, a teachers' lounge, and two student lavatories on each floor. The science lab is equipped with lab tables already connected to gas and water. The library is furnished with catalogued books. There is no gymnasium, however there is a protected student recess area in the middle of the complex.

Baseball/recreation field areas are directly across the street.

The Board will hire an expert, such as an architect/interior designer, to assess future capital investments and code compliance, which may include ADA/OSHA compliant improvements such as



entry ramps, and a lift or elevator. Conversion from traditional classrooms into learning spaces that resemble a more professional adult work environment will also be a capital investment goal. New HVAC, sound absorbing drop ceilings, office carpets, vibrant new paint, and computer/electrical outlets will be installed. Science labs may require updates such as an eye washing station. The building may be extended contingent upon economic solvency to construct more learning centers and a recreation/exercise space equipped with showers.

The local Pawtucket fire marshall is responsible for annual fire safety inspections under RI State Fire Marshal regulations, which is scheduled annually in September.<sup>80</sup> In May of 2018 a fire alarm inspector documented that the alarm system was in perfect working order.

Representatives from the school property owners assured the applicant group that the facility will be available for lease to the school. Hence, the board extends this assurance to RIDE that a draft lease agreement will be provided upon a preliminary approval of the charter.

The board's primary contact with facility related issues will be Anthony Francisco, Sr. and Javier Torres who will be the intermediaries between the owners, the board, and the future school administrator(s). Operational and management issues will be addressed by the future school administrator(s). Those issues that are not easily addressed at the management level will be communicated to the board chair for board discussion and resolution. The Executive Director will contract a person or company to maintain the facility under the guidance and supervision of the school administrator(s).

### Operations

The Board, with assistance from a future executive director, will develop, maintain, and follow a Hazard Analysis Critical Control Point (HACCP) plan to control potential food hazards, schedule food safety inspections by the RI Department of Health through approved school food safety auditors, and conduct subsequent inspections annually.<sup>81</sup> The director of the school will present a safety and emergency

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<sup>80</sup> <http://fire-marshall.ri.gov/units/inspections.php>

<sup>81</sup> <http://www.health.ri.gov/food/for/schools/>



response plan to the board annually by November 1st, record it in eRIDE Portal, and conduct student and staff orientations. A School Crisis Response Team will be formed annually.

The executive director will seek and recommend to the board at least one school nurse<sup>82</sup> teacher to administer the school's health and wellness plan and teach our medicine courses.<sup>83</sup> Another school nurse teacher will also be available to administer and teach medicine courses. A food service director will be hired to administer RIDE's child nutrition program for breakfast and lunch.<sup>84</sup> It is too early to determine the vendor, but the decision will be made well in advance of the start of school.

The school parking lot already has designated stations with traffic signs for parking. Administrator(s) and/or staff will supervise students entry and dismissal. Requests will be facilitated by the school administration. The board is examining the purchase of school busses in addition to RIPTA transportation options for students.

The Board will hire a Finance/Human Resources Director and school business/office manager who will report to the executive director to facilitate human resources, payroll, purchasing functions between hired companies, fundraising, and investments. A retained CPA firm will report and furnish all financial activities to the board and RIDE, conduct tax reporting, federal grants reimbursement, IRS communication, bank account reconciliation, Department of Labor and Training Relations, etc. Sound fiscal practices such as layers of signatures for purchasing will be implemented. Administration of employee benefits will also be outsourced to a company.

The facility needs to be retrofitted with intranet/internet technology infrastructure. A climate controlled server room will need to be constructed to contain a dedicated server, racks, modems, switches, UPS battery pack, and security camera DVR. Cloud based software will be used for instructional software and management functions.

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<sup>82</sup> <http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-21/16-21-8.HTM>

<sup>83</sup> [http://www.thriveri.org/documents/Rules\\_Regs\\_School\\_Health.pdf](http://www.thriveri.org/documents/Rules_Regs_School_Health.pdf)

<sup>84</sup> <http://www.ride.ri.gov/FundingFinance/NutritionPrograms.aspx>



To mitigate data compromise licenses and regular maintenance of the system will be outsourced to a technology firm. An electronic key entry system and several video cameras will be installed throughout the facility.

#### Finance and Budget

Major assumptions of the proposed budget from combined local and state revenue starts year one with \$790,900, \$1.6, \$2.4, and a final base at \$3.1 million for total operations. Increased revenue is reflected as increased student enrollment as grades are added and levels off when all grades are included. All years have a balanced budget except for the first and second year deficits of \$800,000 due to low student enrollment and the need for start-up capital. The applicant group will apply for the RIDE start up grant and request this amount to balance the first year budget. Depending on the award amount, adjustments to the proposed budget will be made. The lease contract is based on market value of \$10 per square foot. In support of the school, the property owners lease amount will start considerably lower the first years and increase as the school grows to reflect total coverage of 16,000 square feet. The expenditure budget for facilities will be about 15% for facilities. Second year capital projects will include ADA compliant ramps/lift and tech installation.

Teachers' salaries will be about 55%, and administration and students services will be about 35%. Teacher salaries are budgeted at \$55,000 plus 28% for benefits and eight percent for payroll tax for a total of about \$74,000. Year three reflects an increase in administrative costs due to the hiring of a school director. Teachers are added during the first three years until sustainability is met. The applicant group will require RIDE guidance and support on providing food service, which is not reflected in the budget.

The Board will establish a finance oversight committee. It will hire a school finance director/HR director who reports to the executive director and will present to the board. He or she will prepare all financial records, increase investments, supervise budget and finance personnel, make recommendations, and implement sound economic practices. He or she will work with the school's business office manager to maintain records and facilitate purchases. The finance director will comply with reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; and 16-77.4-8. The



school board will annually seek and approve an operational budget and cash flow statement and furnish a copy to R.I. Department of Education. MedPrep will complete a fiscal audit each year with an independent firm and furnish a copy to RIDE.

Schedule and Calendar

Our timeline reflects a set of tasks and deadlines outlined in the “Rhode Island Charter Public Schools: Readiness Handbook” published by RIDE.<sup>85</sup>

An A/B four by four block schedule will be implemented to facilitate university dual enrollment courses and internships. School’s first class may start at 8:30am and the last class will end at 2:52pm. Classes are 83 minutes in length. After-school programs in the form of electives, intervention, remediation, tutoring, and extracurricular activities through 21st Century Community Learning Centers grant will provide programming in: arts, academic supports and clubs, assessment preparation, sports, parent engagement, youth development, health promotion, and college preparation and access.

<b>Year 1</b>	<b>DAY A</b>	<b>DAY B</b>		<b>Years 2-5</b>	<b>DAY A</b>	<b>DAY B</b>
<b>8:30-9:53</b>	Course 1	Course 5		<b>8:30-9:53</b>	Course 1	Course 5
<b>9:58-11:21</b>	Course 2	Course 5		<b>9:58-11:21</b>	Course 2	Course 5
<b>11:26-11:56</b>	Lunch	Lunch		<b>11:26-11:56</b>	Lunch	Lunch
<b>12:01-1:24</b>	Course 3	Course 7		<b>12:01-12:31</b>	Lunch	Lunch
<b>1:29-2:52</b>	Course 4	Course 8		<b>12:01-1:24</b>	Course 3	Course 7
				<b>1:29-2:52</b>	Course 4	Course 8
<b>3:00-4:00 CPT Staff</b>	Afterschool Community Learning Center	Afterschool Community Learning Center		<b>3:00-4:00</b>	Afterschool Community Learning Center	Afterschool Community Learning Center

<sup>85</sup><http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/Charter-School-Readiness-Handbook.pdf>



Variations

MedPrep requests a variance of RIGL 16-22-4 in respect to the average 20 minutes of physical education component. Independent physical activity, health instruction, participation in the Rhode Island Interscholastic league, and a balanced diet shall promote healthy academic focus and reduce facility dependence. In addition, MedPrep will make all efforts to promote non-sedentary activity through recess and breaks in the courtyard, the baseball field, and/or in the open spaces in the building such as the morning circle section and cafetorium, and stand up desks.

Charter School Program Grant Intent to Apply

Particularly after the COVID-19 crisis coupled with the school’s medical theme, a projected needs analysis reveals a deficit during the first two years at \$800,000. Although structurally sound, the former Bishop Keough Regional High School ceased to exist in 2015 and requires major safety, security, technological, and cosmetic updates due to years of neglect. A founding year director needs to be hired about a year prior to opening to complete a time sensitive list of tasks, including but not limited to facilities preparation, hiring, supplies ordering, student recruitment, and marketing. Student furniture, pupil-use technology, hardware, and software are estimated at \$254,000. Instructional materials including Smartboards and specialized medical supplies such as a Syndaver, are estimated at \$236,000.<sup>86</sup> Safety and security measures will require an architect, installation of an HVAC system, ADA compliant ramp and structural changes, roof /repair or replacement, and refurbishing of the floors and ceilings at about \$198,000. Safety and security updates are estimated at \$235,00, which includes a Sprinkler system, electronic entry, steel doors, video surveillance system, and window and structural safety replacements that are ADA compliant.

Appendix A Startup Timeline

Anticipated Date of Final Approval: Feb 2021

Anticipated Date of Opening: September 2021

Category	Task	Date Completed	Resources	Person Responsible
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<sup>86</sup> <https://syndaver.com/>



Management	Hire Executive Director	March 2021		MedPrep board members. Anthony Francisco
November 2020 (30 days after preliminary approval)				
Governance	File articles of incorporation with Office of the Secretary of State	November 2020	<u>Application for Articles of Incorporation</u>	
	Submit names, contact info, and resumes of founding Directors school board	November 2020		
	File ethics forms	November 2020	<u>RI Ethics Commission</u>	
	Submit bylaws	November 2020		
	Submit conflict of interest policies	November 2020		
	Apply for (EIN)	November 2020	<u>Application for (EIN)</u>	
	If applicable, review RIDE comments on draft contract with management provider/essential partner	December 2020		
	File for 501(c)3	November 2020	<u>Application to file as a 501(c)3</u>	
Finance	Submit draft financial policies for RIDE review	November 2020		
Facilities	Submit facility acquisition plan; review milestones with RIDE	November 2020		
Enrollment	Submit draft student enrollment procedures for RIDE review; submit finalized student enrollment procedures prior to opening student enrollment	November 2020	<u>Lottery and Enrollment Guidance</u>	
January 2021 (90 days prior to intended date of final approval)				
Governance	Submit draft of Final Charter	February 2021		
	Provide update on 501(c)(3) status	February 2021		



	Submit updated names, contact info, and resumes of Directors and Officers	January 2021		
	If applicable, enter into RIDE-approved contract with management provider	February 2021		None at this point
Finance	Submit first year operating budget	February 2021		
	Submit first year monthly cash flow	February 2021		
	Submit Board-approved financial policies	February 2021		
	Submit five-year operating budget	February 2021		
	Schedule training on UCOA financial reporting system	February 2021		
Facilities	Submit evidence of completed milestones from facility acquisition plan	February 2021		
Personnel	Submit final staffing plan	February 2021		
	Submit organizational chart	February 2021		
	Submit name, contact information, and resume for qualified chief administrator	February 2021		
Educational Program	Submit updated course/curriculum outline, if applicable	January 2021	<u>Common Core Standards</u>	
	Submit updated school schedule and school calendar	February 2021		
	Schedule pre-opening training on RIDE data reporting systems	January 2021		



	Schedule pre-opening training on RIDE assessment systems	January 2021		
	Schedule pre-opening training with RIDE coordinators for English language learners	January 2021	<u>RIDE ELL resources</u>	
	Schedule pre-opening training with RIDE coordinators for students with disabilities	February 2021	<u>IDEA discipline guidelines and corresponding statutes</u>	
	Submit evidence of appointment of a qualified special education administrator	February 2021		
	Schedule pre-opening training on health program requirements and reporting	February 2021		
	Schedule pre-opening training regarding educator evaluation system	February 2021	<u>RIDE evaluation model</u>	
March 15, 2021:				
Enrollment	Submit March enrollment lottery report, including accepted and waitlisted students	March 2021		
30 days prior to intended date of final approval:				
Charter	Prepare copies of Final Charter, including all attachments, for appropriate signatures**	March 2021		
Governance	Submit complete list of names, contact info, and resumes of Directors and Officers	March 2021		
	File all Ethics forms as required by the RI Ethics Commission	March 2021		



	Submit board meeting calendar	March 2021		
	Schedule RIDE presentation and discussion with school board	March 2021		
Finances	Provide letter certifying approval of financial plans from Auditor General and/or RIDE	March 2021		
Facilities	Submit address of building to be used for school operations	March 2021		
	Submit Facilities Requirements and Assurances with appropriate signatures	March 2021		
	Submit terms and conditions of building use (lease)	March 2021		
Enrollment	Provide evidence that student applications have been received in a quantity equal or greater than 50% of intended first-year enrollment	March 2021		
	Enroll new students	March 2021		
30 days prior to opening: July 2021				
Finance	Provide evidence of RIDE- approved accounting system in compliance with UCOA regulations	June 2021	<u>UCOA</u>	
	File ETF/ W-9 forms for direct deposit	June 2021		
	File first quarterly financial report	July 2021	<u>Office of Municipal Finance</u>	
Personnel	Complete hiring of appropriately credentialed staff	June 2021	<u>RIDE Cert Office</u>	
	Establish staffing policies, including procedures for staff	June 2021		



	to legally challenge Board decisions			
	Ensure new staff enroll into Employees Retirement System of Rhode Island (ERSRI), as applicable	July 2021	<a href="https://www.ersri.org/">https://www.ersri.org/</a>	
Students and Families	Enroll all students	July 2021		
	Establish student discipline policies/codes of conduct	June 2021		
	Establish procedures for parents to legally challenge decisions	June 2021		
Facilities	Ensure that classrooms are furnished with furniture, supplies, and equipment	July 2021		
	Obtain Certificates of Occupancy for school facilities	July 2021		
Operations	File Annual Health Safety Report(ASHR)	August 2021	<a href="#">Guidance on school health and safety plans and reporting</a>	
	Submit evidence of acquisition of RIDE-approved Student Information System and access to all data reporting systems	July 2021		
	Finalize school safety, fire drill, evacuation and lockdown plans	July 2021	<a href="#">RI School Safety Resources</a>	
	Finalize student transportation services	July 2021	<a href="#">RIDE transportation guidance</a>	
	Finalize food/nutrition services	July 2021		
	Finalize school calendar	August 2021		
	Finalize daily/weekly schedules	August 2021		



	Finalize appropriate insurance coverage	August 2021		
	Finalize plans for health program, including administration of student medication	August 2021	<u>School Health Regulations</u>	
Educational Program	Finalize professional development plans and calendar	August 2021	<u>RIDE PD resources</u>	
	Finalize plans and calendar for implementing a comprehensive assessment system	July 2021	<u>RIDE assessment resources</u>	
	Finalize instructional and curricular plans and obtain all resources	July 2021		

Appendix B Bylaws

ARTICLE I — NAME AND PURPOSE

Section 1 — Name: The name of the organization shall be MedPrep (henceforth known as the school). It shall be a nonprofit organization and incorporated under the laws of the State of Rhode Island.

Section 2 — Purpose: MedPrep is organized exclusively for educational purposes.

ARTICLE II — MEMBERSHIP

Section 1 — Eligibility for membership: Application to become a voting member of the school’s governing body shall be open to any current parent of a student (2), a representative of the Establishing entity (1), employees of a higher-educational institution, RI community based nonprofits and members of the business community (5) and a professional in the area of medicine or medical doctors (1) that supports the purpose statement in Article I, Section 2. Membership is granted after completion and receipt of a membership application and other required documentation. All memberships shall be granted upon a majority vote of the board.

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

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

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

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

ARTICLE III — MEETINGS OF MEMBERS

Section 1 — Regular meetings: Regular meetings of the members shall be held monthly eight times per year designated by the chair.

Section 2 — Annual meetings: Annual meeting of the members shall take place in the month of August, the specific date, time, and location of which will be designated by the chair. At the annual meeting, the



members shall elect directors and officers, receive reports on the activities of the association, and determine the direction of the association for the coming year.

Section 3 — Special meetings: Special meetings may be called by the chair, the Executive Committee or a simple majority of the board of directors. A petition signed by seventy-five percent of voting members may also call a special meeting.

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

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

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

#### ARTICLE IV — BOARD OF DIRECTORS

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

Section 2 — Terms: All board members shall serve two-year terms, but are eligible for re-election for up to five consecutive terms if they remain an eligible member.

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

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

Section 5 — Election procedures: A Membership Committee shall be responsible for nominating a pool of prospective board members representing the association's diverse constituency. Any member can nominate a candidate to the pool of nominees.

Section 6 — Quorum: A quorum must be attended by at least fifty percent of board members for business transactions to take place and motions to pass.

Section 7 — Officers and Duties: There shall be four officers of the board, consisting of a president, vice-president, secretary and treasurer. Their duties are as follows:

The president shall convene regularly scheduled board meetings, shall preside, or arrange for other members of the Executive Committee to preside at each meeting in the following order: vice-chair, secretary, treasurer.

The vice-president shall chair committees on special subjects as designated by the board.

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

The treasurer shall make a report at each board meeting. The treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to board members and the public.

Section 8 — Vacancies: When a vacancy on the board exists mid-term, the secretary must receive nominations for new members from present board members two weeks in advance of a board meeting. These nominations shall be sent out to board members with the regular board meeting announcement, to be voted upon at the next board meeting. These vacancies will be filled only to the end of the board member's term.

Section 9 — Resignation, termination, and absences: Resignation from the board must be in writing and received by the Secretary. A board member shall be terminated from the board due to excess absences, more than two unexcused absences from board meetings in a year. A board member may be removed for other reasons by a three-fourths vote of the remaining directors.



Section 11 — Special meetings: Special meetings of the board shall be called upon the request of the chair, or one-third of the board. Notices of special meetings shall be sent out by the secretary to each board member at least two weeks in advance.

#### ARTICLE V — COMMITTEES

Section 1 — Committee formation: The board may create committees as needed, such as membership, fundraising, partnerships, public relations, data collection, etc. The board chair appoints all committee chairs.

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

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

#### ARTICLE VI — DIRECTOR AND STAFF

Section 1 — Executive Director: The executive director is hired by the board. The executive director has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The executive director will attend all board meetings, report on the progress of the organization, answer questions of the board members and carry out the duties described in the job description. The board can designate their duties as necessary.

#### ARTICLE VII — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary by two-thirds majority of the board of directors. Proposed amendments must be submitted to the Secretary to be sent out with regular board announcements.

#### CERTIFICATION

These bylaws were approved at a meeting of the board of directors by two thirds majority vote on a date to be determined.

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Secretary Date

#### Appendix C Executive Director/Chief Executive Officer- Job Overview

The Executive Director or CEO is responsible for the successful leadership and management of the MedPrep (MedPrep) according to the strategic direction set by the Board of Directors.

Key Leadership and Management Qualities:

- Provides visionary, collaborative and innovative educational leadership
- Has successful teaching and administration experience, with a pattern of increasing responsibility in education and administration
- Demonstrates leadership experience and success in challenging and engaging students at all points along the educational performance continuum
- Demonstrates strong decision making, problem solving and conflict resolution skills; able to make difficult decisions without being divisive
- Demonstrates strong financial intelligence and long term vision for fiscal stewardship; allocates



resources according to school and board goals

- Demonstrates exceptional written and verbal communication skills

Primary Duties and Responsibilities

The Executive Director is expected to successfully perform the following:

Leadership

- Participate with the Board of Directors in developing a vision and strategic plan to guide the school
- Identify, assess, and inform the Board of Directors of internal and external issues that affect the school
- Act as a professional advisor to the Board of Director on all aspects of the school's activities
- Foster effective teamwork between the Board and the Executive Director and between the

Executive

Director and staff

- In addition to the Chair of the Board, act as a spokesperson for the school
- Conduct official correspondence on behalf of the Board as appropriate and jointly with the Board when appropriate
- Represent the school at community activities to enhance the school's community profile

Operational planning and management

- Develop an operational plan which incorporates goals and objectives that work towards the strategic direction of the school
- Ensure that the operation of the school meets the expectations of its stakeholders, Board, RIDE, and funders
- Oversee the efficient and effective day-to-day operation of the school
- Draft policies for the approval of the Board and prepare procedures to implement the organizational policies; review existing policies on an annual basis and recommend changes to the Board as appropriate
- Ensure that personnel, students and volunteer files are securely stored and privacy/confidentiality is maintained
- Provide support to the Board by assisting with the preparation of meeting agenda and supporting materials

Instructional planning and management

- Oversee the planning, implementation and evaluation of the organization's curricula, programs and services
- Ensure that the curricula, programs and services offered by the school contribute to the organization's mission and reflect the priorities of the Board
- Monitor the delivery of instruction, programs and services of the school to maintain or improve quality
- Oversee the planning, implementation, execution and evaluation of special projects

Human resources planning and management

- Determine staffing requirements for organizational management and program delivery
- Oversee the implementation of the human resources policies, procedures and practices including the development of job description for all staff
- Establish a positive, healthy and safe work environment in accordance with all appropriate Rhode Island legislation and regulations
- Recruit, interview and select staff that have the right technical and personal abilities to help further the school's mission



- Ensure that all staff receives an orientation to the school and that appropriate training is provided
- Implement a performance management process for all staff which includes monitoring the performance of staff on an on-going basis and conducting an annual performance review
- Coach and mentor staff as appropriate to improve performance
- Discipline staff when necessary using appropriate techniques; release staff when necessary using appropriate and legally defensible procedures
- Oversee the guidance/transition team
- Oversee the community partnership position
- Oversees student attendance and performance based on data

#### Financial planning and management (together with Business Manager)

- Work with staff and the Board (Finance Committee) to prepare a comprehensive budget
- Work with the Board to secure adequate funding for the operation of the school
- Research funding sources, oversee the development of fundraising plans and write funding proposals to increase the funds of the schools
- Participate in fundraising activities as appropriate
- Approve expenditures within the authority delegated by the Board
- Ensure that sound bookkeeping and accounting procedures are followed Administer the funds of the organization according to the approved budget and monitor the monthly cash flow of the organization
- Provide the Board with comprehensive, regular reports on the revenues and expenditure of the organization
- Ensure that the organization complies with all legislation covering taxation and withholding payments

#### Community relations/advocacy

- Communicate with stakeholders to keep them informed of the work of the school and to identify changes in the community served by the organization
- Establish good working relationships and collaborative arrangements with community groups, funders, politicians, and other organizations to help achieve the goals of the organization

#### Risk management

- Identify and evaluate the risks to the organization's people (teachers, staff, management and volunteers), property, finances, goodwill, and image and implement measures to control risks\

#### Education

- Minimum: Master's Degree in a related field and/or equivalent combination of education, training and experience sufficient to perform the essential functions of the job. Doctoral degree, Professional Educator's License preferred.

#### Experience

- Minimum: 3- 5 years administrative experience or an equivalent combination of education, training and experience sufficient to perform the essential functions of the job.

#### Reasoning Ability

- Functional Reasoning: Requires the ability to apply principles of influence systems, such as motivation, incentive, teaching pedagogy, and leadership. Ability to exercise independent judgment to apply facts and principles for developing approaches and techniques to problem resolution.
- Situational Reasoning: Requires the ability to exercise the judgment, decisiveness and creativity required in situations involving the direction, control and planning of instructional programs.

#### Computer Skills

- A complete knowledge of Microsoft or equivalent office suite as used in overall management in an educational environment is required.



Appendix D Calendar

# Medical Preparatory Academy of R.I.



August 2021						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2022						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 2022						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

PD-10 days
9/7/21 9th Grade Orientation
9/8/21 First Day of School
Wednesdays late start for students
11/4/21, 1/27/22 Conferences
5/2/22 College Signing Day

**Federal holidays 2021/22**

Sep 6, 2021	Labor Day	Dec 20-31, 2021	Holiday Recess	May 30, 2022	Memorial Day
Oct 11, 2021	Columbus Day	Jan 17, 2022	Martin Luther King Day	May 30, 2022	Memorial Day
Nov 11, 2021	Veterans Day	Feb 21-22, 2022	Winter Recess	June 21	Last day
Nov 25-26, 2021	Thanksgiving Day	April 18-22m 2020	Spring Recess		



## Appendix E Resumes

**Dr. Anthony Francisco, Sr., PhD**  
**AnthonyFranciscoSr@gmail.com ~ Franciscoa@psdri.net**

**112 Emerson St. Providence, RI 02907**  
**Home: 401.709.4505 ~ Direct: 401.952.2007**

## EDUCATION

Ph.D.	University of the Cumberlands	<i>Teacher Leadership Study</i>	<i>Leadership</i>
M.A.	University of Rhode Island		<i>Education</i>
B.A.	Rhode Island College		<i>Education</i>
	Universidad Tecnológica de Santiago, Dominican Republic		<i>Spanish</i>
	William M. Davies Career & Technical High School		<i>Machining</i>

## CERTIFICATIONS

Secondary Spanish/Rhode Island	<i>Expires</i>	08/2024
Building Level Administrator PK-12/Rhode Island		08/2024

## LEADERSHIP EXPERIENCE

*Charter School Applicant Group Founder, Medical Preparatory Academy of R.I.* 03/2018-present

- Coordinated purchase of school building.
- Assembled a diverse team of professionals to form a charter school board.
- Drafted and delegated sections of charter school application for redaction.
- Lead and coordinated charter applicant group meetings.

*Director of Culture & Community Engagement, Jenks Middle School* 10/2019-present  
 Supervised 6-8, 700 pupils, 50 teachers, 9 teacher assistants, & 17 staff members.

- Collaborated with principals for continuous improvement via 10 district meetings to share best practices.
- Appraised policies & annual report card to make recommendations to principal for strategic direction.
- Overhauled communication campaigns to revitalize family & community relationships.
- Solidified relationships by increasing family emails from 20% to 90%; launched Twitter.
- Reduced absenteeism by 26% by designing a system-wide learning & communication tracker.
- Organized family workshops.
- Surpassed previous year Surveyworks parent responses by 17%.

*Teacher Coach & Director Fellow, Generation Teach* 05/2018-8/2019

- Boosted instructional practice of student teachers by observing, training & mentoring.

*Dept. Chairperson & Instructional Leadership Team, Cooley High School* 07/2016-10/2019  
 Supervised 660 learners, 9-12 high school.

- Recruited teachers & refined teacher instructional practice through coaching & the Tuning Protocol.
- Saved money and added value by negotiating with curriculum suppliers.
- Transformed to personalized learning for all, including multilingual & differently abled learners.
- Decreased school-wide chronic absenteeism by 3%.
- Directed office & instructional teams to improve systems of operations.
- Analyzed and leveraged CSIP root cause analysis to author attendance goal.

*Administrator Advanced Course Network Providence,* 09/2016-04/2017  
 Supervised 60 pupils, 4 teachers.

- Raised student achievement by leading Saturday advanced course academy

*School Administrator, Frank D. Spaziano Elementary School & Annex* 08/2013-06/2016  
 Supervised K-5 650 pupils, 45 teachers, 12 teacher assistants, & 18 staff members.

- Contributed to hiring and guided new principal & succession planning in partnership with human resources.
- Coordinated with central office administrators to deliver systems of communication to stakeholders.
- Bolstered instructional practice by developing & evaluating teachers through mentoring & feedback.
- Reduced school fundraising costs by 10% by renegotiating contracts with suppliers.
- Managed high priority areas around safety & crisis management.
- Assembled & assessed the leadership capacity of attendance team leaders.

## TEACHING EXPERIENCE

*Spanish Teacher, William B. Cooley High* 07/2016-10/2019  
 • Boosted academic achievement for grades 9-12 via personalized model.

*Teacher, Hope High School* 05/2001-07/2013  
 Spanish instruction, 9-12 grades, 1200 pupils

*Teacher, Carl G. Lauro Elementary School* 11/2003-05/2004  
 Spanish bilingual instruction, 1<sup>st</sup> grade self-contained class

## PROFESSIONAL &amp; COMMUNITY AFFILIATIONS



**RI Association of School Principals, Member**  
**MedPrep, Founding Board Member**  
**RI Foreign Language Association, Board Member**

**Teach Plus Rhode Island, Member**  
**Movimiento Pentecostal Monte Sinai, Inc., Board Member**  
**Coalition for a Multilingual Rhode Island, Member**



[Nkoli.onye@gmail.com](mailto:Nkoli.onye@gmail.com) & [Nkoli.onye@ppsd.org](mailto:Nkoli.onye@ppsd.org)

## Nkolika Etell Onye B.S., M.Ed., DC

**Philosophy** “Avoid having your ego so close to your position that when your position falls, your ego goes with it!” C. Powell

**Education** Ph.D. Candidate Northcentral University, California  
M.Ed., Education, University of Rhode Island (URI)  
B.S., Microbiology/Medical Technology, California State University Los Angeles (CSULA)

**Professional Experience** Sept 2017-present Providence School Department Providence, RI  
**Executive Director of the New School Design Zone**

- supervise, coach, mentor, guide, and develop secondary principals
- annually set goals, and provide formative and summative evaluations for all principals and assigned support staff
- develop planning and support framework for a district-wide systemic reform and redesign initiative in curriculum, instruction, assessment and technology at the high school level
- provide support and oversight of the professional development efforts of each high school to ensure alignment between professional development activities and the instructional goals of the school
- serve as liaison to universities, colleges to support aligned student-teacher/practicum placements
- develop and implement district-wide structures of support for college readiness including district-wide SAT Prep Course, annual College Fair, and FAFSA night
- collaborate with principals to develop and implement structures of support for at-risk, specifically grade 9 students and families, to include: Incoming Grade 9 Open House, Grade 9 Summer Transition, Grade 9 Teaming, Grade 9 Town Meetings, Grade 9 Mandatory Tutorial, Targeted Team

*Major accomplishments to date: successful co-location of two small high schools; Barr Foundation planning grant; new student-teacher /practicum placement process; new student-teacher/practicum placement policy*

**Professional Experience** July 2012-2017 Providence School Department Providence, RI  
**Executive Director of Performance Management**

A new position created to support the recruitment, retention, and development of the best talent available for Providence Public Schools. Primarily responsible for leading the development and implementation of systems and processes that support educator effectiveness and leadership development, and include integrated professional development linked to accountability measures.

*Major accomplishments: launched first Peer Assistance and Review (PAR) in Rhode Island for Providence Public Schools August 2012; designed & launched first comprehensive evaluation management tool and process; designed & launched first evaluation certification/ process for central office and building administrators; designed & launched first comprehensive teacher induction and principal induction program (TIP); expanded TIP from a one year to a three year program.*

2011-2012 Providence School Department Providence, RI  
**Executive Director of High School Reform Initiatives on Special Assignment, Mount Pleasant High School**

Special request by the Superintendent of Providence Schools to lead the largest comprehensive high school in the District pending identification of a new Principal.

- lead and support faculty and staff to improve student achievement, culture and climate, and parent engagement
- collaborate, guide, and support faculty and staff in the development of the MPHS Transformation Plan
- develop and implement initial transformation strategies, processes, and protocols pending formal approval of the Transformation Plan
- develop administrative team
- interview, hire, coach, evaluate faculty and staff

*Major accomplishments: significantly reduced suspension rate, significantly increased attendance; significantly increased College/FAFSA participation; developed initial-draft transformation plan, developed comprehensive partnership with local university; developed comprehensive plan for the development of a high school academy structure*



2008-2012

Providence School Department

Providence, RI

**Executive Director of****High School Reform Initiatives**

- supervise, coach, mentor, guide, and develop secondary principals
- annually set goals, and provide formative and summative evaluations for all principals and assigned support staff
- develop planning and support framework for a district-wide systemic reform and redesign initiative in curriculum, instruction, assessment and technology at the high school level
- coordinate evaluation of the instructional programs at each high school
- provide support and oversight of the professional development efforts of each high school to ensure alignment between professional development activities and the instructional goals of the school
- serve as liaison to universities, colleges, and RIDOE business and community organizations to ensure maximum support
- develop and implement district-wide structures of support for college readiness including district-wide SAT Prep Course, annual College Fair, and FAFSA night
- collaborate with principals to develop and implement structures of support for at-risk, specifically grade 9 students and families, to include: Incoming Grade 9 Open House, Grade 9 Summer Transition, Grade 9 Teaming, Grade 9 Town Meetings, Grade 9 Mandatory Tutorial, Targeted Team, High School Summer School and Transition

*Major accomplishments: developed and implemented an accreditation plan for all high schools, developed and implemented a college ready plan for all high schools which included focus on early warning & grade 9, comprehensive district-wide parent community workshops, transition, college planning and literacy, co-developed new graduation policy, developed and implemented a transition plan for incoming grade 9 students, restructured and implemented New Summer Academy, New Summer School (guidelines, procedures, curriculum), New Advisory Model, New Credit Recovery/Tutorial Program, (increased number of high schools offering AP from 2 to all 10); co-developed and launched first Extended Learning Opportunity (ELO) developed and fully functioning; launched first free, district-wide SAT Preparation Course for PPSD Juniors.*

2005-2008

Providence Academy of International Studies

Providence, RI

**High School Principal**

- chief instructional leader focused on improving student achievement, building capacity for all stakeholders particularly students, parents, and teachers, and influencing parent and community engagement in a way that supports and enhances the school climate and culture
- additional responsibilities include the following: school budget, faculty and student relations, programming, curriculum, building management, and athletics
- supervise, coach, mentor, guide, and develop administrative team and faculty

*Major accomplishments: school met AYP in 2008 for the first and only time; restructured and implemented shared governance structure; created and implemented comprehensive college ready program, alternative schedule to accommodate college ready course taking patterns; restructured and implemented Advisory System, common planning time, international studies program, Senior Project; reduced discipline/suspensions significantly; increased graduation rate, FAFSA and College acceptance significantly*

2003-2005

Hope High School, Academy of Information Technology

Providence, RI

**High School Principal**

- chief instructional leader focused on improving student achievement, building capacity for all stakeholders particularly students, parents, and teachers, and influencing parent and community engagement in a way that supports and enhances the school climate and culture
- additional responsibilities include the following: school budget, faculty and student relations, programming, curriculum, building management, and athletics
- supervise, coach, mentor, guide, and develop administrative team and faculty

*Major accomplishments: school met AYP in 2005 for the first and only time; created and implemented small learning community concept, comprehensive Advisory System, common planning time structure, CIS CTE Pathway; reduced discipline/suspensions significantly; increased graduation rate and f/AFSA completion significantly*

2001-2003

Classical High School

Providence, RI

**Instructional Reform Coach (New District Teacher Leadership Position)**

- work collaboratively with school principal, staff and faculty to develop and implement educational reform measures, best practices, and pedagogy to transform students' educational experiences
- mentor and coach teachers
- model effective teaching practices and strategies & develop and implement school-based professional development



1998-2001                      Classical High School                      Providence, RI

**High School Chemistry Teacher**

- Chemistry, Biology, AP Biology, and Anatomy & Physiology
- provide students with tools and skills necessary for a successful transition to postsecondary education
- served as N.E.A.S.C. (New England Association of Schools and Colleges) Chair, advisor, mentor, and teacher leader
- Co-created and implemented S.P.E.A.K. (Students Pursuing Excellence and Knowledge)

1999-1994                      Spencer High School                      Columbus, GA

**High School Chemistry/Biology Teacher**

**Memberships** Member-Rhode Island Association of School Superintendents; Member-National Association of School Superintendents; Member-Association for Supervision and Curriculum Development; Board Member, OASIS International; Board Member-RI State Council of Churches; Trustee-Church of the Holy Name of Jesus; Member-Human Capital Institute; Secretary-Leadership Council-African Catholic Community; Vice President-Nigerian Community of Rhode Island; Member-Oba Community of New England; Member-Saint Vincent DePaul Society.

**Publications** 2014, 2015 CGCS Annual Conference "Investing in Human Capital"; 2015 ASCD Annual Conference "Empowering educators to Improve Teaching Practices"

**Current** K-12 Administration, Secondary Chemistry, General Science

**Certificates**

**Newspaper and News**

2015 *The following is part of a series reporting on excellent African American Educators. Educators were selected by the White House Initiative on Educational Excellence for African Americans* [THE TEACHERS EDITION -- October 22, 2015](#)

2012 *Mount Pleasant High School showing signs of improvement.* <http://news.providencejournal.com/breakingnews/2012/05/mount-pleasant-1.html>

2011 *Educator aims to improve low achieving school.* <http://www.deseretnews.com/article/700176516/Educator-aims-toimprove-low-achieving-RI-school.html>;

2011 *Low achieving RI high school gets new hand at the helm.* [http://articles.boston.com/2011-09-06/news/30119636\\_1\\_statewide-scores-low-achieving-state-exams\\_2008](http://articles.boston.com/2011-09-06/news/30119636_1_statewide-scores-low-achieving-state-exams_2008)

[http://www.redorbit.com/news/education/1276164/bottom\\_line\\_is\\_bad\\_news/](http://www.redorbit.com/news/education/1276164/bottom_line_is_bad_news/)

2007 *PAIS host students for meet and greet.*

[http://www.redorbit.com/news/education/1048226/pais\\_hosts\\_parents\\_and\\_students\\_for\\_meetandgreet/](http://www.redorbit.com/news/education/1048226/pais_hosts_parents_and_students_for_meetandgreet/)



# RODNEY WILSON

17 Linton St, Providence RI 02908

401-286-0827

[rodlee821@gmail.com](mailto:rodlee821@gmail.com)

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## EXPERIENCE

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Providence Schools

Computer Management Specialist 1997 to present

- Support K thru 12 teachers in all technology for day to day instruction i.e. Microsoft Office OS and Office applications, Google OS and various apps, hardware support of hardware Desktops, Laptops, Chrome-books, Apple computers, I Pad's and printers – ink jet, laser, 3D, Robotics hardware and applications and Smart-board technologies both hardware and software.

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## EDUCATION

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Bachelor of Arts Degree Highest Distinction

University of Rhode Island August 2000

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## AWARDS AND ACKNOWLEDGEMENTS

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- Phi Kappa Phi honor society







**Jeffrey D. Sowa, Esq.**  
LaPlante Sowa Goldman (Member)  
67 Cedar Street, Providence, Rhode Island 02903  
**Phone: 401-273-0200 Facsimile: 401-273-0250**

Website: [www.lsglaw.com](http://www.lsglaw.com)

Email: [jsowa@lsglaw.com](mailto:jsowa@lsglaw.com)

## PROFESSIONAL PROFILE

- **Employment:** Litigation Associate, Gunning & Lafazia, Providence, Rhode Island (1997-1999); Founding Partner, Carrara LaPlante Dayian & Sowa, LLP, Providence, Rhode Island (1999-2004); Founding Partner, LaPlante & Sowa, Ltd., Providence, Rhode Island (2004-2007); Founding Partner, LaPlante Sowa Goldman, Providence, Rhode Island (2007-present)
- **Practice Areas:** Civil Litigation; Employment Litigation; Education Law; Labor Law; Administrative Law; Commercial Litigation; Personal/Catastrophic Injury; Insurance Law; Wrongful Death; Contract Litigation; Discrimination Litigation

## EDUCATION

- **Law School:** Roger Williams University School of Law, J.D., Juris Doctor Degree, May 1997
- **College:** Boston College, Bachelor of Arts Degree, May 1994

## PROFESSIONAL SERVICE

- **Admitted:** 1997, Rhode Island Bar Association; 1998, U.S. District Court, District of Rhode Island; 2003 U.S. Court of Appeals, First Circuit; 2004, United States Supreme Court

## PUBLISHED CASES

- Forest v. Pawtucket Police Dept., 290 F. Supp. 2d 215 (RI 2003);
- Adams v. Town of Burrillville, 249 F. Supp. 2d 151 (RI 2003);
- Martone v. Johnston School Committee, 824 A.2d 426 (RI 2003);
- American Commerce Insurance Company v. Sebastian N. Porto, et al, 811 A2d 1185 (RI 2002)
- George Saber v. Dan Angelone Chevrolet, Inc.; 811 A2d 644 (RI 2002)
- Chhay H. Kong v. Kenneth Kuncio & Nancy Kuncio, 754 A2d 103 (RI 2000)
- Donald Travers v. Pedro G. Vaz, et al, 714 A2d 603 (RI 1998)

## PROFESSIONAL AFFILIATIONS

- **Member:** Rhode Island and American Bar Associations; Rhode Island Trial Lawyers Association; American Inns of Court.
- **Biography:** Formerly Litigation Associate, Gunning & LaFazia.



**MAK A. FALAYE, CPA MBA**  
60 Fallon Avenue ~ Providence, Rhode Island 02908

**(401)497-6727**

**mak030197@juno.com**

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### **PROFILE**

**Academic background in Business Administration and Management with a concentration in Accounting at Bachelor's level, and Finance at MBA level. Diverse accounting skills with expertise in the areas of reconciliation, compliance, financial reporting, month-end closing, general ledger, financial analysis. Well organized, detail and goal oriented. Highly motivated with an outstanding analytical and problem solving skills, interacts easily with all personality types. Strong communication, strong computer skills.**

### **EDUCATION:**

**BRYANT UNIVERSITY, Smithfield, Rhode Island**  
**Master of Business Administration**  
**Concentration in Finance**  
**ONDO STATE POLYTECHNIC, Nigeria**  
**Bachelor of Science in Business Administration**  
**Concentration in Accounting**

### **COMPUTER SKILLS**

**Microsoft Excel, Access, PowerPoint and Word; QuickBooks, IBM AS400 BPIC, Reflection Accounting, WDS II, FAS Encore, Apprise5.5, CFP V38, Epicor back-office, PeopleSoft, Oracle, Solomon, Great Plains Dynamics, MRI, Hyperion, Yardi. Certified QuickBooks ProAdvisor Checkfree, CMOD**

### **PROFESSIONAL EXPERIENCE**

**Aug. 2008-Present PLATINUM TAX AND ACCOUNTING SERVICES, LLC**

**Principal/Manager**

**Performs tax and accounting services for small businesses and individuals of high net-worth in areas including:**

- **Corporate and individual tax return preparation**
- **Accounting systems set up and maintenance**
- **Financial statements preparation**
- **Compilation and Review**
- **Cost reduction and financial management services**
- **Payroll and banking services consulting**
- **Budget preparation**
- **Business Development and Client relationship management**
- **Makes presentations and lectures at business prospecting and networking meetings**

### **CITIZENS FINANCIAL GROUP**

**Feb 2015 – Aug 2015 Accounting Manager (Contract)**

- **Reconcile accounts utilizing various reports and report queries.**
- **Identify all activity, product specific and prepare journal entries to re-class on general ledger.**
- **Perform reconciliation of activity on general ledger posted in Oracle.**



- Validate completeness and accuracy of journal entries to supporting detail.
- Created electronic audit trail of all daily activity. Research unresolved out of balance items, communicating with various departments to achieve resolution.
- Monitor items cleared daily.
- Prepare, examine or analyze accounting records, financial statements or other financial reports to assess accuracy, completeness, and conformance to reporting and procedural standards.

Continued

on Page 2

MAK A. FALAYE  
TWO

PAGE

- Develop, maintain, and analyze budgets, preparing periodic reports that compare budgeted costs to actual costs.
- Develop, implement, modify, and document recordkeeping and accounting systems. Compute taxes owed and prepare tax returns, ensuring compliance with payment, reporting or other tax requirements.
- Prepare forms and manuals for accounting and bookkeeping personnel and direct their work activities.

June 2013-Apr, 2014 Accounting Manager (Contract)

- Performs quality control functions on externally serviced accounts
- Performed management and regulatory reporting functions.

Dec.2006-Aug. 2008 NORTHLAND INVESTMENT CORPORATION, Newton, Massachusetts  
Property Accountant

- Oversaw the internal and external financial reporting for real estate investment properties with a total portfolio value of over \$100 million owned by various entities with different reporting requirements
- Managed, analyzed and audited all aspects of the general ledger to ensure accuracy of transactions
- Investigated and resolved all discrepancies with property management staff as necessary
- Prepared monthly GAAP financial statements, including all supporting schedules and notes
- Worked with Property Management Operations, Corporate, Legal, and others to obtain necessary information and data for the completion of financial statements.
- Performed cash management responsibilities, including wire transfers, cash projections and priority selection of invoices
- Provided revenue and expense variance explanations on a monthly basis for financial statement review
- Scrutinized, monitored and controlled cash disbursements to vendors, lenders and payroll
- Analyzed and trued-up on a monthly basis, all prepaid expenses and monthly operating accruals for assigned properties.
- Performed analysis and complete financial reports and related schedules in accordance with lender, housing authority or third party requirements.



- Audited and ensured accuracy of various subsidiary reports and reconciled them to the general ledger. Such reports include the Rent Roll, AP aging, and Security Deposit ledger
- Performed regulatory and management reporting and ensured compliance for assigned portfolio
- Prepared the annual budget for the assigned portfolio
- Prepared the budget re-forecast for the assigned portfolio
- Prepared the year-end audit and tax work papers for the CPA firms
- Prepared all balance sheet and P&L accounts reconciliation
- Prepared monthly bank account reconciliations and resolved all reconciling items in a timely manner
- Supervised junior accounting staffers
- Performed other duties as assigned

Sept.2000-Dec. 2006 EMCC, INC. Pembroke, Massachusetts

**Senior Accountant**

- Performed financial accounting and reporting for an investment portfolio of receivables valued at over \$50million
- Responsible for the timely and accurate month-end, quarter-end and year-end close process
- Reviewed and analyzed accounting transactions to ensure they are recorded accurately in a manner consistent with company policies, procedures, and professional standards.
- Redefined and automated the month-end close process and revised management reporting to deliver financial results within six days
- Managed and serviced financial relationships with significant customers
- Provided accounting analysis, schedules and reports to regulatory agencies and external auditors

Continued on

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**MAK A. FALAYE**

**PAGE THREE**

- Performed due diligence and negotiation for purchase of acquisition targets
- Responsible for regulatory compliance maintenance and management reporting
- Performed sundry special projects for management
- Provided supervision and support to less knowledgeable staff

Nov.1988-Jan.1998 COMMERCE BANK LIMITED, Nigeria

**Internal Auditor**

- Responsible for periodic operational and financial audit of 10 branches and departments with assets of \$500+million.
- Reviewed internal control structures, made recommendations for corrective actions of unsatisfactory conditions, report findings to the Board of Directors and senior management.



- Assisted with improvements in operations and costs reductions.
- Monitored vendor contracts for compliance with contractual terms, and reviewed all applicable laws and regulations for all projects and operations.
- Ensured compliance with stated internal operation procedures as well as the requirement of the banking and financial institutions act.
- Developed and implemented audit programs based on an approved scope.
- Designed and appraised internal control systems.
- Traced and recovered \$238,000.

#### **CURRICULUM VITAE**

**James Edward Carney**

**HOME ADDRESS: 39 Pelham Parkway**

**North Providence, Rhode Island 02911**

**CELL Phone: (401) 439-8465**

#### **DATE AND PLACE**

**OF BIRTH: August 30, 1950 - Providence, Rhode Island**

#### **EDUCATION:**

**1979 – 1981 Albany/Hudson Valley Physician Assistant Program**

**Albany Medical College  
Albany, New York  
Diploma**

**1969 - 1974 Springfield College  
Springfield, Massachusetts  
B.S., Physical Education**

**1965 - 1969 La Salle Academy  
Providence, Rhode Island  
Diploma**

#### **PROFESSIONAL EXPERIENCE:**

**2009 – 2011 Lead Physician Assistant  
Department of Surgery  
The Miriam Hospital  
164 Blended Ave  
Providence, RI 02903**

**2**

**2008 – 2009 Physician Assistant  
Division of Cardiothoracic Surgery**

**The Miriam Hospital  
164 Blended Ave  
Providence, RI 02903**

**PROFESSIONAL EXPERIENCE:****1987 - 2008 Chief Physician Assistant****Department of Surgery/Critical Care Medicine  
Memorial Hospital of Rhode Island  
111 Brewster Street  
Pawtucket, Rhode Island 02860****1995 - 2008 Physician Assistant (Consultant)****Center for Behavioral Health  
985 Plainfield Street****Johnston, Rhode Island 02919****1995 – 1998 Physician Assistant (Per Diem)****Discovery House of Rhode Island  
66 Pavilion Ave.****Providence, RI 02905****1984 - 1987 Physician Assistant****Division of Cardiothoracic Surgery****Miriam Hospital****164 Blended Avenue****Providence, Rhode Island 02906****1983 - 1984 Physician Assistant****Department of Emergency Medicine****St Joseph's Hospital****21 Peace Street****Providence, Rhode Island 02907****1981- 1983 Physician Assistant****Department of Surgery****Roger Williams Hospital****825 Chalkstone Avenue****Providence, Rhode Island 02908****1977- 1979 Cardiology Technician/Research Assistant****Department of Cardiology****Memorial Hospital of Rhode Island****111 Brewster Street****Pawtucket, Rhode Island 02860****1975-1979 Assistant Athletic Trainer****(Part Time) Athletic Department****Brown University****Providence, Rhode Island****MILITARY EXPERIENCE****1981 – 1986 455 th General Hospital USAR**



**MOS: Physician Assistant  
Rank: CWO 2**

**11972 – 1976 43 rd Medical Detachment RIANG  
MOS; Combat Support Medic  
Rank: SP 5**

**1969 – 1972 Company B 118 th MP Battalion RIANG**

**MOS: Military Policeman  
Rank: SP4**

**PROFESSIONAL LICENSES AND CERTIFICATIONS:**

**Licensed Physician Assistant (1983 – 2012)  
License #PA 00009  
Rhode Island Department of Health  
Certified Physician Assistant  
Certificate #820148  
National Commission for Certification of  
Physician Assistants  
Initial Certification 1982  
Re-Certification: 1984; 1986; 1988; 1994; 2000; 2002,  
2004; 2006, 2008  
Advanced Cardiac Life Support**

**4  
American Heart Association  
1979 - 2012  
Fundamentals of Critical Care Support Course  
Society of Critical Care Medicine  
Completed 2002  
Fundamentals of Disaster Management  
Society of Critical Care Medicine  
Completed 2005**

**PROFESSIONAL ORGANIZATIONS AND COMMITTEES:**

**Distinguished Fellow, American Academy of Physician  
Assistants  
American Academy of Physician Assistants Government  
Affairs and Reimbursement Committee  
2005 –2010; Chair 2008-2010**

**Steven DeToy**

27 Edgehill Road, Providence, RI 02906

[sdetoy@rimed.org](mailto:sdetoy@rimed.org)

(401) 331-3207

**Experience****Rhode Island Medical Society, Providence, RI**

1992-present

- Director of Government and Public Affairs at the Rhode Island Medical Society since 1992. Represented the interests of physicians, physician assistants and their patients before the legislative and executive branches of state government and with our congressional delegation.
- Chair of the American Medical Association, AMA, Advocacy Resource Center Executive Committee.

**Local Community**

- Currently officiate for the RI Interscholastic League in soccer and lacrosse.
- Former town council member in North Kingstown responsible for the school department budget.
- Former high school soccer coach

**Boards**

- Special Olympics of Rhode Island
- Planned Parenthood of Rhode Island
- Reach Out and Read, Rhode Island
- Rhode Island Welcome Back Center
- American Civil Liberties Union, Rhode Island



Appendix F Budget

		<b>Charter School :</b>	Medical Preparatory Academy of Rhode Island				
			<b>Implementation and Operations</b>				
			<b>FY2022</b>	<b>FY2023</b>	<b>FY2024</b>	<b>FY2025</b>	<b>FY2026</b>
<b>MAJOR ASSUMPTIONS</b>							
Average local aid per pupil			3,503.00	3,503.00	3,503.00	3,503.00	3,503.00
Average state aid per pupil			11,145.00	11,145.00	11,145.00	11,145.00	11,145.00
Student Enrollment			54	108	162	216	216
Gross Square Footage (GSF) of facility							
<i>Staffing</i>							
E1.	School Principals/Asst Principals				1.0	1.0	1.0
E2.	School Support Staff		1.0	1.0	1.0	2.0	2.0
E3.	Executive Director/Superintendent		1.0	1.0	1.0	1.0	1.0
E4.	Deputies/Administrators					1.0	1.0
E5.	Program/Operations Support Staff						
E6.	Teachers		5.5	9.0	13.0	15.0	15.0
E7.	Paraprofessionals						
E8.	Pupil Support		0.5	1.0	2.0	3.0	3.0
E9.	Teacher Support						
E10.	Program Management						



E11.	Special Services							
E12.	Facilities Maintenance		0.5	0.5	1.0	1.0	1.0	1.0
Staff FTE		Subtotal:	8.5	12.5	19.0	24.0	24.0	24.0
<b>OPERATING REVENUES</b>								
Local Revenue			189,135.00	378,270.00	567,405.00	756,540.00	756,540.00	756,540.00
State Revenue			601,803.77	1,203,607.55	1,805,411.32	2,410,530.24	2,410,530.24	2,410,530.24
Grants - Charter Schools Program			400,000.00	400,000.00				
Grants - Private			2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Federal formula funds (inc. Title I, III and IDEA)								
Capital Projects Funds								
Other:				25,000.00	25,000.00	25,000.00	25,000.00	25,000.00
<b>TOTAL OPERATING REVENUES</b>			1,192,938.77	2,008,877.55	2,399,816.32	3,194,070.24	3,194,070.24	3,194,070.24
<b>OPERATING EXPENDITURES</b>								
<b>School Management</b>								
Salaries: Principals and Assistant Principals					93,000.00	96,000.00	99,000.00	99,000.00
Salaries: Support Staff			35,000.00	37,000.00	40,000.00	72,000.00	72,000.00	72,000.00
School Office			15,000.00	15,000.00	38,000.00	39,000.00	40,000.00	40,000.00
Other:								5,000.00
		Subtotal:	50,000.00	52,000.00	171,000.00	207,000.00	216,000.00	216,000.00
<b>Program/Operations Management</b>								
Salaries: Executive Director or Superintendent			\$95,000	\$95,000	\$101,000	\$103,000	\$105,000	\$105,000
Salaries: Deputies and Administrators				\$85,000	\$90,000	\$95,000	\$100,000	\$100,000
Salaries: Support Staff						\$75,000	\$80,000	\$80,000
Legal			\$10,000	\$5,000	\$5,000	\$5,000	\$20,000	\$20,000
School Board			\$600	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
Business Operations			\$57,000	\$76,000	\$93,000	\$185,000	\$195,000	\$195,000
Information Management and Technology			\$40,000	\$5,000	\$7,000	\$8,000	\$8,000	\$8,000
Other:								
		Subtotal:	\$202,600	\$267,200	\$297,200	\$472,200	\$509,200	\$509,200



<b>Instruction</b>								
Salaries: Teachers			\$330,000	\$470,000	\$715,000	\$845,000	\$853,000	
Salaries: Paraprofessionals								
Stipends and Bonuses								
Pupil-Use Technology, Hardware, and Software			\$54,000	\$200,000	\$54,000	\$133,000	\$50,000	
Instructional Materials Supplies			\$40,000	\$196,000	\$100,000	\$130,000	\$110,000	
Other:								
		Subtotal:	\$424,000	\$866,000	\$869,000	\$1,108,000	\$1,013,000	
<b>Instructional Support</b>								
Salaries: Pupil Support			\$27,000	\$25,000	\$65,000	\$70,000	\$75,000	
Salaries: Teacher Support								
Salaries: Program Management								
Salaries: Special Services								
Guidance and Counseling					\$55,000	\$55,000	\$55,000	
Library and Media				\$10,000	\$20,000	\$10,000	\$10,000	
Extracurricular				\$20,000	\$40,000	\$50,000	\$60,000	
Student Services, Outreach, Recruitment			\$16,000	\$16,000	\$16,000	\$16,000	\$16,000	
Student Health Services			\$500	\$2,400	\$2,600	\$2,700	\$2,800	
Academic Interventions					\$4,000	\$4,000	\$4,000	
Curriculum Development				\$6,000	\$6,000	\$6,000	\$6,000	
In Service, Staff Development, and Support				\$21,000	\$21,000	\$21,000	\$21,000	
Assessment			\$55,000	\$16,200	\$32,400	\$32,400	\$32,400	
Other:								
		Subtotal:	\$98,500	\$116,600	\$262,000	\$267,100	\$282,200	
<b>Operations</b>								
Salaries: Facilities Maintenance			\$15,000	\$15,000	\$25,000	\$30,000	\$35,000	



Transportation			\$37,800	\$75,600	\$151,200	\$151,200	\$151,200
Food Services			\$3,000	\$3,000	\$10,000	\$10,000	\$10,000
Safety			\$100,000	\$135,000	\$20,000	\$1,800	\$1,900
Building Upkeep and Maintenance			\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Maintenance Contracts							
Utilities			\$8,400	\$8,400	\$10,000	\$12,000	\$35,600
Lease			\$32,000	\$32,000	\$96,000	\$128,000	\$161,000
Debt Service							
Capital Projects			\$53,638	\$144,000	\$150,000	\$312,770	
Other:			\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
		Subtotal:	\$269,838	\$433,000	\$482,200	\$665,770	\$414,700
<b>Other Obligations</b>							
Fringe Benefits			\$129,000	\$229,558	\$273,000	\$430,000	\$460,000
Insurance (non-employee)			\$19,000	\$19,000	\$19,000	\$19,000	\$20,000
Retiree Benefits							
Purchased Management Services							
Other:							
		Subtotal:	\$148,000	\$248,558	\$292,000	\$449,000	\$480,000
<b>Community Services</b>							
Community Service Operations				\$25,000	\$25,000	\$25,000	\$25,000
Other:							
		Subtotal:	\$0	\$25,000	\$25,000	\$25,000	\$25,000
<b>Budgeted Contingencies</b>				\$519	\$1,416		\$253,970
<b>TOTAL OPERATING EXPENDITURES</b>			\$1,192,938	\$2,008,877	\$2,399,816	\$3,194,070	\$3,194,070
<b>SURPLUS/(DEFICIT)</b>			\$1	\$1	\$0	\$0	\$0



Appendix G Building Availability - Letter of Support



World Headquarters  
Movimiento Pentecostal Monte Sinaí, Inc.  
155 Power Road  
Pawtucket, RI 02860  
United States of America  
(401) 331-8069  
(401) 744-2484  
www.elmontesinaí.org

Rev. Samuel Francisco  
*President*  
Isabel Francisco  
*Vice President*  
Rebecca Ramos  
*Secretary*  
Anthony Francisco  
*Treasurer*

5/21/2020

Re: School Building Availability

Dear Chairman Dr. Bradley Collins:

Our leadership team is thrilled that your organization, Medical Preparatory Academy of Rhode Island, endeavors to establish a charter school starting the 2021-2022 school year.

Let this letter serve as support for your noble cause. Our school building, the former Bishop Keough Regional High School located at 145 Power Road in Pawtucket, is available to your educational organization for lease.

We wish you and your team success in your noble cause to provide quality educational services to the Pawtucket and surrounding community.

Godspeed,

Rev. Samuel Francisco  
President/Pastor, MPMS, Inc.  
401.744.2484

Cc:

- Anthony Francisco
- Eric Bolanos
- James Carney
- Jeffrey Sowa
- Jose A. Ramos
- Levis Guzman
- Mak Falaye
- Miguel Veloz
- Nkolika E. Onye
- Rodney Wilson
- Steven DeToy
- Rebecca Ramos
- Rev. Isabel Francisco
- Rev. Javier Torres



## Appendix H Rhode Island College Future Support

5/24/2020

Gmail - Monday 6/4 meeting



Anthony Francisco &lt;anthonyfranciscosr@gmail.com&gt;

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**Monday 6/4 meeting**

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**Greene, Clark M.** <cgreene@ric.edu>

Wed, Aug 29, 2018 at 10:52 AM

To: Anthony Francisco &lt;anthonyfranciscosr@gmail.com&gt;

Cc: "Giroux, Jenifer R." &lt;jgiroux@ric.edu&gt;

Anthony,

I have discussed this proposal with the President and his senior team. Although we fully endorse the mission and concept, and applaud your board's dedication, given competing priorities Rhode Island College does not have the capacity to be the sponsoring entity. We would certainly support the Charter once established, and we would look to identify meaningful ways to work together through our academic programs and existing community partnerships. Please feel free to reach out in the future to explore such collaborations.

Thank you,

Clark Greene

Executive Director for Strategic Initiatives

Rhode Island College

600 Mt. Pleasant Avenue

Providence, RI 02908

(401) 456-8440

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