



We are called to assist the Earth to heal her wounds and in the process heal our own - indeed, to embrace the whole creation in all its diversity, beauty, and wonder.

Wangari Maathai, Nobel Peace Prize acceptance speech, 2004

In the end we will conserve only what we love. We will love only what we understand. We will understand only what we are taught.

Baba Dioum, Senegalese forestry engineer in a paper presented at the General Assembly of the International Union for the Conservation of Nature and Natural Resources, 1968

When they are anchored in both human and natural communities, people can experience a sense of contentment, meaning, and purpose.

Gregory A. Smith, Place- and Community-Based Education in Schools, 2010

1. Cover Sheet

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

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

Name of Charter: Wangari Maathai Community School Charter Type (District, Mayoral, or Independent):
 Location of Charter School: Providence Location of Additional Schools (if applicable):

Enrolling Communities (if statewide, write statewide): Providence

Primary Contact Name: Siobhan Callahan Primary Contact Signature: *Siobhan Callahan*
 Primary Contact Role: Executive Director Date: 9-18-20

Address: _____ Phone: 401-419-6778
 City/State/Zip: Providence, RI 02909 Email: s.callahan@wangari.maathai.school.org

Charter	Grade Levels Served	Enrollment	Communities Served
AY20-21 for the current charter (expansions only)			
AY21-22 proposed new or expanded charter	K, 1, 2, 4, 6	130	Providence
AY25-26 (5-years) proposed new or expanded charter	K-8	298	Providence
Proposed new or expanded charter at-scale	K-8	378	Providence

Signature of Charter Board Chair: *[Signature]* Print Name: Jenny Vargas
 Organization/Title: Board Chair Date: 9/26/2020

Name of Establishing Entity: Southside Community Land Trust
 Signature of Establishing Entity Representative: *[Signature]* Print Name: Margaret DeLos
 Position/Title: Executive Director Date: 9-18-20

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II. EXECUTIVE SUMMARY

Wangari Maathai Community School’s mission will be to nurture K-8 students to achieve academic excellence, develop a growth mindset, and practice enthusiastic and impactful stewardship of their communities. Wangari will use a place-based learning model to create a student-centered, experiential curriculum. We will serve students and families of diverse racial, social, and economic backgrounds in Providence and integrate health and wellbeing, social justice, and environmental sustainability throughout our curriculum and community.

We are seeking approval for a charter to create a school where students of all incomes have access to a high-quality, place-based education, driven by passionate and skilled teachers. We recognize both the joys and challenges in our community and embrace the idea that “...fun can reign, in the midst of a community, city, and world filled with real and perceived dangers of many kinds.”¹ We seek to create a place-based school where students feel meaningfully connected and build from rich community knowledge and experiences to deepen their sense of purpose and belonging. We will hold ourselves accountable to our mission and principles by having clear and transparent goals and an annual assessment that is made publicly available. This will include *academic goals* (each year students will grow their proficiency in reading, writing, math and science standards), *mission goals* (student portfolios and participation in Expeditions), and *organizational goals* (demonstrating fiduciary and financial responsibility and relationships with Community Partners).

Our place-based curriculum will use fieldwork, case studies, and service-learning projects to bring the Common Core State Standards (CCSS) alive for our students. Our school will be a learning community inside and out, connecting with families and neighbors to inform and strengthen the school, as well as benefit from it. This model will give students deep engagement through inquiry-based learning to achieve academic excellence. We look to schools like Brooke Charter Schools in Boston and

¹ Orellana, M. F. (2016). *Immigrant children in transcultural spaces: Language, learning, and love*. New York: Routledge. p.130)

Kingston Hill Academy in Rhode Island as models, along with other place-based and EL Education schools. These schools top the rankings for proficiency in each state and have shown that tremendous academic achievement can be reached through an inquiry-based education.

Wangari will place strong value on teachers' personal experiences, passions, creativity, expertise, their commitment to lifelong learning and cultural responsiveness, fostering of youthful curiosity, and engagement with current and future community partners in Providence. From these strengths, our teachers will be able to connect the CCSS to place-based and inquiry-based curriculum and cultivate a love of learning among their students. New and assistant teachers will be mentored by an experienced teacher; all will benefit from ample planning time and class observations. The principal will review student assessments and survey teachers when planning professional development.

The school will be governed by a Board of Directors, not to exceed 15 members with a diverse range of skills and experience in education, administration, financial management, academia, and community engagement and include at least two parents of current students. The Board will hire and oversee a principal responsible for maintaining high academic standards and managing the daily operation of the school; and an executive director to advocate for the school, develop and maintain relationships with community partners, and lead fundraising efforts. They will share responsibility for creating a school culture for students and staff defined by integrity, rigor, and inspiration.

The Southside Community Land Trust (SCLT) is this application's non-profit sponsor. Since their founding 38 years ago, SCLT has provided access to land and education so people in Greater Providence can grow food and contribute to local, sustainable and affordable food systems. The applicant group, led by Siobhan Callahan (Founder and Executive Director), includes SCLT executive director Margaret DeVos, Highlander Institute executive director Dana Borrelli-Murray, educator Ngina Johnson, educator/administrator Soljane Martinez, curriculum consultant Caitlin Porter, and educator/parent Seth Zeren.

III. MISSION STATEMENT

Mission Statement: Wangari Maathai Community School (Wangari) will nurture K-8 students to achieve **academic excellence**, develop a **growth mindset**, and practice enthusiastic and impactful **stewardship** of their communities. Wangari will use a **place-based** learning model to create a **student-centered**, experiential curriculum. We will serve students and families of diverse racial, social, and economic backgrounds in Providence and integrate **health and wellbeing**, **social justice**, and **environmental sustainability** throughout our curriculum and community.

Our school mission is inspired by the example of our namesake, Wangari Maathai, the Nobel Peace Prize-recipient and Kenyan social and environmental activist. When she saw her community suffering from corruption and environmental devastation, she began with the simple step of planting seedlings in her backyard to combat deforestation. Her efforts grew to address deeper issues of disenfranchisement and thousands of women joined her to form powerful community groups that planted over 30 million trees, creating the Green Belt Movement to restore the ecological health of the land. Maathai's example shows us how local actions can change the world.

We believe that when children as young as five are engaged in a curriculum and pedagogy that seeks to develop their natural curiosity and wonder about the world; when they collaborate to creatively problem-solve issues affecting their own schoolyard and beyond; when they are given regular chances to practice their civic engagement; when they are celebrated for their contributions; and when they live these experiences for the nine years they spend at Wangari—these children will grow into confident, self-reflective young adults who are creative, inquisitive, academically excellent, and for whom civic participation is second nature.

Why we chose the words bolded in the mission statement (Analysis): **Academic excellence** includes authentic mastery of the knowledge and skills of the Common Core State Standards (CCSS) that will serve as the foundation for a life-long love of learning and underpin future educational success and

economic opportunity. With a **growth mindset**, students will understand that their abilities are not fixed, but can be changed through hard work, self-reflection, and supportive mentors. **Stewardship** means students will take responsibility for their community and the environment and gain the skills to effectively advocate for social equity and environmental sustainability.

Practicing **place-based education** means that the city will be our classroom and Wangari will partner with families and community organizations to enhance educational opportunities and provide supports for student success. Our students will leave the school building to explore nature and give-back to their community, creating authentic, meaningful, and personalized learning opportunities. It means our students will learn by linking the CCSS to real world projects to narrow the achievement gap² and teach 21st Century skills like collaboration, critical thinking, creativity, and self-reflection. Our **student-centered** curriculum and pedagogy will respond to where our students are coming from: their cultural background, their strengths, and their passions.³

We recognize the pain and hurt inflicted on our students, their families, and their communities from structural racism, economic inequality, poor environmental quality, and cycles of violence. We cannot succeed as a learning community unless we create a culture of resilience which supports **health and wellbeing**. We are committed to advancing **social justice** through our educational standards, restorative justice approach to behavior, and our opening doors to social, economic, and political opportunities. We use the lens of **sustainability**⁴ to teach inquiry, environmental stewardship, and the interconnectedness of everything.

Measuring success: We will develop an evaluation plan to track both process and outcomes measures to hold ourselves accountable to our mission. The outcome measures will tie directly to our goals of developing in our students academic excellence (assessed through Rhode Island standardized

² Halvorsen, Anne-Lise et al. "Narrowing the Achievement Gap in Second Grade Social Studies and Content Area Literacy: The Promise of a Project-based Approach." May 2012. The Education Policy Center at MI State University.

³ Saifer, S. et. al. *Classroom to Community and Back*. Education Northwest. 2005.

⁴ Shelburne Farms. "The Guide to Educating for Sustainability." The Sustainable Schools Project, 2011.

tests and supplemented with performance tests as described under Section V. Goals), a growth mindset (assessed by teachers in the classroom), and a practice of stewardship (assessed through student portfolios), as further described in Section V. The use of process measures will ensure that we are meeting our commitment to being place-based and student centered while promoting health and wellbeing, social justice and environmental sustainability, and that we are following our Principles described in Section VII. These are all qualities that will help us to meet the outcome goals and will be measured by tracking our relationships with community partners, participation of students in Expeditions (community goals in Section V), and SurveyWorks findings. Additional data collection tools (both qualitative and quantitative) will be developed, as necessary. Mission performance will be overseen by the Principal, with annual reports that will be made available to staff, students and families, and community partners.

IV. PROPOSED NEW STUDENT SEATS AND ENROLLMENT

Wangari will open in 2021 with 130 students in Kindergarten, 1st, 2nd, 4th, and 6th grades and will reach full capacity in Year 9 with 378 students.⁵ Our growth will be manageable, allowing us to build a strong school culture, grow into our facility, and maintain a sustainable budget. The decision to start with five different grade levels is driven by our commitment to a multi-age educational experience where older students develop leadership skills by offering guidance and support to younger students, and mentoring relationships and other multi-grade activities create a culture of interdependence and responsibility—benefiting students in their academic, social and emotional development.⁶

The decision is also driven by community need. There is significant unmet demand for seats at charter schools in RI, with only 18% of Providence families who apply receiving an offer of a seat. As evidenced by our 2019 applicant pool, these families nevertheless continue to seek out high-quality

⁵ See Attachment 6 for Enrollment Table

⁶ Web. 15 July 2020. <https://www.psychologytoday.com/us/blog/freedom-learn/200809/why-we-should-stop-segregating-children-age-part-i>

educational opportunities for their children regardless of grade level. This has been exacerbated by the COVID-19 pandemic and the closing of an independent K-5 school in Providence. We believe that there will be rising 1st, 2nd and 4th graders looking for a fresh start in 2021. Year 1 is the only year in which we plan to enroll students outside of Kindergarten and 6th grade.

Maxing out at 378 students, we will remain a small school to foster a strong sense of community among students, families, teachers, staff and community partners. Students will be known well by multiple adults and among students in other grade levels within our community and will thrive with this extra attention.⁷ We arrived at this number considering a few factors. First, the size of existing facilities in Providence does not support larger school populations and very few building sites offer expansion opportunities. We are also limiting our class sizes to 21 to allow for differentiated teaching.

Our outreach efforts will stretch into every neighborhood in Providence.⁸ Bilingual informational fliers will be posted throughout communities including at corner markets, libraries, community centers, day care centers and preschools, doctors' offices and health centers, and electronically distributed through non-profit partners serving youth and families. We will hold information sessions either virtually or in person based on RIDE and RIDOH guidance and maintain current information on our website and Facebook page. We will also actively recruit within the immediate area.

We will strive to attract applicants that reflect the full diversity of Providence. All residents will be eligible to apply using the Charter School Lottery Application provided by RIDE. Should we receive more applications than we have seats, a lottery will be held in adherence to all local, state and federal laws to determine admission. Families accepted through the lottery will be notified in writing within a week of the lottery; and will have one week to accept the spot. Should a family not receive a spot through the lottery, they will be placed on a waiting list in the order in which their name was drawn through the lottery. This list will serve as the source of new students if a spot opens during the academic

⁷ This is very much aligned with a core Brooke Charter School principle of ensuring that every student is "known"

⁸ See Appendices A-C for demographic maps

year. If not accepted, interested families must reapply during the next application year. Children of founding and current Board members, current teachers, and staff will be accepted regardless of where they live. Siblings of enrolled students will automatically be accepted. While we anticipate that we will be able to fill most open spots from the waiting list, our budget is conservative, and we projected a 5% loss of our student body per year.

V. GOALS

Using Rhode Island's Charter School Performance Review System as a guide, Wangari will ensure that through strong school leadership, commitment to mission, excellent teaching, and the Board of Directors' careful oversight, our school will meet or exceed all targets outlined within the four areas: academic, financial, organizational, and compliance. Wangari has or will create systems for achieving these targets. Full cooperation will be offered during RIDE's annual assessments, progress tracking and regularly scheduled Special Education reviews.

Academic Goals:

GOAL 1: Each year students will grow their proficiency in CCSS Reading and Writing standards.

Measurement: 80% of students will *either* be considered proficient in Reading and Writing as measured by nationally-normed standardized assessments such as STAR, or other curriculum-based assessments (from EngageNY ELA) *or*, if they have not attained proficiency, will show growth of more than one grade level, as measured by the same standard.

GOAL 2: Each year students will grow their proficiency in Math standards, as outlined in the CCSS.

Measurement: 80% of students will *either* be considered proficient in Math as measured by standardized assessments such as STAR, curriculum-based assessments (from EngageNY Math, etc.) *or*, if they have not attained proficiency, will show growth of more than one grade level as measured by the same standard.

GOAL 3: Each year students will grow their proficiency in Science as outlined in the NGSS.

Measurement: 80% of students will *either* be in the top quartile in Science standards as assessed by the Next Generation Science Assessment (NGSA) in 5th and 8th grades, *or*, if they have not attained proficiency, will show growth of more than one grade level, as measured by the same standard.

GOAL 4: Students in grades 3-8 will demonstrate proficiency on RI state assessments.

Measurement: 60% of students will *either* be considered proficient in Reading and Math as measured by RICAS *or*, if they have not attained proficiency, will show growth of more than one grade level as measured by RICAS scores.

Mission Goals:

GOAL 1: Students in all grades will show academic progress through a growing portfolio.

Measurement: All students will develop an Individual Learning Plan (ILP) with their teacher that reflects the work they expect to accomplish for the trimester.

Measurement: Student work will include at least three writing samples, one from each trimester, and at least three math examples that indicate an acquisition of new skills.

Measurement: Student work will include at least two examples of scientific discovery.

GOAL 2: Each year, every student will participate in at least two Expeditions and develop group projects that center around stewardship, sustainability, and civic engagement. These projects will draw upon their academic work and time will be set aside for planning, fieldwork, and culminating presentations.

Measurement: 100% of students will develop, in groups, plans of action for community-based projects.

Measurement: 100% of students will conduct fieldwork appropriate to the project, portions of which will be added to student portfolios.

Measurement: 100% of the groups will present their final projects at a culminating event at the end of the Expedition. The audience will include parents, peers, community partners, and Board members.

Organizational Goals:

GOAL 1: Demonstrate fiduciary and financial responsibility.

Measurement: Balanced budgets submitted to RIDE and reviewed quarterly by the Board will reflect an effective allocation of resources.

Measurement: External, annual audit reports demonstrate Wangari meets or exceeds GAAP standards.

GOAL 2: Maintain sustainable relationships with at least two Community Partners each year.⁹

Measurement: The partnership is celebrated: Community Partners participate in annual conferences (in Years 1-2, a simple gathering; in Years 3-5, a mini-conference open to the public that highlights benefits of the school-community relationship and best practices.)

Measurement: Engagement opportunities are created: Community Partners actively engage with students through Expeditions and/or other programming.

Measurement: Outcomes are well documented: Student work done in collaboration with Community Partners through Expeditions or other programming is exhibited/presented publicly and then archived.

VI. COMMUNITY NEED AND SUPPORT

Rooted in place-based education, Wangari will be fully engaged in our neighborhood and Providence at large. As we create individualized and authentic experiences for our students, Wangari will take a strengths-based approach and draws from the racial and cultural diversity of Providence – with 56% of children coming from families that identify as Hispanic or Latino, 16% Black, 16% White, and 5% Asian, and with 29% identified as Multilanguage Learners.¹⁰

We are ready to meet the significant economic hardships our students will bring with them, with an estimated 34% of children in Providence living in poverty (compared to 18% statewide and nationally).¹¹ In the Providence Public School District (PPSD), 84% of students from low income families, and we anticipate that approximately 75% of our incoming students will qualify for free or reduced

⁹ Adapted from the rubric created by RI Partnerships for Success. Web. 23 June 2017. <http://ricompact.org/wp-content/uploads/2014/10/PFS_PartnershipRubric.pdf>

¹⁰ 2020 RI Kids Count Factbook for website.pdf <<http://www.rikidscount.org>> Web. 27 July 2020.

¹¹ Factbook, p.37: “defined as families with incomes below 50% of the federal poverty level, or \$10,299 for a family of three with two children and \$12,963 for a family of four with two children in 2019.

lunch. Low test scores in the city and state demonstrate the challenge school systems have faced in meeting the needs of these students. Four middle schools and one elementary school in Providence are identified as requiring Comprehensive School Improvement (CSI) plans.

We are seeking approval for a charter to create a school where students of all incomes have access to a high quality, place-based education, driven by passionate and skilled teachers. Rather than seeing ourselves in opposition to community challenges, Wangari embraces an understanding that “...fun can reign, in the midst of a community, city, and world filled with real and perceived dangers of many kinds.”¹² We seek to create a place-based school where students feel meaningfully connected and build from rich community knowledge and experiences to deepen their sense of purpose and belonging. Wangari teachers will bring the standards alive through fieldwork, case studies, project-based Expeditions, and service learning, leading to a love of learning that will raise student achievement.¹³ Students in schools that have adopted place-based learning and inquiry regularly outperform their peers, and improvement is even higher for Latinx and low-income students.¹⁴ Two of the most successful charter schools in the region, Brooke Charter Schools in Massachusetts and Kingston Hill Academy here in Rhode Island, have used teacher-driven, authentic learning to engage their students and achieve strong academic performance.

Using the lens of environmental sustainability and stewardship, we will elevate the practice of science and inquiry throughout our educational program. We will rely on the expertise of community-based organizations in Providence and throughout the state to augment our students’ understanding of and connection to the larger community. These partners will serve as programmatic advisors, content specialists, and guides. Community partners will include, but not be limited to, Providence Parks

¹² Orellana, M. F. (2016). *Immigrant children in transcultural spaces: Language, learning, and love*. New York: Routledge. p.130)

¹³ Halvorsen, Anne-Lise et al. “Narrowing the Achievement Gap in Second Grade Social Studies and Content Area Literacy: The Promise of a Project-based Approach.” May 2012. The Education Policy Center at Michigan State University.

¹⁴ Web. 16 June 2017.< <https://eleducation.org/results/by-the-numbers>

Department, Woonasquatucket River Watershed Council, Southside Community Land Trust, and RI Environmental Education Association. To further cement our relationships within the community, we will invite members to participate in the launching of this school, join our Board of Directors and Board Committees, assist with strategic planning, mentor our students, attend project presentations, school celebrations, and other annual events.

Community starts with our families. Wangari believes that to build an equitable and responsive school that lives up to our mission and principles, we must forge deep ties with families and caregivers and honor their diversity of experiences. Families in Providence want to be involved, want to have a voice in how their children are educated, and want to feel welcome and respected within the school building. Indeed, a desire for stronger family-school connections, more commitment to family and staff diversity, and greater attention to students' social-emotional development, were sentiments expressed by parents during two community information meetings and a survey held by Wangari in Fall 2016, and numerous one-on-one conversations. Data from the Providence Children and Youth Cabinet¹⁵, although not specific to Wangari, echo these sentiments as do the findings of the 2019 Johns Hopkins report evaluating Providence public schools.¹⁶

In partnership with Young Voices, three additional meetings for families were held in Fall 2018. During Fall 2018 and Winter 2019, consultants for the school, Wangari Board members, and bilingual youth from Young Voices tabled at three different farmers markets serving South Providence/Elmwood, West End/Federal Hill and Silver Lake; presented information during parent meetings at College Crusade and Beautiful Beginnings preschool; and tabled at the RI League of Charter Schools' Open House.

On April 2, 2018, Wangari submitted to RIDE 82 signed letters of interest from families across Providence. Our strongest indicator of family support is the fact that in 2019, we received 161 applications for 144 spots spanning Kindergarten, 1st grade, 5th grade and 6th grade. With only 20

¹⁵ See Appendix L

¹⁶ <https://edpolicy.education.jhu.edu/wp-content/uploads/2019/11/PPSD-REVISED-FINAL.pdf>

Kindergarten spots available, 43 families were put on a waitlist. This is even more impressive because by the March 1st lottery, Wangari had not yet announced our proposed facility location.

Providence, with its high concentration of social, cultural, historic and natural resources, is the ideal geographic location to open Wangari. Conceiving of the city as our campus, we will extend the boundaries of our classrooms to take full advantage of these resources, becoming the first public school in the city linking a CCSS-aligned curriculum to real world projects and exploration. With our place-based learning approach, there will be countless opportunities for our students to more deeply examine our city's landscape, history and place in the world, and to routinely practice the 21st Century skills that will be foundational to their success as adults in the workplace.

From conception through the present, we have received support and guidance from staff at the Center for Resilience (formerly Resilient Kids), The Center for Leadership and Educational Equity (which runs the RIDE-approved Principal Residency Network), the Equity Institute, the Highlander Institute, and Youth Build; the RI League of Charter Schools; and various staff at RI charter schools. As a small school, we will be able to hone our skills in experiential learning and environmental stewardship practices and share them through collaborative partnerships with PPSD and educators throughout the state.

VII. EDUCATIONAL PROGRAM

Wangari's educational program prioritizes hands-on, place-based, expeditionary learning that stretches across the curriculum. With the city as our classroom, students learn from direct experience to understand and become stewards of their community. The CCSS and NGSS will drive our efforts to develop students' competency in, and mastery of, English Language Arts (ELA), Mathematics, Social Studies, and Science. A school-wide love of learning and culture of inquiry will further encourage "students to analyze instead of recall, to justify instead of define, and to formulate instead of list."¹⁷

¹⁷ Marshall, Jeff C. and Robert M. Horton. "The Importance of Teacher-Facilitated, Inquiry Based Instruction To Student Higher Order Thinking." *School Science and Mathematics*, Vol. 111, Issue 3, (March 2011):93-101.

These skills will be practiced across subjects to support students' critical thinking skills and integrated conceptual learning.

We will also weave a social-emotional learning (SEL) curriculum throughout all aspects of the school. When students learn how to self-regulate their emotions, make responsible decisions, and understand how they best learn, the result is a learning-ready classroom. When students are also valued for their unique perspectives and given a supportive environment in which their voices can be heard, academic success follows. Wangari will provide both.

VII (a). Guiding Principles

Our educational program and the school community overall is guided by a commitment to five guiding principles which will shape everything we do: 1) **welcoming in**, 2) **building resilience**, 3) **love of learning**, 4) **opening doors**, and 5) **stewardship**. In developing these principles, we were inspired by the philosophy and principles of community schools, place-based education, and project-based education (in particular EL Education). We have honed our own principles with a focus on cultural responsiveness, anti-racism, restorative justice, and economic, social, and political efficacy to respond to the specific needs of Providence youth.

Welcoming In. Drawing from community-based educational models, Wangari actively welcomes people into our learning community as they are, honoring their culture, family, learning style, and emotional experiences. We believe that when curriculum and pedagogy respond to the cultures, histories, and lived experiences of students, they are more academically successful.¹⁸ Wangari will employ culturally responsive instruction that values students' experiences and connects personal and cultural strengths to academic content areas, drawing on examples such as Mundo Verde School, in

¹⁸ Dee, Thomas and Emily Penner. "The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum." CEPA Working Paper No. 16-01

Washington DC. Wangari will encourage students to contribute to each other’s learning and welcome students to be leaders in the shared governance of their learning community.

Parents/guardians and community members will be *welcomed in* through programs that celebrate the arts, school festivals and through the sharing of their stories and expertise. Our professional development will include training for the larger school community (all staff, Board members, parents/guardians) on cultural competency, implicit bias, and rigorous self-reflection on our own attitudes toward different ethnic, racial, gender, and social class groups to ensure our ability to serve our students and families well.¹⁹

Building Resilience. We recognize that many of our students must cope with stresses beyond school and may have experienced significant trauma. We recognize that a school that serves those students will better support all members of the learning community. Our school will be a safe, physical place for all who enter—calm but joyful, consistent yet flexible, and always nurturing individuals on their personal paths to resilience. This is illustrated in our approach to resolving conflict, using restorative and transformative justice practices rather than punitive disciplinary methods.²⁰

Building resilience is at the core of teaching a growth-mindset in our SEL curriculum and informs our focus on a strengths-based approach to teaching, which recognizes, appreciates, and addresses students’ unique experiences.²¹ Student voice and choice will be encouraged and supported as students build resilience in themselves and then focus outward into the world as agents of change. The concrete skills and knowledge they learn in school and the compassion and concern they acquire through their service-learning projects will prepare them to become adults who are empowered to be leaders and full participants in civic society.²²

¹⁹ Glenn E. Singleton, *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Second Edition (New York: Corwin, 2014)

²⁰ As outlined by the International Institute for Restorative Practices: <https://www.iirp.edu/>

²¹ Erdman, S. et al. *Trauma and Young Children: Teaching Strategies to Support and Empower*. NAECY, 2020, pp. 25

²² Levinson, Meira. 2010. The Civic Empowerment Gap: Defining the Problem and Locating Solutions. In Handbook

Love of Learning. We believe authentic interest is the foundation of deep and lasting learning.²³

Starting with a play-based focus²⁴ in the younger grades and developing through our place-based curriculum, Expeditions and hands-on projects, we will nurture the habits of curiosity, self-directed study, and joy in learning.²⁵ We know from our own experiences and examples of exceptional achievement that all learning rests on laying strong foundations in reading and writing, quantitative analysis and critical thinking, and gaining a broad understanding of the contours of human knowledge. Our curriculum will teach these fundamentals with rigor, because without them an authentic, joyful, and piercing love of learning cannot flourish.

Love of learning will be modeled by our teachers and staff—each sharing their own curiosity, passions, and ongoing learning—and through our institutional commitment to growth and improvement. We will utilize resources and seek out professional development opportunities at PBL Works, specialists in project-based learning, the Galileo Educational Network, specialists in inquiry-based approaches, and schools like The Project School (Bloomington, IN).

Opening doors. Drawing on place-based models developed at Antioch University New England’s Center for Place-based Education, we will open the doors of the school and take learning to the neighborhood. Our curriculum will connect ideas and skills to our city, neighborhood, environment, homes, and families. The evidence of place-based learning is that by doing so we will open doors for our students to understand and influence their community, their planet, and themselves.²⁶ Through contact with community-based organizations, businesses, and political leaders, we will expand students’

of Research on Civic Engagement, ed. Lonnie Sherrod, Judith Torney-Purta, and Constance A. Flanagan, 331-361.

²³ Fried, R. L. *The passionate learner: How teachers and parents can help children reclaim the joy of discovery*. Boston, MA: Beacon Press. 2001

²⁴ Taylor, M.E., Boyer, W. “Play-Based Learning: Evidence-Based Research to Improve Children’s Learning Experiences in the Kindergarten Classroom.” *Early Childhood Educ J* 48, 127–133 (2020)

²⁵ <https://www.naeyc.org/resources/topics/play>

²⁶ Sobel, D. *Place-based Education: Connecting Classrooms & Communities*. The Orion Society; 2nd Ed. 2005

awareness of and access to new opportunities.²⁷ These opportunities will become a foundation for future academic and career success and support students' active community advocacy. Throughout our curriculum we will integrate life-skills including communications, presentation, and financial education. Sunnyside Environmental School (Portland, OR) is one of our model schools we will look to for inspiration and advice.

Stewardship. Our educational approach and curricula will allow every student (and teacher) to experience themselves as a citizen of the school community, the greater community and the world; held in a web of relationships of care, trust and support, in which every action, positive and negative, has an effect on the whole. Putting stewardship into action will mean students taking responsibility for the care of their classrooms, the school, and the neighborhood. It will mean pursuing consistent real-world applications out in nature, the neighborhood, the city, that emphasize our mutual responsibilities to each other, to the land, to our past, and to future generations²⁸. Over their time at Wangari, students' practice of stewardship will develop in them the personal ethics and virtues required for social justice and environmental sustainability.²⁹

We have several school models from which to learn including The Greene School (West Greenwich, RI), The Compass School (Kingston, RI), Sunnyside Environmental School, and Mundo Verde, the first green-focused charter school in Washington, D.C.

VII (b). Curriculum and Coursework

Wangari's curriculum will be built by combining existing curricula, where there is a good fit with our pedagogy, and developing our own curricula, where necessary to meet our school mission and principles. All curricula will provide structure to support teachers at all levels and will be grounded in the

²⁷ The EXP program in California brings together industry and schools to connect students with opportunities; this model can be scaled down for middle school students. <https://www.expfuture.org/>

²⁸ Leopold, A. "The Land Ethic." *A Sand County Almanac*. Oxford University Press, 1949.

²⁹ <https://magazine.communityworksinstitute.org/increasing-equity-through-place-based-education/>

CCSS and NGSS. In addition to meeting subject-specific objectives, our curricula will encourage learning across disciplines and will be infused with science/inquiry and best practices for multilanguage learners. To achieve this, the curriculum will be developed using a ‘backwards design’ process,³⁰ starting with the intended student outcomes, and working backwards to create aligned activities, assessments, and instructional materials. This will ensure that all curricula will meet the needs of our learners, be true to our approach to teaching and flow with other subjects, programs and investigations.

A consultant will be hired to facilitate the development of initial curricula for the Year 1 grades, including place-based Expeditions outside of the classroom. Teachers will work collaboratively through grade-level teams (where applicable), with the Principal, and across disciplines, and be given time to refine the curricula. The Principal and consultant will regularly review student performance data assessing progress related to the school’s mission (academic achievement, growth mindset, and stewardship) and satisfaction across the community (including teachers, students, and parents/guardians), and will work with teachers to make revisions to the curriculum where needed. A week at the end of the school year will be set aside for further curriculum evaluation and design.

English literary arts/literacy: We will be using the EngageNY ELA curriculum. This free, open-source and CCSS-aligned curriculum offers detailed unit and lesson plans grounded in great texts and a wide variety of content, mid- and end-of-unit assessments, and a performance task to ensure teachers have ample opportunities to assess students’ progress towards standards mastery. Using data from EngageNY unit-based assessments as well as STAR assessments, teachers will plan targeted lessons. For reading activities, students will be given a wide selection of materials at their reading level to choose from, promoting a love of reading that has been shown to be key to academic achievement in ELA.³¹

³⁰ Wiggins, Grant P., and Jay McTighe. *Understanding By Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

³¹ The fact that Brooke Charter School students perform equally well in math and ELA has been attributed to cultivating a love of reading: Web <https://www.the74million.org/article/whitmire-americas-best-charter-school-doesnt-look-anything-like-top-charters-is-that-bad/>, accessed 9/24/20

Math: We will develop custom math curricula using the CCSS for Mathematical Practice as a roadmap for the knowledge and habits of mathematical thinking that we will cultivate in our students through activities both inside the classroom and in the community. Teaching a love of math comes from integrating it into other subject areas and through expeditions our teachers will regularly give students authentic experiences using math in daily life (e.g. starting and running a small business or measuring garden beds.) A portfolio of adaptive software supports will be used when more targeted instruction of a skill is indicated. Financial literacy will be incorporated into our curriculum as well, providing the knowledge and skills that students will need to be financially resilient in the future. Our Financial literacy curriculum will be guided by Jumpstart and the National Standards for Financial Literacy.

Science and engineering: Science, engineering and inquiry will be woven throughout our curriculum. For multilanguage learners in particular, science education “has enormous potential to increase students’ academic performance in reading, writing, and science simultaneously, as language development skills are woven into engaging science content.”³² A school-wide science and environmental literacy curriculum framework will be developed to inform curricula in all grades; hiring two dedicated science teachers who will provide job-embedded professional learning for the rest of our staff; and connecting trained MLL staff with general classroom and science teachers for planning of scaffolding strategies. The standards-based Full Option Science System (FOSS) kits, Shelburne Farms’ Sustainable Schools Project’s “Big Ideas of Sustainability,”³³ Rhode Island’s Environmental Literacy Plan and the NGSS will each be integral to our science and engineering curriculum. Taken together, they will provide our students with a solid foundation for developing the scientific inquiry skills they will need to excel. Following the NGSS’s *Framework*, in which engineering design is paired with scientific inquiry, our students will be given regular opportunities to think like engineers while using the Engineering is

³² Feldman, Sarah and Veronica Flores Malagon. (Jan. 2017) *Unlocking Learning: Science as a Lever for English Learner Equity*. Oakland, CA: The Education Trust-West.

³³ See Appendices F and H

Elementary (EiE)³⁴ kits developed by The Boston Museum of Science (Grades K-8). These project-based kits make connections with many of the topics covered by the FOSS kits and can be used to complement our science and math curriculum.

Social studies: Wangari's place-based approach to learning invites an expanded understanding of the traditional social studies curriculum, grounding it in the idea of place and community. Treating the city as our campus, our students will take advantage of publicly available spaces and resources. Partnerships with local organizations and consultation with experts and leaders will ensure that our program is simultaneously teaching our students to be inquisitive scholars *and* engaged citizens. Students will better understand the larger world through the context of what they know locally. Working with a consultant, we have begun the design of a robust curriculum around the RI GSE's for Social Studies and the C3 Framework for State Social Studies Standards. We will use the CCSS for Informational Reading and Writing in K-5 and the Literacy in History/Social Studies standards in grades 6-8 to guide literacy instruction in the content areas. Service-learning projects will be developed in alignment with Expeditions to enhance students' studies of the history, government systems, geography, and economics of Providence. Each will have a civics component with an actionable plan chosen by students to effect meaningful change in their city. This real-life application will help all students find their voice, develop their writing and communication skills, and feel confident in a typically adult-centric world. For our Middle School students, we will consider using the Generation Citizen³⁵ curriculum which encourages civic participation through political action.

Spanish: All students will have a Spanish language class four times per week. For non-native speakers, students will build from vocabulary and speaking in early grades to writing and reading, and by the time they graduate from 8th grade, they will have a strong foundation in a second language. For

³⁴ www.eie.org - Professional development is also available as well as lessons to extend students' learning in afterschool programming.

³⁵ See www.generationcitizen.org

native Spanish speakers, emphasis will be on developing reading and writing skills to deepen academic fluency and proficiency in Spanish. Reinforcing content learning in other subjects via these students' first language will also develop their emerging English language skills.³⁶ All students will be in the same class and teachers will follow the same differentiation strategies employed in other subjects/classes to allow for small group, one-on-one teacher and peer learning. Native Spanish speakers will have opportunities to share their knowledge with classmates and grow as leaders.

The Arts: At Wangari we believe that by infusing learning with art, we give our students another tool with which to express themselves and explore and embrace the world around them. Creation and appreciation of music, visual art, storytelling, dance, and theater is a way for children to be civically engaged, explore the cultures in our community, and develop individual passions. A full-time, certified Art Teacher will be hired in Year 1 to coordinate with, and guide, classroom teachers' efforts to integrate arts instruction into core content teaching. Classroom centers will support students in arts exploration, with well-stocked resources; they will also spend weekly blocks in the Art Studio learning to use a variety of media. In Year 2, a full-time, certified Music Teacher will be hired. We expect to partner with many of the world-class artists and arts organizations found in RI, during both the school day and after school, to further support our students' creativity and self-expression. We will weave the RI GSE's for the Arts and the National Core Arts standards into our daily lessons and projects. Our students' proficiency in the arts will be demonstrated through critical and reflective writing about their own artistic work and that of others. This will be an important avenue for instruction in argumentation writing, as required by CCSS.ELA-LITERACY.CCRA.W.1.

Expeditions: Our interdisciplinary project-based learning is modeled on EL Education's "expeditions." Expeditions are an opportunity for students and teachers to dive deeply into a compelling topic over a period of a few weeks and will last three to six weeks. Each Expedition is built on a series of

³⁶ Cook, V. (2001). "Using the First Language in the Classroom." *Canadian Modern Language Review*, 57(3), 402-423.

Essential Questions that the class works to answer during their study. They read, research, and write about the topic and engage with experts. Fieldwork is a critical component, where they learn more deeply and perform service projects; all Expeditions result in a culminating product.

We will be using the Sustainable Schools Project's (SSP) "Big Ideas of Sustainability" as a framework for determining the focus of our Expeditions and students will have at least two significant opportunities during each school year to intensively study environmental stewardship.³⁷ In most cases, students will spend large blocks of time on research, experiments, projects, and fieldwork that integrate standards from all subject areas. Art, PE, and Spanish teachers will play active roles in Expeditions, ensuring that their instruction is aligned to the topic and Essential Questions. An external consultant will develop each new grade level's Expeditions in collaboration with teachers.³⁸ The Executive Director and her team will manage the scheduling and organization of fieldwork, and teachers will dedicate time during Wednesday professional development sessions preparing and refining Expeditions.

Social-emotional Learning (SEL): We believe that with the right supportive, nurturing environment and experiences, all students have the capacity to become creative, self-aware thinkers, engaged citizens and responsible stewards of their environment. Embedding a SEL curriculum into daily routines will ensure a healthy and safe learning environment for all and support personal growth, confidence, resilience and academic achievement. It is well documented that a strong SEL curriculum produces "significant positive effects on targeted social-emotional competencies and attitudes about self, others, and school [and] enhance[s] students' behavioral adjustment in the form of increased prosocial behaviors and reduced conduct and internalizing problems, and improved academic

³⁷ See Appendices I and J

³⁸ See Appendix O for Kindergarten Expedition sample; more resources: <https://eleducation.org/resources/model-learning-expedition-snapshots>

performance on achievement tests and grades.”³⁹ Our SEL curriculum will be developed internally, drawing heavily on the Responsive Classroom model and building from Restorative Justice, RULER (Yale University), and Open Circle (Wellesley University).

VII (c). Learning Environment and Pedagogy

Wangari’s mission and guiding principles will be visible in the design of our school’s learning environments and experienced daily in our pedagogical practices. Thoughtfully using a combination of the following research-based instructional methodologies to deliver curriculum to our students in every grade, we will successfully differentiate learning to meet each of our students where they are.

Project-Based Learning: PBL will be used in all grades and start with an "essential question," challenging students to make real connections between subjects while engaging in complex tasks and problem-solving. This will foster a deeper understanding of skills and content. Student-centered and student-directed but teacher-guided, project plans incorporate varied scaffolding to support individual learners while still allowing students to make choices about what form the project will take, its scale and what the end result will look like. Successful projects⁴⁰ require careful planning on the part of the teacher to ensure that: students are ready for the level of work expected, their interests are taken into account, and the learning process involves opportunities for multiple learning styles to shine. It is important to state that PBL differs from simple “projects” in that it is a “focused part of the regular curriculum and instruction [that] maps to specific outcomes [and is] guided by assessment for learning.”⁴¹

The very nature of PBL invites a high level of differentiated learning since a typical project will include opportunities for visual, auditory, kinesthetic, individual and collaborative learning, giving all

³⁹ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). “The impact of enhancing students’ social and emotional learning: A meta-analysis of school-based universal interventions.” *Child Development*, 82 (1): 405–432.

⁴⁰ See Appendix G for a Project Design checklist and rubric from PBL Works

⁴¹ Web. 2 Mar. 2015. <<http://galileo.org/teachers/designing-learning/articles/what-is-inquiry/>>

students multiple pathways to reach their potential.⁴² This is especially important for those who have not been successful in traditional classrooms, including multilanguage learners and those with different learning styles. The deep understanding of a topic that is gained through project work is complemented by students' acquisition of 21st Century competencies—critical thinking/problem solving, collaboration, creativity and communication—that lays the foundation for success in school and beyond.

PBL will be grounded firmly in a place-based approach to education and designed within the framework of "Educating for Sustainability" (EFS.)⁴³ PBL will be the primary vehicle for bringing to life our vision of connecting students with their community through interdisciplinary, personalized, authentic learning experiences. If we want students to become engaged citizens and responsible stewards of their environment, "bring[ing] education back into the neighborhood,"⁴⁴ through well-designed PBL, is the most direct way to do so. Projects, then, cannot be just isolated experiences that happen occasionally, but will be ongoing opportunities for substantive and potentially life-changing learning. Every project will culminate with a public unveiling or performance of student work, thus creating another opportunity for connection between students and their community and a chance for students to gain confidence as they build their portfolios and hone their presentation skills.

PBL is at the heart of the EL Education model and, as we design our Expeditions, we will take advantage of the vast menu of free resources that EL offers: videos, guidance documents, protocols, examples of student work, and self-guided professional development "packs." Additional resources for PBL planning and implementation as well as professional development will come from PBL Works, the Sustainable Schools Project, and other online sources. The Project School (Bloomington, IN), the Greene

⁴² Supporting ELLs in PBL Projects, by Andrew Miller, Edutopia; <https://www.edutopia.org/blog/supporting-ells-in-pbl-projects-andrew-miller>

⁴³ See Appendices I and J for a look at how EFS can be taught across grade levels and content areas.

⁴⁴ Sobel, David. *Place-Based Education: Connecting Classrooms and Communities*. Great Barrington, MA: The Orion Society, 2004, 12

School (West Greenwich, RI), The Compass School (Kingston, RI), and Codman Academy (Dorchester, MA) among others, will serve as models of successful PBL.

Standards - Competency Based Education: The central idea of Competency Based Education (CBE) is that instruction must be personalized so that all students succeed. Following the model of New Hampshire and other school districts around the country, all students at Wangari, in grades K-8, will advance through the standards when they demonstrate proficiency. This approach allows students who need it, to have more time on a specific standard, while also supporting students who can move through standards more quickly. Our flexible, small group instruction supports CBE. Competencies include: explicit, measurable, transferable learning objectives; meaningful assessment that is a positive learning experience for students; learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.⁴⁵

Personalizing the Experience for Every Learner: At its core, personalized learning is a teaching model that combines high-quality in-person instruction and educational technology to enable some element of student control over time, place, path, and/or pace. Committed to equity in education, the Providence-based Highlander Institute cultivates and disseminates innovative education solutions that improve educator and system capacity to provide scalable and culturally relevant personalized learning opportunities for all learners.⁴⁶ Wangari will tap into their expertise in reimagining how students learn, how learning is measured, and what skills and competencies are essential for success in our complex, rapidly changing world.

Classroom size/set-up/structure/design: There will be three Kindergarten classes with 14 students each. This small class size will allow for greater individual attention to our youngest students as they adapt to the school culture and start the transition from a play-based to project-based education. First through 8th grades will have two classes each with 18-21 students, a slightly larger class size to

⁴⁵ Web. 2 Mar. 2015. <<http://www.competencyworks.org/about/competency-education/>>

⁴⁶ See Appendix Q for an outline of our Personalized Learning Plan.

reflect students' growing maturity and comfort in the school. Each of our classrooms will incorporate the following elements:

Trauma-informed Design: Our classrooms will be sensitively designed and consider details that may trigger a student living with trauma: lighting, wall decorations, noise.⁴⁷ We will provide a quiet, cozy space where anyone needing time apart from the group can settle. Common areas of the school building will likewise be designed through this "lens" to ensure children can feel safe and comfortable at school.

Thematic Centers: Centers representing a wide variety of subject areas will have rotating content throughout the year. They will be created in response to student needs and projects, extending upon instructional work being done. Centers may include visual and performing arts spaces, hands-on construction materials, and environmental stewardship and sustainability topics. Science, math and language will be richly and purposefully integrated into all centers in all grade-levels.

Gathering Spaces: Classrooms in all grades will be designed to be flexible, with gathering spaces for small and large group meetings as well as independent work. Tables will have wheels and be easily movable and arranged differently depending on the task(s) at hand. Instead of individual desks, students will have cubbies to store their personal belongings. Individual and small group work will be done at tables, on beanbags in the classroom library, on whiteboards, clipboards and laptops. For full-class activities, teachers will be able to bring tables together.

Classroom libraries: Each classroom will be full of books (including Spanish and bilingual), magazines, poems, and student writing in English and Spanish, with many materials to make more. Each classroom will have an extensive library of fiction, non-fiction, and poetry texts. These will serve as places to promote literacy and quiet spaces in the room to support SEL needs.

⁴⁷ Schwartz-Henderson, Ileen. "Trauma-informed Teaching and Design Strategies: A New Paradigm." *Exchange*, September/October 2016, pp. 36-40.

VII (d). Specific Populations

For students who we identify as needing additional supports we will maintain high expectations and develop clearly communicated goals, while integrating responsive teaching methods into the classroom. This will reduce the stigma that can come with physically separating students, maintain their access to content, and further enrich the entire classroom by weaving strategies into general classroom teaching. To ensure we have the expertise and resources to respond to the needs of our students, starting in Year 1 we will have a full-time social worker, special education teacher, MLL-certified educator, and two certified associate teachers to rotate between classes. Wangari will use the Multi-tiered System of Supports (MTSS) framework to improve outcomes for *all* students academically, behaviorally, and social-emotionally. It is a system that goes beyond the typical Response to Intervention (RtI), providing a clear structure for collaboration among staff, data-informed decision-making, targeted professional development, and partnering with parents/guardians and the community.

Students experiencing academic challenges: With our educational approach, we anticipate fewer students requiring more intensive Tier 2 and 3 supports (RtI categories). However, if it becomes clear through regular assessments that a student is not making progress towards proficiency and requires further targeted academic support, teachers will be supported with data, training,⁴⁸ and time to collaborate with colleagues and address their needs (See section XII. Schedule and Calendar). The principal will monitor formative student-level assessment data monthly. Together, the principal, special education teacher, social worker, and at least one experienced teacher will form a Student Support and Intervention (SSI) team that will work in close collaboration with the classroom teacher and student's parents/guardians to determine if further support is needed. If it is, a comprehensive plan will be written by the team with recommendations for specific interventions,⁴⁹ identify where further testing is

⁴⁸ BRIDGE-RI offers RIDE-approved professional development and resources to successfully implement MTSS.

⁴⁹ For students struggling with reading and writing, programs such as the research-based and CCSS-aligned ***Foundations: Wilson Language Basics for K-3 or Read Naturally*** will be utilized. For students struggling in math,

needed, determine the frequency and length of intervention time, and a timeframe for the plan to be executed within a trimester. This plan will likely be updated as the team, teacher and family continuously evaluate and refine strategies. Most interventions will be administered by the classroom teacher during small group, paired, and one-on-one activities. Existing staff will be leveraged as learning partners to work with students. Daily RtI/Centers blocks will allow for Tier 2 and 3 interventions. Students not making adequate progress in a Tier 3 designation may require more comprehensive testing to determine eligibility for special education services. In accordance with the Individuals with Disabilities Education Act, the SSI team will meet with the student's parent/guardians to discuss testing. If a student is determined to be differently abled, we will use the approach detailed below.

Students experiencing behavioral or social-emotional challenges: The MTSS SEL framework prioritizes behavioral and social-emotional health of students and adults in the school community, and Wangari's guiding principles will inform the approach we take to address this inside and outside the classroom. All students will be working towards competency in RI's SEL Standards,⁵⁰ participating in daily Responsive Classroom routines and practicing Restorative Justice techniques.⁵¹ The adoption of these practices school-wide will provide preventative support for all members of our community. The student, teacher, or parent/guardian may initiate a consideration of movement to Tier 2, and any additional interventions will be thoroughly discussed with the child's parents/guardians and classroom teacher. Tier 2 involves evidence-based activities with the social worker and/or associate teachers.

Multilanguage learning: We believe that the culturally responsive educational philosophy of Wangari that celebrates diversity of experience and knowledge, coupled with inquiry- and place-based learning will be particularly beneficial for multilanguage learners. Being multilingual will be embraced as a strength, and students will be given opportunities to participate in Expeditions across languages and

Touch **Math**, which teaches number sense and basic arithmetic through a multisensory approach, may be utilized.

⁵⁰ See Appendix P for a table outlining these standards adopted by RI in 2017.

⁵¹ See section VII(g) for a further discussion of how Restorative Justice will inform "discipline at Wangari."

cultures. Students will gain language proficiency across other subjects, including Spanish, Science and ELA. Research has shown that strengthening a home language improves both English learning and overall academic achievement, and our native Spanish speakers will benefit in this way from our Spanish classes four days a week. Our emphasis on hands-on science education with collaborative, inquiry-driven activities and demonstrations will give multilanguage learners multiple access points to content knowledge and language. “[English learners (EL)] come into the science classroom with rich cultural and linguistic resources for scientific sense-making. Capitalizing on ELs’ prior knowledge and interests is an important starting point for linking science and language.”⁵² Our science teacher, hired in Year 2, will work closely with the MLL teacher. Our ELA approach of providing a range of materials at their reading level will inspire a love of reading that will accelerate language learning. Teachers will use elements of the *Sheltered Content* model where “Learning activities that connect new content to students’ prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer [M]LLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level.”⁵³ Research has shown that students receiving sheltered content instruction outperform their peers who do not.⁵⁴

In terms of standalone MLL activities, we will have an MLL Teacher/Coordinator who is ESL- and WIDA assessment-certified, who will identify multilanguage learners using the most recent Regulations Governing the Education of English Language Learners (200-RICR-20-30-3). As detailed in the regulations, all families will receive a Home Language Survey (if not previously completed) and will participate in a family interview and screen. To determine MLL placement, Wangari will use the WIDA tools for English language acquisition (including in home language), and review school records. All students participating in the MLL program will be assessed annually using ACCESS or the ACCESS

⁵² González, Moll, and Amanti, 2005; Tolbert and Knox, 2016). P.102

⁵³ Definition by the Education Alliance at Brown University. Web. April 2017.

⁵⁴ Echevarria, J., Vogt, M., & Short, D.J. (2004). *Making content comprehensible for English learners: The SIOP model* (2nd ed.). Boston: Pearson.

Alternate. Wangari will meet with interested and available parents/guardians and communicate results of the screening, placement, and details about English Language Development (ELD) services in their home language. Written documentation will also be shared in their home language either in person or sent home for their records, and parents/guardians will be asked to complete a notification form, either approving the plan or waiving their child's participation. If families waive services, children will still take the annual ACCESS assessment and have their academic progress monitored for six months, after which we will again meet with parents/guardians, where possible, and provide documentation of their child's test results and academic progress, and they will have another chance to request services. Students will exit our MLL program when they meet the state's English Language Instructional Program Exit Criteria.

Teachers will employ the *Collaborative ESL* model within general education classrooms to preserve students' access to content and project-based experience. Separate targeted English development instruction will be taught by our ESL-certified MLL teacher. Both teachers will collaborate to build on each other's activities and ensure students are meeting WIDA standards for language proficiency, including grade-level and grade-span expectations. There will be specific activities where MLLs will have one-on-one time with a teacher and small groups and will be intentionally grouped to maximize practice to build oral language, with extra time set aside during Centers Blocks. Per RI's agreement with the US Department of Justice, all teachers employing sheltered content methods at Wangari will attend RIDE required professional development sessions throughout the year. We will work to hire teachers who are bilingual and reflect the cultural diversity and who will ideally bring experience teaching MLL students. ESL certification will be a preferred job qualification. There are three hours each week in our weekly schedule for professional development and team planning meetings, and teachers will have internal supports built-in through the school's monthly CFG meetings where they can share best practices. The principal will use the Sheltered Instruction Observation Protocol (SIOP) as a guide, at

least once a year, to evaluate the effectiveness of the MLL program in collaboration with classroom teachers and MLL staff.

Students who are differently abled: We believe that our inquiry-based learning approach will be especially supportive of students who are differently abled. When essential questions are explored together, “people are able to find expression for their own strongest gifts and interests at the same time that they are able to establish a sense of community with others.”⁵⁵ Wangari will not discriminate based on disabilities, in accordance with the Individuals with Disabilities Education Act (IDEA), Section 504, and Rehabilitation Act of 1973. We will adhere to and exceed regulations of RI Special Education laws - providing students with full access to our educational experience, customizing content, offering additional supports to cultivate the skills needed to be successful throughout their lives, and holding ourselves accountable through regular assessments of student outcomes.

Identifying students: If a student is identified academically as being in RtI-Tier 3 and is not making adequate progress after a 6-8 week assessment period, the SSI team, in collaboration with the student’s parent/guardian, will be eligible for comprehensive testing. In accordance with IDEA, we will meet with the student’s parent/guardian to discuss the process for and potential impact of additional testing. We value a parent/guardian’s right to decline additional testing or request testing at any point. When the parent/guardian decides to pursue a test of cognitive abilities, a member of the SSI team will conduct academic testing within 10 days of parent/guardian consent using the Woodcock Johnson Battery (WIAT). When specialized testing is needed (e.g., speech, psychological), we will engage outside specialists. The SSI team and parent/guardians will then meet to review the results and discuss options. Students who do not qualify for an IEP will still be supported by our RtI resources. If they do

⁵⁵Galileo Educational Network. Web. 3 Mar. 2015. <<http://galileo.org/teachers/designing-learning/resources/creating-essential-questions/>>

qualify, the team will develop an IEP in collaboration with parents/guardians, who will then be sent a document in their home language, detailing the plan and outlining their rights and responsibilities.

Students will have an annual review as part of the IEP process and parents/guardians will be formally invited/notified by the special education teacher (or director in Y4). During this meeting with parents/guardians and the SSI team, student goals and progress will be discussed and refined. Every three years, a review is required and formal testing is done to re-evaluate a student's status. If they no longer meet the criteria, they will transition from having an IEP and will continue to be supported through our school culture and responsive and integrated academic approach.

Resources: With the support of an IEP, we will strive to have students served in their own classroom. Many students with IEPs will also need more focused attention and the support of specially trained staff, including working directly with the special education teacher or an associate teacher in a one-on-one situation or in a small group. We will contract with additional specialists as needed. Classroom and special education teachers will meet with outside providers once a week to share progress reports and to help integrate strategies into the classroom. These services will be integrated into the classroom where possible—e.g. a child in need of occupational therapy may be able to stay in his/her regular classroom and practice holding a pencil during writing exercises—and if the needs are more severe, they will be invited to a separate space for learning. Support will happen at different times of the day including using Morning Meeting time or Centers Block 3 for one-on-one coaching.

Classroom and special education teachers, as well as any associate teachers, will meet during weekly grade-level meetings to continue to strengthen and integrate strategies to allow each student to thrive. Based on student need identified in Year 1, the Principal and special education teacher will determine whether we will hire a consultant to handle all administrative duties related to student IEPs. In Years 2-5, we expect to add at least one additional, dedicated special education teacher and

either an occupational therapist or a speech pathologist, depending on student need. In Year 4 we will add full-time positions for a special education director and a school psychologist.

We will evaluate our Special Education program as part of an annual school-wide assessment, ensuring that our schedule has enough flexibility to meet the needs of students with IEPs, that we are complying with all state and federal laws and regulations, that we are offering the right level of testing to create an enriched educational experience for identified students, and that we have the appropriate number of trained staff for the number of students being tested and supported through IEPs. The principal will lead this evaluation until we have a special education director in place.

Advanced Students: Advanced students will thrive at Wangari because, like all of our students, they will benefit from a rigorous curriculum that connects rich learning experiences to the real world and where regular opportunities to delve deeply into meaningful problems are provided. All our students will be encouraged to stretch themselves intellectually and to take academic risks, regardless of ability. In the words of Dr. Carol Ann Tomlinson, an expert in differentiated learning, “good curriculum and instruction for gifted learners begins with good curriculum and instruction.”⁵⁶ The place-based approach will give our students who have demonstrated advanced abilities the opportunity to engage in additional projects, work on real world projects with mentors, and take on leadership roles within the classroom.

VII (e). Assessment System

Wangari will develop and implement a comprehensive assessment plan to provide insight into student needs and evaluate progress toward achieving our mission. Our assessment will be both formative, giving us the information we need to meet our students where they are and develop our school culture, and summative, assessing our success and identifying opportunities to strengthen our

⁵⁶ Web. 29 May 2017 <<https://http://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well>>

work. Additionally, we will use outcome measures to evaluate progress toward our mission of academic achievement, growth mindset and stewardship among our students, and we will use process measures to determine the quality of our efforts, including assessing whether school principles, pedagogy and curriculum, have been effectively implemented. For both types of measures, we will be looking to see where we have been successful and where we can improve.

In terms of timing, the formative assessment activities will be ongoing, and an annual school-wide assessment will be completed at the end of each school year. The annual assessment will be made publicly available, and Wangari will bring together administrators, teachers, families and community partners once a year to reflect on the findings through a collaborative, facilitated process, holding Wangari accountable to our stakeholders and inviting them in to continue to strengthen the school as we cultivate our own “growth mindset.” Below are the key questions that will form the foundation of our comprehensive assessment.

Student-level assessment	School-wide assessment
Is this student thriving academically—meeting state and other identified standards?	Are we meeting our academic goals (Section V. Goals)?
Is this student receiving appropriate school resources to best support academic growth?	Are we successfully providing education in keeping with our pedagogy and curriculum design?
Is this student exhibiting a growth mindset, love of learning, resilience, welcoming in and stewardship?	Are we practicing our school principles as well as embracing a growth mindset?
Is this student receiving appropriate school resources to best support their well-being?	Are students, staff, families and other community stakeholders feeling engaged with, supported by and committed to Wangari?
Are there ways that we can further engage and support this student?	How do these stakeholders feel we are performing on our mission and principles?
	How can we further strengthen our school?

We are committed to conducting data collection and analysis in a timely manner to make our findings actionable and continually weave them into our efforts both inside and outside of the classroom. For example, student performance measurement will be aligned to the standards being taught during

specific units so that student proficiency on any given skill and content area can be analyzed and acted upon—by individual teachers and specialists as well as teaching teams with guidance from the principal—to inform what, when and how to re-teach. School culture will be assessed annually and help to drive school improvements in advance of the following school year.

Student-level academic assessment tools:

Standardized assessments: We will use STAR Assessments (or equivalent) for Early Literacy, Reading, and Math for grades K-8. These short computer-adaptive tests will serve as a beginning-of-the-year diagnostic tool and at monthly intervals to give teachers immediate data that can be used to plan and adapt instruction. Teachers will be free to assess some students more often as needed, such as for RtI, and we will consider using a Spanish version to assess MLLs in their native language.⁵⁷

Pedagogy and curriculum-based assessments: For externally developed curricula (ELA, math and science), we will use the accompanying assessments. Our curriculum development consultant will create assessments for each Social Studies unit, and the principal will work with Spanish, Art, and PE teachers to develop appropriate assessments for each content area. We will use Brooke Charter School’s rubric for writing.⁵⁸ In addition to subject-specific assessments, we will develop a Wangari-specific performance assessment for each Expedition and interdisciplinary project informed by resources from PBL Works. These assessments will be initially developed by teaching teams in collaboration with the principal. Performance assessments in which we assess academic standards through observations of real-world application, particularly Expeditions, will be another opportunity for us to measure proficiency, while also assessing students’ critical thinking, level of engagement, growth mindset, and stewardship.

Wangari principles and social emotional development: Surveys will be conducted with all

⁵⁷ <http://www.renaissance.com/products/assessment/star-360>

⁵⁸ <http://www.ebrooke.org/rubric/#main=#argument>

students four times a year using Google Forms to assess social-emotional learning. Questions will draw from SurveyWorks, Restorative Justice, and RULER.

School-wide assessment tools:

Academic performance through standardized assessments: Complying with mandated testing requirements, all eligible students in grades three to eight will take the annual RICAS exams in Literacy and Math, and fifth and eighth grade students will take the NGS Science exam. We will provide accommodations for all students as stipulated on their IEPs and 504 Plans. In addition to supplementing our student assessments listed above and giving students and families a snapshot of student performance, they will allow us to assess school-wide proficiency and our performance relative to our academic goals (Section V. Goals). We will also aggregate scores across other standardized assessment tools (e.g. STAR, Rtl) to assess how our overall educational approach is working for our students.

Wangari principles and school culture: We will use the National School Climate Center's CSCI measures (twice a year) and SurveyWorks student, teacher and family surveys (annual, grades 3-5) to assess the experience and get feedback from these three key stakeholders. Together these will help us to determine if we are meeting to our principles of 1) welcoming in, 2) building resilience, 3) love of learning, 4) opening doors, and 5) stewardship. We will supplement these available tools with targeted stakeholder focus groups and interviews at the end of each year.

VII (f). Promotion and Graduation Policy

Our standard practice of differentiated teaching, use of various instructional methodologies, and adherence to the MTSS Framework should make retention rare. In addition, our low ratio of students to teachers and enrichment staff who regularly collaborate with classroom teachers, will ensure every student has the level of support they need to be promoted each year. We will also leverage our relationships with community partners and local universities to provide outside services such as tutoring and mentoring to students.

In keeping with our Goals,⁵⁹ to be promoted from grade to grade, we will expect students to show proficiency in Reading, Writing, Math, and Science *or* show growth of more than one grade-level as measured by STAR scores and curriculum-based assessments. We understand that students develop at different rates and learn in unique ways and will consider other factors such as the student's social-emotional maturity to paint a fuller picture of the whole child. Through our comprehensive assessments we will be able to tell early in the year if a child is at risk of being retained and to adjust supports, as necessary. Parents/guardians will be actively involved and aware of their child's progress at regular intervals throughout the year to ensure both educators and family agree with how best to meet the needs of the student. This may involve attending an intensive summer tutoring program,⁶⁰ after-school tutoring or being retained.

Learning Plan meetings will replace traditional parent-teacher conferences and happen at the end of each trimester. They will involve the parents/guardians, teacher, *and* student. At the beginning of the year students, with guidance from teachers, will create Individual Learning Plans (ILPs) reflecting the work they expect to accomplish for the trimester. Parents/guardians, the student and the teacher will each take responsibility for what can be done at home and at school for the student to achieve their goals. Progress will be celebrated along the way, reinforcing Wangari's *love of learning* principle. At any point, if parents/guardians are concerned and feel like their child's teacher is not providing the appropriate supports, they may also request a meeting with the principal.

In addition to showing proficiency in the primary content areas and meeting the school's standards for promotions, a major requirement for graduation from 8th grade will be the presentation of a capstone project to a panel of teachers, staff, board members, and community members. This project must demonstrate the student's understanding of what it means to be a steward of the environment, include examples of personal writing and creative expression, and show evidence of the

⁵⁹ See Section V. Goals, pg.7

⁶⁰ We will consider the need for providing this to our students; it will depend on funding/staffing.

student's character growth and meeting the school principles. A capstone project may look like work developed during an Expedition and should follow similar protocols and standards. The panel, in consultation with the student's classroom teacher, and using an agreed-upon rubric designed by the principal and teachers, will then either suggest revisions or directly recommend that student for graduation.

VII (g). School Culture

Conceiving of our school as an interrelated system mirroring that of a natural eco-system, we recognize that every member of our school community (teachers, students, staff, parents/guardians, board) is essential and that the strength of our relationships with one another will directly impact our success and long-term survival. In addition to academics, school culture is *vital* to fulfilling the mission of Wangari. With common goals, principles, and practices to follow and share, we can all participate in creating the calm, safe, and caring learning community we want it to be.

Research has shown that a strong, positive school culture is associated with improved academic achievement and student wellbeing.⁶¹ Our school culture will be created and reinforced by four pillars: 1) our guiding principles, which will be used by all members of the learning community to hold each other accountable; 2) a focus on social-emotional learning (SEL); 3) a positive discipline approach founded in the practices of restorative justice (RJ); and 4) our emphasis on place-based learning that grounds academics in community and lived-experience.

Drawing on the experience of EL Education, our school culture will reinforce the learning of important non-academic character skills. Through SEL and RJ, students will be guided towards developing self-awareness and self-regulation of emotions and behaviors, as well as interpersonal and conflict resolution skills. Generosity, creativity, inquisitiveness, independence, responsibility, and

⁶¹ Berkowitz, R. et al. "A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement." *Review of Educational Research*. vol. 87, no. 2, 2017, pp. 425-469

stewardship will be demonstrated by our students as they express their understanding of the school's guiding principles and as they gain a deeper connection to their city.

Our emphasis on school culture will also help us manage attendance and retention challenges. Students will feel “seen” and part of a community. Faculty and staff will greet them as they enter the school and will know their families. Parents/guardians will be brought into the school (*welcoming in*) to share their experiences and expertise and will be invited to participate in Expeditions and service learning alongside their children (*opening doors*). Students will draw upon and honor their family's culture, their everyday lived practices, in elements of our place-based and project-based curriculum.

We will blend two successful behavior-management/discipline strategies in support of creating our school culture: SEL and RJ. For SEL we plan to draw heavily on the Responsive Classroom⁶² program, including teacher and administrator trainings. Responsive Classroom is recognized by the Collaborative for Academic Social and Emotional Learning (CASEL) as a leading SElect Program and is used nationwide in a wide variety of school settings. In addition, we will also draw on the resources of RULER⁶³, a SEL approach developed at the Yale Center for Emotional Intelligence, backed by extensive research.⁶⁴

Where SEL practices will seek to develop good emotional and behavioral patterns for students, when problems arise, we will rely on our official School Discipline Policy. The first Policy will be written by the principal prior to opening with input from a committee of incoming parents, teachers, and mental health practitioners. It will draw on both the traditions of Positive Discipline⁶⁵ and RJ and comply with all federal, state, and local laws and regulations, including outlining appropriate accommodations for differently abled students.

⁶² www.responsiveclassroom.org

⁶³ <https://www.ycei.org/ruler>

⁶⁴ Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). “Enhancing academic performance and social and emotional competence with the RULER Feeling Words Curriculum.” *Learning and Individual Differences*, 22, 218-224.

⁶⁵ <https://www.positivediscipline.com/teachers>

RJ is a theory of justice that “emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.”⁶⁶ RJ can be used after a problem to find positive and constructive resolutions and avoid the hard-disciplinary track of suspensions that can lead to the school-to-prison pipeline.⁶⁷ RJ can also be used proactively to encourage a healthy community and build relationship skills among all school community members. RJ is an international model⁶⁸ which has demonstrated significant benefits in reducing suspension and other punitive discipline.⁶⁹

The three main goals of RJ are: **Accountability:** provide opportunities for wrongdoers to be accountable to those they have harmed and enable them to repair the harm they caused to the extent possible. **Community safety:** recognize the need to keep the community safe through strategies that build relationships and empower the community to take responsibility for the well-being of its members. **Competency development:** increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in harmful behavior, and build on strengths in each young person.⁷⁰

Specific Examples of how we will live our school culture:

Morning circles and closing circles: Each class will have a structured morning meeting that serves as a check-in, a setting for SEL lessons, RJ, preparation for the day ahead and, at the end of the day, preparation for the transition back to home. Once a week, we will hold a school-wide meeting. Our principle of *welcoming in* underpins the premise of these circles, bringing all members of the community

⁶⁶ *Restorative Justice Implementation Guide*, Oakland Unified School District.

⁶⁷ Russell J. Skiba, Mariella I. Arredondo & Natasha T. Williams (2014) “More Than a Metaphor: The Contribution of Exclusionary Discipline to a School-to-Prison Pipeline, Equity & Excellence in Education,” 47:4, 546-564, DOI: [10.1080/10665684.2014.958965](https://doi.org/10.1080/10665684.2014.958965)

⁶⁸ <https://www.iirp.edu/>

⁶⁹ Augustine, Catherine H., et al. Can Restorative Practices Improve School Climate and Curb Suspensions? An Evaluation of the Impact of Restorative Practices in a Mid-Sized Urban School District.: RAND Corporation, 2018. https://www.rand.org/pubs/research_reports/RR2840.html.

⁷⁰ See Appendix K

together to see and hear one another and together come to resolutions and celebrations.

Celebrations: In addition to school-wide meetings, we will have monthly celebrations that invite in the larger community and highlight student projects and achievements and community culture and arts.

School Stewardship: Students will be involved in the cleaning and care of their classroom and classes will take turns caring for school common areas, helping with lunch, and other important work that supports the school. Students will be invited to proactively contribute ideas for improving the school.

Collaborative Governance: We will nurture leadership throughout the school community. Over time, students will take over planning and leading circles and leading place-based activities. Parents/guardians will be invited to join a Family-School Council and serve on the Board to help shape policy and culture.

Integrated Physical Activity and Mindfulness: Physical activity has been shown to improve learning and,⁷¹ in addition to two daily scheduled recess times, will be incorporated throughout the school day during “brain breaks.” Mindfulness activities/exercises will likewise be integrated throughout the school day to help lower stress and improve focus.⁷² We will use resources from the Center for Resilience and Brown University’s Mindfulness Center. Teachers and staff will also be supported with mindfulness professional development and encouraged to pursue their own personal practice.⁷³

Classroom Agreements: Early in the year, students in each classroom with teacher guidance will develop their own classroom agreements setting expectations for behavior and resolution practices. Student participation in writing their classroom agreements will enhance ownership and buy-in.

Buddies: Each student will have a buddy from another grade. These buddy pairs will be used in various ways—from tutoring, to joint Expeditions, and SEL activities. Through buddy work, older students will

⁷¹ Donnelly, J. E. et al. “Classroom-based physical activity, cognition, and academic achievement.” *Preventative Medicine*. No 52 (2011) S36-S42.

⁷² Sibinga, E.M.S. et al. “School-Based Mindfulness Instruction: An RCG.” *Pediatrics*, Dec. 2015, peds. 215-2532

⁷³ We will most likely work with local non-profit, Center for Resilience, to develop appropriate PD. They currently work with students in several Providence public schools, (<https://www.centerforresilience.org>) and staff were consulted in the early stages of this application.

develop their leadership, confidence, and character and younger students will gain role models and be drawn into the school culture.

Safe Reporting: We will develop mechanisms for any member of the learning community to report inappropriate or harmful conduct done to or by any member of the community to ensure that we can identify and address problems early and, where appropriate, confidentially. Ideally, a resolution can be found through circles and other restorative justice practices. However, when the harmful conduct is known or suspected cases of child abuse and/or neglect as defined by state law (RIGL §40-11-3), the school will report to the Department of Children, Youth and Families within 24 hours of becoming aware of such abuse/neglect.

Mascot: Our school mascot, the Leopard, is also taken from our namesake. In Wangari Maathai's native Kikuyu language "Wangari" means "leopard" and "fierce."

Dress Code: As part of creating a diverse, safe, and welcoming learning community, students at Wangari will wear uniforms to school. Wearing uniforms will help all students focus on learning and not on what types of clothing their family can or cannot afford, while also building school spirit.⁷⁴ Our uniform will be casual and appropriate for outdoor explorations in our school colors of green and blue.

VIII. ORGANIZATIONAL CAPACITY

VIII (a). Establishing Persons or Entities

Wangari has partnered with the Southside Community Land Trust (SCLT), a nationally recognized leader in Urban Agriculture, as our establishing entity based in the South Providence. SCLT's mission is to provide access to land, education and other resources so people in Rhode Island can grow food in environmentally sustainable ways and create community food systems where locally produced, affordable and healthy food is available to all. Since their founding 38 years ago, SCLT has partnered

⁷⁴ Gentile, E, et al; "Dressed for Success? The Effect of School Uniforms on Student Achievement and Behavior." *Journal of Urban Economics*, 2012, Vol. 71. doi: 10.1016/j.jue.2011.10.002.

with individuals, local governments, and other non-profits, to empower community leaders and transform vacant lots into productive farms in some of Providence's most disadvantaged neighborhoods. SCLT and Wangari share a commitment to place-based community education, equity, health, and environmental stewardship.

Our lead applicant, Siobhan Callahan, has previously worked with SCLT as a Community Educator for the Providence After School Alliance (PASA) summer camp in 2016, where she co-wrote and taught "Farm to Fork," an inquiry-based and STEM-focused curriculum, to middle school students. Seth Zeren, another member of the applicant group and a Board member has consulted in the past with SCLT on the redevelopment of their new headquarters building.

If approved, Wangari expects to collaborate with SCLT on creating school gardens, agricultural Expeditions for students, and service-learning opportunities in the community, in compliance with all applicable regulations.

VIII (b). Applicant Group

What started out as a small group of trusted advisors who were personally connected with Ms. Callahan, has evolved into diverse group of practitioners recruited by the Board and Ms. Callahan to bring a wide range of expertise to this application. The original ideas for the school date back to a 2015 visioning process and have evolved over two previous charter applications (in 2016 and 2017, the latter of which received preliminary approval, before being unable to open after the proposed facility fell through). Over the years, our group has continued to refine Wangari's mission and approach and forged relationships and connections with numerous local nonprofits and organizations, which we will draw upon in developing our place-based curriculum. We will continue to hold more community meetings and outreach through the fall, winter, and spring to bring in even more ideas and participation from community members. Several other advisors, who could not make the time commitment at this stage of the endeavor, have agreed to continue acting in an advisory capacity. The applicant group includes:

Dana Borrelli-Murray is the Executive Director of the Highlander Institute which focuses on research, design, incubation, and implementation of educational innovations. With her leadership, the Highlander Institute has grown exponentially each year and is now a national leader in supporting the integration of blended learning models for personalization. A native Rhode Islander, Dana holds graduate degrees in Anthropology (University of Massachusetts-Amherst) and Urban Education Policy (Brown University) and lives in Edgewood with her husband and four young children.

Siobhan Callahan, the proposed Executive Director, is a graduate of Smith College (BA) and Duke University (MALS). Siobhan has lived in the West End of Providence for 17 years and is deeply committed to this neighborhood and staying in Providence with her young children. She is a local business owner of Healing Paws, a veterinary rehabilitation center, and Armory Animal Hospital, with her veterinarian husband and an active volunteer with the West Broadway Neighborhood Association (WBNA). Working at First Works she created and ran a successful Arts in Education program, connecting more than 500 students in schools throughout RI with world-class performing artists. Looking for a change, she apprenticed on the farm at The Stone Barns Center for Food and Agriculture (NY) during the 2009 growing season and is an avid urban farmer in the West End.

Margaret DeVos is Executive Director of Southside Community Land Trust, the non-profit sponsor of this application. Her background includes non-profit real estate development and construction, sustainable building technologies, and comprehensive community development in urban neighborhoods. She has served as a senior level, public sector and non-profit manager, and successful small business owner. Margaret holds a BA in Metropolitan Studies from Michigan State University and an MBA from the University of Michigan, Ann Arbor.

Ngina Johnson is a founding member of the Board of the Wangari Maathai Community School and the Director of the Early Learning Center at Genesis Center in Providence. Ngina has more than 30 years of experience in Early Childhood Education and Child Development. She holds a BS degree in

Elementary Education from New York University and a M.Ed. from Lesley University. Ngina has traveled the world, from California to Hong Kong, teaching young minds. She is the foster mom of a toddler son and is an active member of the Coney Island Polar Bear Club.

Soljane Martinez is the Education Coordinator at the Annenberg Institute at Brown University. For two decades she has brought her educational philosophy of equity and social justice to classrooms at Highlander Charter School as a teacher and then Dean of Culture and Students, as a Principal, and an educational consultant. Ms. Martinez received her Ed.D from Johnson & Wales University with a focus on culturally responsive pedagogy, specifically its role in teacher preparation.

Caitlin Porter has been a teacher, literacy specialist, and curriculum developer in urban public and public charter schools since 2005. She currently serves as a Data Specialist, Program Applications at Teach For America. Caitlin received a BA in Theater and Art History from the College of William and Mary in 2005 and a MAT in Elementary Education from Pace University in 2007. She was a 2005 Teach For America corps member in New York City and taught third grade at CPS 44 in the Bronx for two years and developed the school's first theater program. Caitlin then worked as a first and third grade teacher at the Edward Brooke Charter School in Roslindale, MA where she developed the school's K-8 social studies curriculum. From 2010 to 2012, she worked as a Literacy Specialist and Instructional Coach at Blackstone Valley Prep in Cumberland, Rhode Island for grades K-6. She also consulted as a teacher coach and assessment developer for Alma Del Mar Charter School in New Bedford, MA from 2011-2015.

Seth Zeren is a founding member of the Board and the leader of our facilities effort. A former climate scientist and city planner, Seth is now a neighborhood real estate developer and community advocate. Seth has a B.A. in History and Geosciences from Williams College and a Master's degree in Environmental Management from Yale University. Seth also contributes his own experiences with project-based learning to the applicant team. As an elementary and middle school student, Seth

experienced PBL firsthand in an innovative public-school program. He has taught internationally and in the U.S. using project-based methods. Seth lives in the West End with his wife and two young children.

All members of the Applicant group have been involved in the visioning, research and writing of this proposal and were personally connected to Ms. Callahan or introduced through professional contacts. All will stay involved through at least the first year as advisors, supporters, and doers. Ms. Porter will be hired as our curriculum designer during the planning phase, as funds allow, and during the first year of operation; Ms. Callahan is the only member of the team currently planning to become an employee of the school. She will assume the role of executive director pending Board approval.

VIII (c). Board Development and Duties

The Wangari Board of Directors is charged with management and governance of the school and will adhere to all applicable laws including the RI Open Meetings Law (16-42-46) and all regulations, including those of the RI Ethics Commission. The Board will support the school's Leadership Team, oversee the hiring of all personnel, provide guidance on management issues and policy, assume fiduciary responsibility, and hire and evaluate the principal and the executive director, both of whom report directly to the Board. The Board will include members with a diverse range of skills and experience in education, administration, financial management, academia, and community engagement and include at least two parents of current students. It will not exceed fifteen members as detailed in our by-laws. Committees will be comprised of Board members as well as non-voting members of the community who offer additional expertise in education, operations, strategy, and community outreach.

The search for a principal will begin immediately following preliminary approval and be led by the Board. A special School Leader Search Committee will be formed and include members of the applicant group, the Board, and external advisors, such as other local charter leaders and trusted advisors from within the education community. A wide net will be cast regionally to attract a pool of highly qualified candidates who fit the profile of our attached job description. Upon review of resumes,

the committee will select a first round of candidates for short phone interviews. Each interviewer will use the same questions and a rubric⁷⁵ to rank candidates. The top three candidates will then be required to submit work samples and references, and in-person interviews will be arranged (to be attended by at least three members of the committee.) Final approval lies with the Board.

The Board will hold the school's leadership accountable for student achievement and adherence to the school's mission. The Board will conduct annual evaluations of the principal and executive director, including examination of data regarding student proficiency, input from faculty, staff, parent/guardian and student surveys, and an interview with the Board or a Personnel Evaluation Committee to get a complete picture of the Leadership Team's efficacy. The job descriptions of both will inform the creation of a goals document to which each will be held accountable. At the end of each review process this document will be revised/amended as appropriate.

A satisfactory review will result in an extension of the contract. If collected information indicates areas for improvement, the Board President and at least one other person from the Personnel Evaluation Committee will work with the employee in question to determine if training or other supports will improve performance. If yes, a probationary period (length to be determined by the whole Board) will be granted to allow the employee room to work on areas of concern. If it is determined that an employee's performance will not improve with either training or other supports, the Board will not renew that employee's contract.

Parents/guardians and staff members can challenge decisions through a formal process that involves a written request to appear before the Board at the next scheduled Board meeting (sooner if deemed an emergency or time-sensitive); the opportunity to speak before the Board and present their case; and the right to request a neutral mediator. Following their appearance at the meeting, the Board

⁷⁵ See Appendix R

will review the complaint and either revise or uphold their original decision. If a parent/guardian or staff member is still not satisfied with the result, they may appeal directly to the Commissioner of Education.

The Board will form several committees that will meet regularly to oversee governance, teaching/learning, finances, and nominating new Board members. Additional committees will be formed for particular tasks and meet as needed (e.g. Personnel Evaluation Committee.) Each committee will have a Chair, a post that could be filled by an Officer or any other current Board member. The Treasurer will serve as Chair of the Finance Committee. Committees may include non-voting community members.

Executive Committee: Comprised of the Board President, Vice President, Secretary and Treasurer, his committee will be responsible for overseeing the integrity of the Board through annual self-assessments and training, as needed. Members will ensure that the school complies with all laws and regulations relating to the operation of a 501(c)3 non-profit organization, including publicly posting all Board Meetings per the requirements of RI Open Meetings Law (16-42-46) and the regulations of the RI Ethics Commission and submit approved minutes to the Office of the Secretary of State.

Nominating Committee: Responsible for the recruitment and orientation of new Board members. Recruitment from within the school community and from among our community partners will happen in consultation with the Principal and Executive Director. A written review process will include a school visit; an invitation to a Board meeting; an interview with the Board President and either the Principal or Executive Director; consideration of particular skills and expertise that may need to be represented on the Board; and at least one letter of support from a colleague or employer. The committee will strive to maintain a balance of expertise and backgrounds on the Board and will pay particular attention to ensuring diversity and filling positions with people who have legal, financial, educational/assessment, community outreach, development/fundraising, and social service experience. Nominees will be presented to the full Board and a two-thirds vote will either approve or reject their appointment. Board terms will be staggered to ensure continuity from year to year.

Finance Committee: Responsible for ensuring that Wangari is in good financial health by: creating and reviewing procedures to maintain appropriate fiscal controls; developing an annual budget to be reviewed and approved quarterly by the whole Board; hiring an auditor as needed and overseeing the auditing process; ensuring the school's accounting system is compliant with RI's Uniform Chart of Accounts (UCOA); filing quarterly reports with the state Office of Municipal Finance as required in the school's charter statute; and assisting with and supporting fundraising activities. At least one member of this committee will have finance or fundraising experience

Teaching and Learning Committee: Responsible for ensuring that Wangari meets or exceeds goals pertaining to student achievement while maintaining the best possible learning environment for both our teachers and students. This committee will manage: a review of student assessment data each trimester to be provided by the Principal; delivery of the core curriculum in alignment with our mission; the support of teachers through the appropriate professional development; and procedures for giving and receiving feedback on curriculum and instructional design. At least two members of this committee will be educators with K-8 experience and, ideally, have knowledge of assessment and student data. This committee might include a staff or faculty member.

Facilities Committee: This committee will be responsible for securing adequate facilities for the school's operation and ensuring compliance with regulations. The committee will oversee management of our school facilities and develop a long-term facilities strategy to support growth and sustainability.

Founding Board Members: Founding Board members do not have any current affiliations with our Establishing Entity, SCLT. All have been involved, at various stages, in the visioning process and as editors, advisors, and supporters of this application. They are:

Jill Davidson is the development associate at the Woonasquatucket River Watershed Council. She is an instructor at Antioch New England's graduate education program and has served in leadership positions at education nonprofits including the Coalition of Essential Schools, the Center for Artistry and

Scholarship, and Engaging Schools. She has also served as a key volunteer in various capacities in the Providence Public Schools, where her children have been students since 2005. Jill serves as Board Secretary.

Amber Day is Associate Professor in the Literary and Cultural Studies Department at Bryant University. Amber is an active resident of the West End, parent of two, and a founding member of the West Side Play Space.

Edgar Garzon is the Controller at Armory Management Company. He has over five years of experience in real estate and small business accounting and tax preparation. Edgar received a B.A. in Economics and a B.S. in Finance from Rhode Island College. (To be confirmed at next Board meeting.)

Ngina Johnson is the Director of the Early Learning Center at Genesis Center in Providence. Ngina has over 30 years of experience in Early Childhood Education and Child Development, and is a member of the Applicant Group.

Soljane Martinez is the Education Coordinator at the Annenberg Institute at Brown University and brings over 20-years of classroom teaching and administrative experience to the Board. Soljane is a member of the Applicant Group.

Viviane Saleh-Hanna is Professor and Chair of Crime and Justice Studies, and an affiliate of Women's and Gender Studies and Black Studies at the University of Massachusetts, Dartmouth. She serves on the board of the Journal of Prisoners on Prisons, the African Journal for Criminology and Justice Studies and Decolonization of Criminology and Justice. Her publications have introduced and developed Black feminist hauntology, penal abolitionist research on penal colonialism and transformative justice, criminological theories on structurally abusive relationships, and freedom dreams inspired by Octavia Butler and Toni Morrison.

Ayako Takase is a director and co-founder of Observatory, a multi-disciplinary design studio based in Providence, RI which explores, brainstorms, and designs furniture, products, and experiences

for both Fortune 500 companies and individuals. Since 2010, she has taught a wide-range of design courses at Rhode Island School of Design and is currently Assistant Professor and Graduate Program Director in the Industrial Design department. The mother of two young children, she also is one of the founding members of West Side Play Space and served as Treasurer on the Board of Montessori School of RI. Ayako serves as Board Treasurer.

Yovanny Vargas grew up in Providence and is currently a WBL Fellow at RIDE. Yovanny was previously a middle school teacher and then Dean at Blackstone Valley Prep MS in Central Falls. Yovanny serves as the Board Chair.

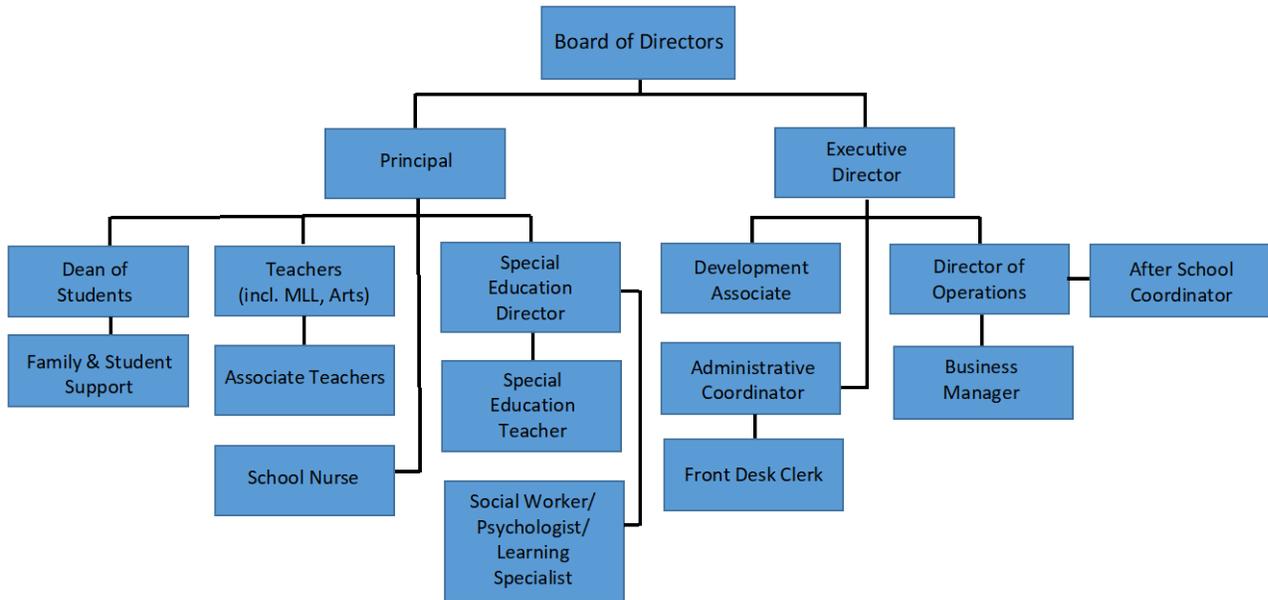
Vanessa Wong is a Providence resident and parent. She is the Promotional Products Coordinator at The Standard Modern Company. Vanessa holds degrees from the University of Western Ontario and Parsons. Her background is in production, marketing, fashion, and merchandising and she has worked for several prominent national organizations. Vanessa serves as the Board Vice-Chair.

Seth Zeren is the Director of Development at Armory Management Company, a full-service real estate company operating in Providence's West End, and a father of two young children. Seth leads our site-selection efforts and is a member of the Applicant Group.

VIII (d). Staffing Plans

The Board of Directors of Wangari will hire a principal and executive director who will share responsibility for overseeing the integrity of our mission. The principal will be the school's instructional leader, overseeing the academic and student support staff; the executive director will serve as the school's external advocate, leading oversight of operations in Years 1-3 (in collaboration with the principal and administrative coordinator), and family and community partnership staff. All compensation for staff will be commensurate with experience, will recognize additional degrees or certifications, and be competitive with other schools RI.

Wangari Maathai Community School ORGANIZATION CHART



	Year 1 130 students	Year 2 194 students	Year 3 236 students	Year 4 278 students	Year 5 298 students
Lead Classroom Teachers	(7) Seven: 3 K, 1-1st, 1-2nd, 1-4th, 1-6th	(10) Ten: 3 K, 2-1st, 1-2nd, 1-3rd, 1-6th, 1-7th	(12) Twelve: 3 K, 2-1st, 2-2nd, 1-3rd, 1-4th, 1-6th, 1-7th, 1-8th	(14) Fourteen: 3 K, 2-1st, 2-2nd, 2-3rd, 1-4th, 1-5th, 1-6th, 1-7th, 1-8th	(15) Fifteen: 3 K, 2-1st, 2-2nd, 2-3rd, 2-4th, 1-5th, 1-6th, 1-7th, 1-8th
Associate Teachers	2	2	3	3	3
MLL teacher/Coordinator	1	1	1	1	1
Art	.5	1	1	1	1
Music	0	1	1	1	1
Physical Ed.	.5	1	1	1.5	1.5
Spanish	.5	1	1	1	1.5

Special Education Teacher/Learning Specialist	1	2	3	3	3
Science	0	1	1	1	2
Principal	1	1	1	1	1
Executive Director	1	1	1	1	1
Director of Special Education	0	0	0	1	1
Director of Operations	0	0	1	1	1
Dean of Students	0	0	1	1	1
Business Manager	0	1	1	1	1
Family & Student Support Coordinator	0	1	1	1	1
Development Associate	0	.5	.5	1	1
School Nurse	.5	1	1	1	1
Social Worker/Psychologist	1	1	1	2	2
Occupational Therapist/Speech Pathologist	0	0	1	1	1
Administrative Coordinator	1	1	1	1	1
Front Desk Clerk	1	1	1	1	1
After-School Coordinator (PTE)	.5	.5	1	1	1

VIII (e). Leadership

The principal will ensure the smooth educational operation of the school and develop a culture defined by integrity, rigor, inspiration, and motivation for all students and staff. She/he will possess a passion for the mission and philosophy of Wangari and its place in Providence, will have experience working within an urban school district, and have the appropriate Rhode Island Department of Education certification.⁷⁶ Candidates for this position have not yet been identified, but a search will begin in earnest as soon as preliminary approval is granted. We are in contact with The Center for Leadership and Educational Equity in Rhode Island, which hosts the Principle Residency Network. We will also advertise the job through our connections at Brown, URI, Providence College and RIC, the New England Minority Network (NEMNET), the Equity Institute, RI Coalition for Educators of Color, RI Environmental Educators Association, Antioch New England alumni network, Lesley University alumni Network and Harvard's Graduate School of Education.

Upon approval of the Board, lead applicant, Siobhan Callahan, will fill the role of executive director at Wangari. The driving force behind this project, she intends, through this leadership position, to fully implement the vision and mission of our school, and to continue promoting, supporting, and advocating for the school in the community and beyond. She will be the external face and voice of the school and, with her strong ties to the community, will deepen existing relationships and develop new ones necessary for the long-term sustainability of the school. Her passion for bringing this school to life will complement her extensive organizational and communication skills.

Employee Qualifications/Evaluations: All employees will possess the following qualities in addition to job-specific qualifications:

- Dedication of time, energy, and passion to developing a cohesive learning community;
- Unswerving belief in the school mission and guiding principles;

⁷⁶ See Attachment 5 for job description

- Commitment to working with parents as educational partners;
- Ability to plan cooperatively and collaborate with other staff;
- Willingness to participate in training, workshops, seminars and staff development
- Strong written and verbal communication skills;

Described above in section VIII(c), is the evaluation process for the principal and executive director. In Year 3, the leadership team will grow to include a dean of students and a director of operations; in Year 4 a special education director. The principal will be responsible for annual reviews of direct reports (teachers, the dean, etc...); the executive director will be responsible for evaluating direct reports (administrative coordinator, the director of operations, etc...). Evaluations of all employees will be done annually and be based on a combination of: a self-evaluation, review of employees' goals document (based on job descriptions), evidence of successful job performance (meeting deadlines, maintaining records/reports, communicating effectively, etc.) and an interview, all to be assessed via a previously agreed-upon rubric. Contracts will be renewed if performance is deemed satisfactory; opportunities for improvement will be given, as necessary.

Leadership and Support Personnel Job Descriptions:

Director of Operations is responsible for coordinating day-to-day school operations and overseeing contracts for food services, student transportation, and facility maintenance. Procurement of supplies, materials, equipment, and inventory management will also be handled by the Director of Operations. With support from the Executive Director, Principal and support staff she/he will lead school's enrollment process and reporting to RIDE.

Qualifications to include: demonstrated ability to handle financial oversight and budgetary tracking to support strategic growth; experience managing cross-functional teams to develop and implement systems and processes that increase efficiency; willingness to work autonomously, collaboratively, and/or under the direction of senior staff; acute attention to detail coupled with the

ability to think and act strategically; a minimum of Bachelor's Degree required and at least 3 years of operations management experience in a fast-paced, entrepreneurial environment, preferably a charter school. Bilingual candidates preferred.

Business Manager: will ensure, in cooperation with the Board, the fiscal health of the school and serve as coordinator of all business functions. The Business Manager will work closely with the Principal and Executive Director to ensure that all appropriate reporting, accounting, fiscal management, record-keeping and facilities-related functions are implemented successfully. In Year 3 some of these operational tasks will be undertaken by a Director of Operations. The Business Manager will be evaluated annually by the Executive Director until a Director of Operations is hired.

Qualifications to include: demonstrated ability to multi-task, pay attention to numerous details, and facilitate collaboration; financial background and at least two years' experience in non-profit management; excellent communication skills; and a deep commitment to the school mission; a minimum of a Bachelor's Degree in Accounting or related field preferred; prior experience in a charter school and knowledge of Uniform Chart of Accounts (UCOA), a plus.

Dean of Students: will work collaboratively with the Principal to support the instructional vision and operations of the school and will coordinate the planning and implementation of professional development related to school culture. He/she will oversee several key operational functions relating to students including: attendance monitoring and communication with families; parent/guardian and community member volunteer training; scheduling and supervising test administration; ongoing schedule management; and lead the planning of parent/teacher conferences and open houses.

Qualifications to include: proven educational leadership experience and strong and effective interpersonal skills to communicate with a diverse group of stakeholders; a passion for and commitment to our school mission and vision; experience with data collection and analysis, a plus. An advanced degree is preferred; bilingual candidates will be given preference.

VIII (f). Teachers

Specific qualities: Lead classroom teachers should have at least three years' experience,⁷⁷ ideally in an urban school. Preference will be given to bilingual applicants but is not required. All applicants must be certified to teach in RI, be passionate about teaching and the opportunity to grow our school from scratch. They should demonstrate a strong, personal commitment to our school's mission, pedagogical approach (place-based education), and guiding principles.

Recruitment process: Applicants will be required to submit a cover letter, resume, and short teaching video for the first round of screening. Top applicants will receive an interview in person or via Zoom with the principal and 1-2 others from a committee that will consist of Board members, youth from local leadership organizations, and seasoned educators. From there, selected applicants will be asked to do a writing exercise, conduct demo-lessons, and meet to discuss feedback on both. In time, and in keeping with our democratic philosophy, the hiring committee will eventually grow to include a teacher and a current student (5th grade or above.) A rubric like the one used for hiring a principal will inform hiring decisions. Once candidates are selected for hire, their names will be given to the Board for final approval.

We are committed to hiring a staff that is reflective of the demographic makeup of the city. Our community partners will help us to advertise open positions so that we can hire staff from within Providence whenever possible. We will also advertise through our connections at Brown, RISD, Bryant, Johnson & Wales, Salve Regina, Providence College, URI and RIC. We will advertise more broadly through: NEMNET, the Equity Institute, RI School for Progressive Education, RI Environmental Educators Association, the Green Schools National Network, Antioch New England alumni network, Lesley University alumni network, the Teach for America alumni employment website, Teach for America

⁷⁷ After our start-up year when a seasoned staff will be crucial to our success, this requirement will be lowered to two years' experience.

alumni newsletters in RI and South Coast MA, Harvard's Graduate School of Education hiring fair, and schoolspring.com.

Teaching Program⁷⁸: The school day for teachers at Wangari will be 7:45 a.m. to 3:45 p.m. Although students may be dropped off at 7:45 a.m. for breakfast, the teachers' instructional day will commence at 8:10 a.m.; lunch will be thirty minutes; dismissal will be at 3:45 p.m. (M, T, Th, and F) although parents/guardians may pick-up until 4:00 p.m. Every Wednesday, students will be dismissed at 1:00 p.m.⁷⁹ and teachers will meet for school-wide professional development and grade-level meetings until 4:00 p.m.⁸⁰ After-school programming will be available until 5:30 p.m. everyday overseen by a part-time coordinator. Teachers can separately apply and be compensated to serve as after-school staff.

The school calendar for Wangari will be similar to that of PPSD and most holidays and vacations will match. Teachers will be required to attend a summer institute/retreat in August for two and a half weeks prior to our first year of operation, and one and a half weeks each year after. Newly hired teachers will attend for two and a half weeks before the start of their first year. We are committed to being a family-friendly workplace and view this summer institute as a time for staff bonding as well as work, and we will plan and include specific activities for family members. Extra time at the end of the school year will be scheduled for curriculum evaluation/development/refinement and when building a new grade-level curriculum. This will be required; teachers will be given a stipend (reflected in our budget, line item 25.)

Terms/conditions of employment: Teachers at Wangari must obtain and retain relevant teaching certification(s). They will be hired for one-year contracts that will be reviewed and renewed at the end of the second trimester (February/March) by the principal. Compensation will be commensurate

⁷⁸ See section XII. Schedule and Calendar for details on instructional and planning time teachers will have each day.

⁷⁹ Students not being picked up at 1pm will have opportunities for enrichment and tutoring until 3:45pm.

⁸⁰ This extended time commitment to staff planning and professional development will promote collaboration among teaching staff and contribute to staff retention. Brooke Charter Schools also carve out a half day once a week for similar planning and training.

with experience, will recognize additional degrees or certifications, and be competitive with other districts in RI. Employees will be given competitive benefits and contributions will be made into the state teacher retirement funds. All employees will receive competitive cost of living adjustments each year.

Teacher retention, support, and evaluation: Teachers will be valued for their passion, creativity, professional knowledge, and commitment to youth. Our strategy for teacher retention and support includes the following:

Mentoring relationships: newly hired teachers and assistant teachers moving into lead teacher roles will be assigned a veteran mentor. Initially, veterans will observe new hires 2-4 times per month and share lunch to debrief these observations.

Collaboration: Once a month, our staff meetings and other professional development will use structures such as Critical Friends Groups®(CFG) from the National School Reform Faculty and/or protocols developed by the School Reform Initiative to “improve student outcomes through collaboration.”⁸¹ This process of reflection and cooperative adult learning, honors teachers as leaders of their own learning and allows teachers to peer into each other’s classrooms and pedagogical practices and to develop professional relationships grounded in meaningful exchange of ideas.⁸²

Professional development: We will contract with a few different providers to ensure our teachers, especially during our first few years, have the tools and support they need to deliver effective instruction within well-managed classrooms. We plan to offer training in: the Responsive Classroom model/protocols; Expeditionary learning and Project-based Learning through PBL Works and EL Education; curriculum design using the “lens of sustainability” guided by staff at Shelburne Farms’ Sustainable Schools Project; and best practices around integration of technology with the Highlander Institute. Further training will include topics such as culturally responsive teaching, restorative justice, anti-bias and anti-racism, and working with MLLs, students with disabilities, and gifted children. Our

⁸¹ Web. 20 Mar. 2015. <<http://www.nsrffharmony.org/>>

⁸² Web. 20 Mar. 2015. <<http://www.nsrffharmony.org/>>

professional development plan will be data-driven: the principal will survey teachers and closely examine student achievement data to determine a menu of professional development needs and interests. Whenever possible, our teachers will share best practices with one another.

A Teaching Institute/opportunities for growth: After our first three years, our teachers will begin to provide professional development around our school's core best practices to other teachers and schools via a **"Teaching Institute"** that will initially consist of a conference. The Teaching Institute will provide limitless opportunities for teachers to grow their practices and become leaders in their fields. We expect this to be a key strategy for collaborating with PPSD and maintaining strong relationships with our community partners (see Organizational Goal #2.)

Teacher evaluation: Formal and informal observations of teachers will happen at least 20 times throughout the year and feedback on strengths and areas of weakness will be given immediately. Teachers will be formally evaluated by the principal at the middle and end of the school year. These evaluations will be informed by the RI Professional Teaching Standards guide as well as a *Teaching Standards* rubric we will create that incorporates our focus on sustainability and competency based education and follows the example of schools like the Brooke Charter Schools. Evaluations will also include a consideration of students' state test scores and classroom outcomes. In addition, we will consider the use of videotaping to evaluate teaching methods/strategies as practiced at Brooke. During the evaluation process we will adhere to all relevant state teacher tenure policies.

VIII (g). Management Organizations and other Essential Partners - Not applicable

VIII (h). Family-School Partnership

The family-school partnership is central to the educational mission and culture of Wangari as an equitable and responsive school. Drawing on our principle of *welcoming in*, the Wangari community (teachers, administrators, board members, volunteers, etc.) will actively forge relationships with parents/guardians.

We will make significant efforts to make school events accessible to the widest range of community members (potentially including scheduling at convenient times, simultaneous translation, childcare, etc.). We will actively provide education and resources for parents/guardians who want to become stronger advocates and partners in their child's education. Parents/guardians and teachers/administrators will be able to communicate through email, phone calls, text messages, and in-person visits. We will provide a monthly newsletter with school updates and event reminders and encourage individual classes/students to create additional platforms. We will set-up a web-based portal for parents/guardians to check on their child's academic progress.

Before the school year begins, all newly-enrolled families will receive a home visit, if safe to do so, from two staff members to welcome them to the school community, answer any questions they may have about school policies, and to do an informal "interview" with parents and the new student(s). This will assist in building relationships with our families, set-up expectations for involvement, and show that we genuinely care about them and their child(ren). Parents/guardians will be invited to a series of annual events to celebrate the seasons and other special occasions, beginning with a Welcome Day at the start of each year and ending with Field Day.

Parents/guardians will have additional opportunities to be involved in the operations and governance of the school, including:

- As part of the Family-Teacher Council, fundraisers and advocates
- As chaperones on Expeditions and Adventure Days and classroom helpers
- As guest/resident artists (e.g., writers, musicians, visual artists, design/builders)
- As garden stewards (during the school year and throughout the summer)
- As Board members (we will recruit at least 2 parents to serve in this capacity)
- As participants in family education (including curriculum workshops, supporting their child academically and emotionally, preparing for state assessments)

Our commitment to social equity means that we will support and empower parents/guardians as full participants in the learning community. We will create an environment where families develop the same deep relationships we seek to nurture in our students and share the same SEL skills used in the classroom. We hope to partner with a community organization to conduct advocacy trainings with parents/guardians so that all families can understand the school structure and statewide regulations that guide our educational practices. We will establish a Family Resource Room, which will also provide computers for the use of those families without online access. We will have signage in multiple languages, provide translators when necessary, and hire as many bilingual Spanish teachers and administrators as possible, including our front desk clerk. We will strive to provide simultaneous translation at public events (such as Family-Teacher Council meetings) and communicate about activities in multiple languages. We will measure parent/guardian and student satisfaction through the Comprehensive School Climate Inventory survey twice a year. Specific or general deficiencies identified through the survey will be addressed through targeted interventions led by the executive director.

IX. FACILITIES

Wangari plans to secure a building within Providence, preferably on the west or south side of the city. Our ideal site will be located in a diverse neighborhood, with a mix of residents, businesses, and services, close to a city park and civic institutions to best support our expeditionary learning approach and community partnerships.

To aid us in our site-selection process, Wangari convened an informal group of advisors (with expertise in real estate, architecture, and construction) in Winter 2018. Between February 2018 and November 2019, this group formed relationships with several local developers, real estate agents, and building owners; sought guidance from and worked closely with staff at the RI Department of Environmental Management; discussed co-locating with three other charter schools; conferred with an environmental consulting firm; and toured or considered more than two-dozen properties that were all

ultimately deemed inappropriate due to size, cost to renovate or long-existing environmental concerns. The School Siting Act sets an extreme standard for environmental compliance on any prospective school site,⁸³ ruling out many of the existing larger buildings and sites within Providence, which typically have a history of industrial activity.

We have recently identified a prospective school building (Facility A), located in a mixed-use area of South Providence, which meets our requirements and many of our ideal goals for a site. Facility A includes an approximately 26,000 square foot building together with adjacent land suitable for playgrounds, outdoor classrooms, gardens, and future expansion. We are now working closely with the owner, potential architects, and contractors to negotiate lease terms, design and phase our build out, and develop a scope and budget for the work. We are optimistic that Facility A can be immediately secured upon granting of Preliminary approval, allowing us to move forward on construction to make the facility ready for the summer of 2021. We expect that we will need expansion space in Year 5 to accommodate our growing school community and will begin identifying potential options (including an addition to Facility A) immediately upon commencing operations.

Wherever Wangari ultimately finds a home, we have assembled a team with a great deal of experience among our board, advisers, and preferred consultants which will allow us to be creative in configuring classrooms, outdoor spaces, and drop off and pickup areas. Once the terms and conditions for the facility are negotiated, we will provide The RIDE Office of Charter Schools with a draft lease and update our Five-Year Budget proposal for review by the Office of Auditor General.

Wangari will comply with all applicable state regulations. We will provide annual updates and reports regarding compliance to state and local laws and regulations. We will draw upon the input of other charter school leaders, experienced design professionals, and our legal counsel.

⁸³ A higher bar than is required for, among other things, family housing or daycare centers.

A representative of the Board of Trustees will work with the executive director to oversee facilities related issues and provide regular reports to the full Board. A Board vote will be required to authorize any major decisions. The administrative coordinator, with support from the executive director, will handle all day-to-day communications with the property owner and oversee any contract workers hired for cleaning and maintenance.

Facilities specifications: A projection for the phase-in of our facilities requirements over the initial five-year charter term is included below. Facility A has capacity for approximately 15 classrooms of approximately 800-1000 sq. ft., plus space for administrative offices, support services, and other operational needs. The space is currently a warm shell and we will coordinate a full interior fit out with the Landlord to provide for instructional and support spaces. As the school grows, one floor will likely be dedicated to the oldest grades to aid in forming a strong community. The building is equipped with fire sprinklers and an elevator that provides ADA access to all floors. Outside the building we have an 18-space dedicated parking lot, the streets around the building are suitable for school bus drop off and pick up and overflow parking. We have a 2500 sq. ft. playground area and a 10,000 sq. ft. green space for gardens, and an outdoor classroom area, providing ample opportunities for recess and taking classes outside. At school open, we do not expect to have on-site kitchens or a cafeteria; food service will be provided to the building through a loading dock, if required, and distributed to students who will eat in their classrooms. We hope to add on-site kitchen facilities and a cafetorium in a future expansion.

Facility projections for our initial five-year charter: This outline considers all the classrooms, bathrooms, offices and flex spaces needed to operate during the school's first 5-year charter. It is understood that it may be amended as necessary once a facility has been identified and leased. (Included below is a 30% estimated loss factors for hallways/stairs/elevator/mechanical rooms.)

Year 1: 7 classrooms (including three kindergarten classrooms with dedicated bathrooms) (800-950 sq. ft. each, typical); 1 art studio (800+/- sq. ft.); 5 offices (approx. 150 sq. ft. each), Common

Gathering Space, (potentially including kitchen facilities) (approx. 2,100 sq. ft.), Nurse's Station (approx. 500 sq. ft.), Teacher Conference Room (approx. 600 sq. ft.). Total 14,300 sq. ft.

Year 2: Add 3 classrooms (approx. 850 sq. ft each), a dedicated library space (1,000 sq. ft.), and 2 student bathrooms (approx. 200 sq. ft. total); all else remains the same = TOTAL of 19,175 sq. ft.

Year 3: Add 2 classrooms (approx. 850 sq.ft. each); a Music Room (approx. 800 sq.ft.); 2 offices (approx. 150 sq.ft. each); = TOTAL of 22,815 sq. ft.

Year 4: Add 2 classrooms (approx. 850 sq.ft. each), add a multi-purpose room (approx. 700 sq.ft.). = TOTAL of 25,805 sq. ft.

Year 5: Add 3 classrooms (approx. 850 sq.ft. each), TOTAL of 26,910 sq. ft. and depending on our ability to expand, we would aim to add a dedicated science classroom, additional multipurpose spaces, additional kitchen and common gathering spaces = TOTAL of 26,900 sq. ft.

X. OPERATIONS

School Safety: To ensure full compliance, Wangari will adhere to the Rules and Regulations for School Health Programs (R16-2-SCHO.) The Rhode Island School Safety Steering Committee's School Emergency Planning Guide will be used when creating our safety and emergency response plans. We plan to teach and practice the drills and protocols for the "Six Universal Emergency Procedures" and "Bomb Threats" as outlined in RIGL 16-21-4 and 16-21-5.

Health and Fitness: A part-time certified school nurse will be hired to process student health records, arrange required vision and hearing screenings, and administer any regular student medications. This will become a full-time position in Year 2. All students will be screened for speech and language impairments. All staff will be certified in first aid and child/adult CPR prior to the first day of school. Additional, specialized services, such as occupational and physical therapy, psychological and behavioral testing and counseling, will be contracted based on student needs. We will hire a full-time school Social Worker in Year 2 and a full-time School Psychologist in Year 4. We will consider hiring

either an Occupational Therapist or Speech Pathologist full-time in Year 3.

Our curriculum for physical education will be aligned with the Rhode Island Physical Education Framework standards. Students will receive 50 minutes of physical education twice a week for a weekly total of 100 minutes. Elementary students will also have 60 minutes of scheduled unstructured outdoor play each day (M, T, Th, F) for a weekly total of 4 hours of additional exercise. Middle School students will have an additional 3 hours weekly. All students will also have the opportunity to be active outdoors prior to Morning Meeting and at dismissal. The benefits of physical activity – focused learners, increased social-emotional development, and physical regulation, to name a few – have been well-documented and directly correspond to students’ cognitive development.⁸⁴

Food and Nutrition Services: Wangari will provide breakfast and lunch during the school day and will participate in the free and reduced lunch program in accordance with RIGL 16-810-10.1 and applicable federal laws. We will explore the option of joining other local charter schools in a contract with a service provider such as Revolution Foods, to provide meals and snacks for our students. We are committed to providing as much locally sourced, farm-fresh food as possible and this provider has positioned itself to accomplish this in RI. Oversight of the Food Services program at Wangari will rest with the executive director, who has already attended RIDE-required trainings, and who will be assisted by the administrative coordinator. This will move under the purview of the director of operations when filled.

Transportation: For students not living within walking/biking distance to the school (more than a mile), busing will be available. An arrival and dismissal plan will be created once our location has been confirmed. Families will be provided with clear instructions about protocols regarding safety which will include instructions on when where, and with whom they can drop-off and pick-up. School staff will be

⁸⁴ Web. 24 Aug. 2016. <http://www.edutopia.org/blog/longer-recess-stronger-child-development-angela-hanscom>; Jensen, Eric. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

present to welcome students at the beginning of the day and to say goodbye at the end of the day to ensure a smooth and safe transition. A handbook with all school policies, including arrival and dismissal procedures, will be given to each family at the beginning of the year. The principal will oversee contracts, scheduling, and troubleshooting with assistance from the administrative coordinator. This will move under the purview of the director of operations once that position is filled in Year 3.

Human Resources, Payroll, and Purchasing Functions: Pending preliminary approval, Wangari will begin conversations with several companies offering services to manage human resources, payroll, and purchasing functions. The Board will be responsible for the process of requesting and vetting competitive bids and contracting with the chosen company. Once we are open, the administrative coordinator will oversee this relationship to ensure the appropriate information is released to the contracted company and that all contracted deliverables are rendered in a timely manner. This staff person will also remain in close contact with the Board regarding HR/Payroll issues.

Information Technology and Data Management: We will evaluate systems like Illuminate Education, School City, SchoolNet and other similar systems that integrate Student Information Systems with Achievement Data systems, with input from other RI charter schools.

XI. FINANCE and BUDGET

Budget Assumptions: The main funding sources Wangari has assumed are publicly funded: state and federal per pupil amounts, and appropriate funds through Title I, III, Medicaid and IDEA⁸⁵. While it is our intention to pursue further funding through private foundations and individual donors, we have largely not budgeted based on that possibility. We expect surpluses beginning in Year 2, from which we will set aside a 3-month operating expense reserve, an expansion/relocation fund, and purchase additional equipment, materials, or increase the budget for field trip transportation. The

⁸⁵ We project receiving half of our eligible funds as they do not get distributed until late in the year; these were estimated at \$1,000 per student.

Board, in consultation with the executive director and principal, will determine allocations of surplus funds, if any.

Salaries: A large proportion of our budget is dedicated to salaries and benefits of instructional staff in order to support the small class size, individualized instruction, and seasoned educators we envision most benefiting our students. We have assumed a 3% cost-of-living increase per year for all employees.

Average salaries in Year 1 for full-time employees are as follows:

- Lead teachers (including Art, P.E., Spanish, and Special Ed.) - \$56,500
- Associate Teachers - \$41,500
- Principal - \$95,000
- Executive Director - \$50,000 (line 14)⁸⁶
- Social Worker - \$56,500 (line 33)
- Administrative Coordinator – \$44,000 (line 10)
- Front Desk Clerk - \$38,000 (line 16)

Business Operations (line 19): We have assumed \$60,000 in Year 1 for outsourced services including auditing, payroll, finance and human resources support. This line item will drop in Year 2 when we hire a business manager and move a few of these external services under their purview.

Other (line 21): In Year 1, this includes \$5,000 for a fundraising consultant plus membership fees in the RI League of Charter Schools.

Pupil-Use Technology, Hardware and Software (line 26): We plan to use Google Chromebooks to meet our school's technology needs. When at full capacity, 1st and 2nd grade classes will share two mobile carts with 10 laptops each (4:1 ratio); 3rd and 4th grade classes will share 21 laptops each (2:1 ratio); and 5th-8th grade classes will each have 42 laptops (1:1 ratio). Remaining funds after equipment purchases each year will be used to cover estimated software/licensing costs and replacements.

⁸⁶ This full-time salary is significantly lower in Year 1 since the school will likely not have access to Federal start-up funds. In Year 2 it will be raised to a salary comparable to that of the Principal.

Instructional Materials and Supplies (line 27): We plan to purchase: 2-3 FOSS kits (\$3,000) and 2-3 Engineering Is Elementary kits (\$1,500) per year plus supplies to replenish kits as needed (to be shared among classrooms); teacher reference books for individual classrooms (\$250/yr.); miscellaneous materials such as clipboards, pencils, markers, art supplies, equipment for listening to music (headphones, etc.) and gardening tools (\$800/per classroom per year.) Also included here is setting-up and maintaining a dedicated Art Room and well-stocked classroom libraries. Each teacher will also have a device, such as an iPad, to record and document student work-in-progress and final projects.

Field Trip Transportation (line 28): Assumes 17 bus trips in Year 1 (bus @ \$200/trip), mostly to local destinations (city and state parks, farms, aquariums and nature centers.) We would like to plan special trips for 7th and 8th graders and fundraising will help make up shortfalls to our budgeted amounts.

Library, Media and Furniture (line 35): A school library and media center will depend on securing adequate space and fundraising to support materials and volunteer staffing until operating funds can support. We have assumed \$35,000 for Year 1 school-wide furniture, classroom rugs, bookcases, bulletin boards, tables, chairs, etc. This amount decreases as we outfit fewer classrooms and offices.

Substitute Teachers (line 43): Estimates \$100/day for substitute teachers.

Transportation (line 46): We will contract with a local bus company to provide transportation to students living more than a mile away from school but will continue conversations with nearby charter schools about the possibility of sharing buses. Knowing that another local elementary charter school, with 180 students, only uses one bus to transport their students, we estimate that in Year 1, with 130 students, one bus should suffice. We have estimated \$340/day for one bus for 185 days of school, increasing to \$350/day in Year 3. The Principal will oversee this contract until a Director of Operations is hired.

Food Services (line 47): We will contract with a full-service company such as Revolution Foods (or similar) to provide breakfast and lunch to our students. We estimated \$15,000 in our first year to cover

any out-of-pocket costs of the contract and any equipment we may need, such as cafeteria tables, refrigeration, etc... We are assuming that, with 75% of our students (97 in Y1) classified as FRL, we will need to have food available for purchase for approximately one third of the remaining students (33 in Y1) and staff. The ED will oversee the food services program until a director of operations is hired.

Safety (line 48): We anticipate requiring two school crossing guards and have estimated 2.5 hrs./day at \$12/hr. for 185 days in Years 1-3, increasing to \$13/hr. in Years 4-5. The remainder of this line item will go toward any signage or equipment needed.

Lease/Maintenance (line 52): We have allocated \$225,000 in Year 1 for a 20-30,000 sq. ft. facility. We expect to structure a lease that meets our capacity to pay more over time.

Debt Service (line 53): We are negotiating with prospective landlord to amortize interior build-out and finish over our lease period, in the alternate, we would secure private financing to fund required construction costs.

Telecommunications/Building Signage/Alarm System/Internet Wiring (line 55)

Fringe Benefits (line 57): This includes, for certified FTEs: payment into the state retirement fund and health benefits together figured at approximately 37% of FTE salaries. For non-certified FTEs, this includes 24% of FTE salaries for health benefits and a 2% matching contribution to a 403b retirement plan after their first year of employment.

Financial Management Plan: The Board Finance Committee will manage and oversee finances at the school. The executive director will be responsible for assisting the Board in this and will ensure that the school is complying with all state and federal reporting regulations as stated under RIGL 16-77.2-8 and appropriately reporting to the Office of Municipal Affairs. Copies of the school's annual budget, cash flow statement, and an externally conducted audit will be sent to the RIDE Office of Charter Schools. Monthly financial reports will be organized and provided to the Board prior to regular Board meetings. In Year 3, when a director of operations is hired, that person will attend all Board

meetings. Working in collaboration, the Board Finance Committee and director of operations will develop: sound financial policies and systems to track all income and expenses; reporting mechanisms; and financial controls.

XII. SCHEDULE AND CALENDAR

The school year at Wangari will be divided into trimesters and include 185 days of instruction. We will follow the holiday schedule of Providence public schools as closely as possible. The school day at Wangari will be slightly extended, from 8:10 a.m. to 3:40 p.m., with arrival beginning at 7:45 a.m. to allow students receiving breakfast to eat before Morning Meeting; and dismissal extending until 4:00 p.m. to allow families and students to mingle at pick-up.

Wednesdays will be Adventure Days at Wangari. Classrooms will take turns spending most, if not all, of the school day (8:35am -1pm) outside in parks/nature preserves (weather permitting) or in the school's immediate neighborhood. Inspired in part by a similar program at Odyssey Charter School in Denver, CO, an EL School, our "Adventure Days" will be rich opportunities for students to spend significant time in nature doing hands-on projects, supporting our endeavors to excel in science and educate for environmental stewardship.

Each Adventure Day will have a main focus that is tied to the students' current studies in one or more areas of the curriculum. Literacy and math instruction will be integrated into each Adventure Day, with students having the opportunity to read, write, and apply mathematics in their fieldwork. For example, in the Fall, Kindergarten students will be engaged in an ELA unit about "The Five Senses" at the same time that they are studying "Trees and Weather" in science class. Their Adventure Day at Neutaconkanut Park will focus on a project where they use their different senses to identify trees around the park, which they will count, graph, and describe in writing. Ample time would also be allowed for play and exploration and the natural teaching moments that arise in the woods. Although

logistics of staffing and busing may require us to alternate grade levels each week at the beginning, we hope to eventually secure grant funding for all students to have an Adventure each Wednesday.

Sample Schedule for Kindergarten

	M, T, R, F	Wednesday Adventure Day	Wednesday - Non-Adventure Day
7:45 - 8:10	Arrival, Breakfast, Morning Play	Arrival, Breakfast, Morning Play	Arrival, Breakfast, Morning Play
8:10 – 8:25	Morning Meeting	Morning Meeting	Morning Meeting
8:25 - 9:15	ELA - Small Groups	Adventure Day (weather permitting - integrated ELA, Math, Science, and Social Studies through a project in nature)	ELA - Small Groups
9:15 – 9:55	Outside Play and Snack		Outside Play and Snack
9:55 – 10:25	ELA - Full Class Lesson		ELA - Full Class Lesson
10:25 - 11:25	Math		Math
11:25 – 11:55	Spanish		Centers/RTI Block
11:55 - 12:25	LUNCH		LUNCH
12:25 - 1:00	Outside Play	LUNCH and Dismissal	Closing Circle, Outside Play and Dismissal
1:00 - 1:45	Science	Teacher Professional Development	Teacher Professional Development
1:45 - 2:35	PE/Art (alternating days)		
2:35 – 3:05	Social Studies		
3:05 – 3:35	Centers/RTI Block		
3:35 – 3:45	Closing Circle		
3:45 – 4:00	Dismissal/Outside Play		

Sample Schedule for Sixth Grade

	M, T, R, F	Wednesday Adventure Day	Wednesday - Non-Adventure Day
7:45 - 8:10	Arrival, Breakfast, Morning Play	Arrival, Breakfast, Morning Play	Arrival, Breakfast, Morning Play
8:10 – 8:30	Homeroom/Advisory	Homeroom/Advisory	Homeroom/Advisory
8:30 - 9:15	ELA - Small Groups	Adventure Day (weather permitting - integrated ELA, Math, Science, and Social Studies through a project in nature)	ELA - Small Groups
9:15 - 10:10	ELA - Full Class Lesson		ELA - Full Class Lesson
10:10 – 10:30	Outside Play/Break and Snack		Outside Play/Break and Snack
10:30 - 11:30	Math		Math
11:30 - 12:20	PE/Art (alternating days)		Science
12:20 - 12:50	LUNCH	LUNCH and Dismissal at 1pm	LUNCH and Dismissal at 1pm
12:50 - 1:35	Science Lesson	Teacher Professional Development	Teacher Professional Development
1:35 - 2:05	Science Lab/Centers and RTI Block (2 days per week each)		
2:05 - 2:35	Outside Play/Break		
2:35 – 3:05	Spanish		
3:05 – 3:35	Social Studies		
3:35 – 3:45	Closing Homeroom/Advisory		
3:45 – 4:00	Dismissal/Outside Play		

Teacher Schedule: We value our teachers' individual development and believe that the same mindfulness and stress-reduction goals that we have for students are equally important for staff. To this end, we strive to support our teachers with enough planning time during the school day: nearly 2 hours daily. On M, T, R, F, teachers will have approximately 230 minutes of instruction time each day; on

Wednesday Adventure Days, approximately 205 minutes, and on non-Adventure Days, about 165 minutes. All teachers will participate in Wednesday Professional Development, which includes 90 minutes of Full Staff Professional Development from 1:00 pm-2:30 pm and 90 minutes of Grade/Subject Level Planning from 2:30 pm-4:00 pm. We prize an environment of growth, and teachers will use one planning period per week to observe, learn from and offer feedback to a colleague. Additionally, the principal will informally observe each teacher weekly and will use planning periods as needed to discuss observations and individual goals.

Sample Lead Teacher Schedule (Elementary School)

	M, T, R, F	Wednesday Adventure Day	Wednesday - Non-Adventure Day
7:45 - 8:10	<i>Planning</i>	<i>Planning</i>	<i>Planning</i>
8:10 – 8:25	Morning Meeting	Morning Meeting	Morning Meeting
8:25 - 9:15	ELA - Small Groups	Adventure Day (weather permitting - integrated ELA, Math, Science, and Social Studies through a project in nature)	ELA - Small Groups
9:15 – 9:55	<i>Planning</i>		Outside Play
9:55 – 10:25	ELA - Full Class Lesson		ELA - Full Class Lesson
10:25 - 11:25	Math		Math
11:25 – 11:55	<i>Planning</i>		Centers/RTI Block
11:55 - 12:25	LUNCH		LUNCH
12:25 - 1:00	Outside Play		LUNCH and Dismissal
1:00 - 1:45	Science	Teacher Professional Development	Teacher Professional Development
1:45 - 2:35	<i>Planning</i>		
2:35 – 3:05	Social Studies		
3:05 – 3:35	Centers/RTI Block		
3:35 – 3:45	Closing Circle		
3:45 – 4:00	Dismissal/Outside Play		

Sample Lead Teacher Schedule (Middle School)

	M, T, R, F	Wednesday Adventure Day	Wednesday - Non-Adventure Day
7:45 - 8:10	<i>Planning</i>	<i>Planning</i>	<i>Planning</i>
8:10 – 8:30	Homeroom/Advisory	Homeroom/Advisory	Homeroom/Advisory
8:30 - 9:15	ELA Class A - Small Groups	Adventure Day (weather permitting -	ELA - Small Groups
9:15 - 10:15	ELA Class A - Full Class		ELA - Full Class Lesson

	Lesson	integrated ELA, Math, Science, and Social Studies through a project in nature)	
10:15 – 10:30	<i>Planning</i>		Outside Play/Break and Snack
10:30 - 11:30	ELA Class B - Small Groups		ELA Class B - Small Groups
11:30 - 12:20	ELA Class B - Full Class Lesson		ELA Class B - Full Class Lesson
12:20 - 12:50	LUNCH	LUNCH and Dismissal at 1pm	LUNCH and Dismissal at 1pm
12:50 - 1:35	<i>Planning</i>	Teacher Professional Development	Teacher Professional Development
1:35 - 2:05	Science Lab/Centers and RTI Block (2 days per week each)		
2:05 - 2:35	Outside Play/Break		
2:35 – 3:05	<i>Planning</i>		
3:05 – 3:35	Social Studies		
3:35 – 3:45	Closing Homeroom/Advisory		
3:45 – 4:00	Dismissal/Outside Play		

XIII. START-UP TIMELINE

Siobhan Callahan, assuming the role of executive director, will be leading these efforts with input and support from other members of the applicant group, Board members, and volunteers.

September 28: Submit final application to the RIDE Office of Charter Schools

September - November: Convene applicant group and Board to prepare for capacity interview; research potential private funding sources for planning months (marketing, curriculum consulting); solicit support for public comment period; applicant group and Board prepare for and submit public comments if remote, appear if in-person is an option; plan and hold 2 virtual community information meetings; attend capacity interview; check-in with Community Partners and plan at least one tentative action step to be implemented once preliminary approval is granted; identify educators and advisors to join a special School Leader Search Committee; update recruitment plan; begin outreach

December-February: After preliminary approval is granted, plan virtual information meetings for interested families (at least 4 meetings to be held early to mid-January); post job opening for principal

and, if funds allow, hire as a consultant prior to final charter approval; convene School Leader Search Committee; inform Community Partners about status; convene Board to create plan for start-up phase (immediately following approval); attend RI League of Charter Schools' Open House; plan 2 in-person registration events if safe to do so per CDC health protocols; attend required meetings at RIDE; apply for federal startup funding and any other appropriate grants; implement recruitment plan; print outreach materials; hire curriculum consultant; update all job descriptions, post in early February; begin research for equipment and educational materials; Board to draft school policies (early Jan.); research HR/payroll companies, reconnect with local charters about sharing buses and joining a consortium of schools contracting with a food service; reconnect with CPA firms; identify members to join a Hiring Committee.

March – April: Convene Hiring Committee and begin staff interviews; meet all RIDE readiness criteria, including securing a building (April, sign lease after Final approval is granted) and recruiting students (hold lottery in March, update offer and wait list letters); connect principal with other charter leaders/join League of Charter Schools; tentatively contract with service providers (sign contracts after Final approval is granted); tentatively contract with professional development providers (PBL Works, SSP, Responsive Classroom, etc.); enroll students/send letters to all accepted and wait-listed families

May – July: Offer letters to new hires (officially sign contracts after July 1); plan Summer Institute for all educational staff and orientation for all others; identify members to join an Event Committee to begin planning All School Welcome Gathering; plan professional development sessions for Summer Institute and first trimester; purchase furniture, equipment and educational materials; plan community work days to prepare the school building to be occupied as of July 15; final charter approval is given; sign lease; officially hire all staff; officially sign service contracts.

August/early September: Set-up school; hold Summer Institute and orientation; conduct family home visits (late July/early August); Open school

XIV. VARIANCES – not applicable

Research and Work

Highlander Institute

Executive Director July 2013- present • Oversee all areas of service and specialty, as well as strategic planning and organizational effectiveness. • Strategic development, refocus of mission and vision, resulted in doubling revenue during first 10 months alone. • Current \$3.6 FY20 budget; oversee dynamic team of 30 staff, 7 nationally funded initiatives, work in 90% of RI districts/LEAs

Highlander Charter School

Director, Expanded Learning

August 2007- July 2012 •

Create and implement school-wide programs and policies connected to time and learning, affecting entire Highlander community.

- Position includes: writing, managing and implementing large federal grants; hiring, supervising, and training staff of 25; creating, implementing, and supervising day-to-day programming; grant renewal processes; data collection; evaluation; fund development.

RI League of Charter Schools

Consultant/ Researcher

February 2007-June 2007 •

Survey development and evaluation of RI state statutes as well as analysis of national policies regarding charter school facilities funding.

Annenberg Institute of School Reform, Providence, RI

Editorial Assistant

Summer 2006 •

Assistant to editor: research, proofreading and fact checking.

- Authored chapter introductions for publication.

Brown/Fox Point Early Childhood Center, Providence, RI

Consultant/Researcher

Summer 2006 •

Conducted study using qualitative research methods to evaluate professional development regarding the school's Anti-Bias Curriculum.

Selected Advising and Teaching

Brown University, Department of Education (2006-2007)

Teaching Assistant, Co-facilitator

University of Massachusetts-Amherst, Department of Anthropology (2003-2006)

Teaching Assistant, Lecturer

Rhode Island Department of Education (2002-2003)

Certified substitute teacher

Selected Publications

Borrelli, D. (contributor) *District Redesign 2.0: Redesigning Districts to Support Blended Learning*. Providence, RI. 2015

Borrelli, D. (credited research assistant) *City Schools: How Districts and Communities Can Create Smart Education Systems*. Harvard University Press, 2007.

Borrelli, D. "(re)Designing High Schools." Education Reform Forum Briefing Report. Providence, RI, October 2006. **Borrelli, D. "Bringing Alabama Home: An Ethnographer's Sense of Self."** *Tributaries: Journal of the Alabama Folklife Association*. Vol. 8, 2005: 23-32.

Selected Conferences, Trainings, Evaluation, Certifications, Awards

2019 Panelist, CEO State of Play, South By Southwest (SXSWEDU) Austin, TX

2019 Guest Speaker, CEO Leadership Panel, Brown University, Providence RI

2018 Finalist, 50 on Fire Innovation Awards, RI Inno, Providence, RI
2017 Presenter, International Society of K-12 Online Education Symposium (iNACOL) Orlando, FL
2016 Award Winner, Providence Business News Business Excellence Award, Providence, RI
2016 Presenter, International Society of K-12 Online Education Symposium (iNACOL) San Antonio, TX
2016 Participant, White House Symposium on Education Research and Design, Washington DC
2016 Organizer, National Education Innovation Cluster Convening (EdClusters16) Providence, RI
2015 Presenter, ASCD National Regional Conference, Nashville TN
2015 Presenter, New England Secondary School Consortium (NESSC), Boston MA
2014 Presenter, International Society of K-12 Online Education Symposium (iNACOL), Palm Springs, CA
2014 Appointment- Performance Assessment Review Board for Secondary Schools, New Hampshire Department of Education
2013 Guest Speaker, Brown Urban Education Policy Symposium Panelist, Providence RI
2008-2014 Volunteer, Convener, Advocate, Presenter, Awardee, United Way Lights on Afterschool State Policy Conference, RI
2011 Consultant/Grant Reader/ Team Leader, New Hampshire Department of Education
2010 Presenter, CHILDSPAN Critical Issues in Childcare Conference, Providence RI
2009-2010 Consultant/Evaluator, Continuous Improvement Process for Afterschool Programs (CIPAS), New Hampshire Department of Education
2009 Presenter, Inspired School Consortium, Providence RI
2008 Certification, BEST Youth Worker Certification Training through the Boston Medical Foundation, Providence, RI **2008** RI Representative, Southwest Educational Research Laboratory (SEDL) Afterschool Training Toolkit Program, Austin TX **2008** Presenter, National 21st Century Community Learning Center Grantee Conference, Dallas, TX
2007 Research Assistant, Summer Institute on Data-Driven Decision Making in Urban Schools, Brown University, Providence, RI
2007 RI Representative, National Charter School Showcase, Washington DC
2006 Presenter, Mayoral Forum, Providence, RI
2005 Nominee, Outstanding Academic Advisor of the Year, University of Massachusetts-Amherst
2002 The George Washington University, Excellence in Student Life, awardee, Washington, DC

Membership and Associations

Trinity Academy for Performing Arts (TAPA) (2017-present)

- Board Member 2017-Present
- Board President 2019-Present

Providence Children and Youth Cabinet (2012-present)

- Founding Board Member (2014-present)
- Co-Chair (Membership and Culture Committee), Leadership Team, Governance Design Board (2012-present)
- Board Chair (2018-present)

United Way Rhode Island (2008-2016)

Public Policy Advisory Board, Strategic Planning Committee, Expanded Learning Community Advisory, RIASPA Governance Rhode Island Department of Education (2009-present)

- 21st CCLC Policy Advisory (2007-2013)

Institute for Nonprofit Excellence Emerging Leaders Program, RI Foundation (2012)

2012-2013 Cohort Member

Leadership Rhode Island (2012-present)

- Theta II Cohort Member, Education Subcommittee Liaison
- Volunteer: Programming Committee (2015), Education Committee (2014), Arts Committee (2013), Guest Speaker (2014-present)

New Urban Arts (2012-2014)

- Programming and Evaluation Advisory Committee Extraordinary

Rendition Band, Providence RI (2010-present) • Band member (saxophone, piano, accordion, melodica, bass clarinet)

- Community Outreach and Education Committee Chair

Longitude (International NGO) (2009-2014)

- Board Member, Governance Chairperson

Charter Corps AmeriCorps Program (2009-2012)

- Grant Author, Founder, Board Member The Hive Archive (Feminist Arts

Non-Profit Organization), Providence RI (2009-2012) • Events Committee Member Community Education Collaborative, Providence

RI (2008-2010) • Board Member

Highlander Charter School, Providence RI (2008-2012) • School Improvement Team (SIT)

Paul Cuffee School, Providence RI (2006-2007) • Housing Aid Steering Committee

Education

Brown University, Providence, RI

Master of Arts in Urban Education Policy

May 2007

University of Massachusetts-Amherst, Amherst, MA

Master of Arts in Anthropology

Concentration: Linguistic Anthropology/Ethnomusicology

Thesis Title: *Sounding Joy: The Role of the Hollow Square in Sacred Harp Singing*

May 2006

The George Washington University, Washington, DC

Bachelor of Arts in Anthropology

Minor concentrations in Music and Religion

December 2002

References

John Muggeridge

Board Chair, Highlander Institute

Vice President Public Affairs, Fidelity Investments

900 Salem Street, Smithfield RI 02917

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John.Muggeridge@fmr.com

Dr. Kenneth Wong

Department of Education Chair

Walter and Leonore Annenberg Chair for Education Policy

Professor of Education, Political Science, and Public Policy

Director of Urban Education Policy Program

Brown University, Box 1938

21 Manning Walk, Providence, RI 02912

401-863-1486; 401-863-1276 fax

Kenneth_Wong@brown.edu

SIOBHAN M. CALLAHAN

Providence, RI 02909

s.callahan@wangerimaathaischool.org

JOB EXPERIENCE

Wangari Maathai Community School

Founder/Lead Applicant/Consultant

Providence, Rhode Island

September 2014-present

Setting out to reimagine what school could be for young students in Providence, convened an advisory group consisting of parents, educators, community members, charter school leaders and founders, and others to help design and refine over time, a comprehensive proposal and plan to open a charter school.

Practicing resilience over six years: cultivated relationships, formed a Board of Directors, led marketing, design, and outreach efforts, coordinated creation of, and delivered, all state-required documents and financial projections, coordinated search for a facility and school staff, collaborated with consultants on development of educational program, and continue to advocate for the creation of the school heading into a third round of review.

Wangari Maathai Community School will nurture K-8 students to achieve **academic excellence**, develop a **growth mindset**, and practice enthusiastic and impactful **stewardship** of their communities. We will use a **place-based** learning model to create a **student-centered**, experiential curriculum. We will serve students and families of diverse racial, social, and economic backgrounds in Providence and integrate **health & wellbeing**, **social justice**, and **environmental sustainability** throughout our curriculum and community.

FirstWorks

Projects and Education Coordinator

Providence, Rhode Island

August 2005–April 2009;

August 2010–June 2012

Outreach and Education:

- Redesigned and executed Arts Learning program to bring world-class performing artists into schools throughout Rhode Island. Identified over 20 schools and after-school programs in which to place festival artists for workshops and residency activities with over 1,500 students. Coordinated all programming details and follow-up related to these projects.
- Developed and implemented outreach plan for year-round arts programming to broaden diversity of audiences and deepen the organization's reach within the larger Rhode Island community. This included building relationships with community and school leaders, distributing festival materials to targeted audiences, and creating new initiatives to increase accessibility.

Marketing:

- Handled marketing projects in coordination with marketing manager. This included updating website using Dreamweaver, creating photo CDs, following-up with media contacts, creating and sending e-newsletters, and connecting with designer and photographer regarding collateral materials and ads.
- Coordinated production of program books with assistance from marketing intern. This included collecting and editing all copy, selling ad space, following-up with advertisers, and communicating with designer and pro bono printer. Designed all internally produced materials.

Development:

- Edited and proofread grants and other materials for fundraising activities. Grant-writing, research and reporting as part of development team.
- Maintained donor database and tracked donations for reporting purposes. Planned and executed fundraising events in cooperation with Trustee committee members.

Community Preparatory School **Providence, Rhode Island**
Development Assistant *August 2003–July 2004*

Supported development staff in all administrative tasks. Designed annually produced Trustee Handbook as well as promotional ads for school fundraisers.

Durham Arts Council **Durham, North Carolina**
Project Manager, Development & External Affairs *February 2002–June 2003*

Marketing:

Instituted system for advertising; created and managed seven-person marketing committee; managed contracted graphic designer and printing representatives.

Special Events:

- Member of creative team charged with planning, promoting and executing the Arts Council's special events: *CenterFest Arts Festival*, *Edible Arts: Festival of Food and Art*, and *Arts Alive!*. Primary responsibilities included editing and layout for letters, flyers, ads, email solicitations, applications and promotional materials. Coordinated all professional design work.

Development:

Maintained donor database; prepared all solicitations and acknowledgements for annual fundraising campaign generating \$800,000. Collaborated on all promotion and solicitation materials including new letterhead, campaign brochure, and presentation folders.

Durham Arts Council **Durham, North Carolina**
Events Assistant *June 2001–February 2002*

COMMUNITY
INVOLVEMENT

West Side Play Space **Providence, Rhode Island**
Founding Member/Board Co-President *November 2012-present*

Co-founded volunteer-run cooperative play space where children can be active during the colder months of the year (Nov-Apr)

Vartan Gregorian Elementary School **Providence, Rhode Island**
Afterschool Educator - Gardening *March – May 2011; March – May 2012*

Asa Messer Elementary School at Bridgham **Providence, Rhode Island**
Afterschool Educator - Gardening *October 2011 – May 2012*

Community MusicWorks **Providence, Rhode Island**
Board Member *August 2005-2011*

Southside Community Land Trust **Providence, Rhode Island**
Event Committee member *March 2008-September 2008*

West Broadway Neighborhood Association **Providence, Rhode Island**
Volunteer *August 2003-present*
Event Committee Co-Chair *September-October 2008*

EDUCATION

Duke University, Master of Arts in Liberal Studies, December 2000
Smith College, Bachelor of Arts, May 1996

MARGARET DEVOS
109 Somerset, Providence, RI 02907
margaret@southsideclt.org 401-273-9419

OVERVIEW

Experienced in food systems, organizational development and real estate with a track record of raising and deploying funds for social equity and economic opportunity at local and state levels. Career history uniting diverse people and interests to create and grow initiatives for progress. I believe that great dreams are achieved when people are respected and valued and when the resources, hearts and minds of many are brought together.

EXPERIENCE

SOUTHSIDE COMMUNITY LAND TRUST **2012 - Present**
EXECUTIVE DIRECTOR

Southside Community Land Trust provides access to land, education and other resources so people in Greater Providence can grow food in environmentally sustainable ways and create community food systems where locally produced, affordable, and healthy food is available to all.

MARGARET GARRY CONSULTING GROUP, INC
PRESIDENT and CEO **2011 - 2012**

Strategic advice and management in food systems, food justice, community and economic development.

- *Fair Food Network* – Detroit Grocery Incubator.
- *Initiative for a Competitive Inner City* - Inner City Food Cluster Development Strategy.
- *Warren Conner Development Coalition* – Community and economic development including real estate financial packaging, existing facility upgrades, construction management for \$20 million in investment in charter school, medical facility and historic, mixed use projects.
- *Southwest Detroit Environmental Vision* – Financial management consulting.

STATE OF MICHIGAN, DEPARTMENT OF HUMAN SERVICES
DIRECTOR, SPECIAL PROJECTS **2008 - 2010**

Managed the department's highest priority urban initiative: to dramatically increase food access and economic opportunities in Michigan's urban and rural communities through the food economy. Urban Issues Liaison to Governor's Office - responsible for cross-departmental policy and programs.

MEP CONSTRUCTION, LLC and DETROIT GEOTHERMAL, LLC
MANAGING PARTNER, CHIEF FINANCIAL OFFICER **2008 - 2011**

Responsible for administration, strategy, and human resources for two social enterprises: a \$3 million general contractor and a renewable energy system installation firm. Staff of 20.

MICHIGAN STATE HOUSING DEVELOPMENT AUTHORITY
CHIEF OF STAFF **2007 - 2009**

Annual budget: \$96 million. Oversight of action plans and performance measures for 11 divisions, 290 employees and 2 locations. Acting Director of Multifamily Development and Construction Division responsible for \$120 million in loans each year. Co-led the agency's major revision of the plan for allocating \$300 million in Low Income Housing Tax Credits. Established new priorities to direct funds towards areas of high poverty/unemployment, supportive housing, and sustainable development. Led the human resources team, *Valuing MSHDA Employees*. Developed MSHDA Foreclosure Intervention Initiative.

MEXICANTOWN COMMUNITY DEVELOPMENT CORPORATION

VICE PRESIDENT, REAL ESTATE AND DEVELOPMENT

1997 - 2007

Oversaw \$17.5 million commercial real estate development portfolio for this Detroit non-profit. Responsible for private sector fundraising totaling \$3.5 million. Secured public-sector investment incentives of more than \$12.5 million. Led development process for \$500,000 annual budget for community-based economic and business development corporation. Provided oversight for 5 employees and numerous community development initiatives. Managed development of strategic plan. Oversaw a stakeholder-based district revitalization program and reinvestment strategy. Responsible for the organization's leading community organizing initiative.

SOUTHWEST DETROIT BUSINESS ASSOCIATION

PROJECT MANAGER, WEST VERNOR MAIN STREET

1993 - 1996

Developed financing package for \$1.2 million retail and office renovation attracting 80,000 new, annual customers to the retail district. Created and implemented economic development programs including façade grants, district promotion, clean and safe initiatives, community and business organizing and market research.

ZACHARY AND ASSOCIATES, INC.

ASSOCIATE

1992 - 1993

Researched and wrote economic impact analysis of tax increment financing in 10 Michigan communities. Researched and wrote housing market analysis for projects in Midtown, Detroit.

EDUCATION

UNIVERSITY OF MICHIGAN

Ann Arbor, MI

Master of Business Administration, Ross School of Business

2001

MICHIGAN STATE UNIVERSITY

East Lansing, MI

Bachelor of Arts in Metropolitan Studies, James Madison College

1992

AWARDS AND ACTIVITIES

- Rhode Island Land Trust Council Board of Directors – 2014 through present
Vice President beginning in March 2016
- Providence and Detroit Representative - German Marshall Fund, Transatlantic Cities Network, 2009-2014
- Leadership Rhode Island, 2012-13
- Treasurer – Clark Park Coalition 2009-2012
- Coach, Holy Redeemer H.S. and Cesar Chavez Girls Cross Country, 2002-2004
- AIA 2006 Honor Award for Mexicantown International Welcome Center and Mercado
- Leaders and Innovators Award – Lawrence Technological University, 2005
- Leadership Detroit, 2004-05
- Detroit's Most Enterprising Women Award– Detroit Historical Society, 2004
- Crain's Detroit Business 40 Under 40 Award – 2003
- Staff Person of the Year Award - Community Economic Development Advocates of MI, 2002
- Board Member (former) - Southwest Detroit Graffiti Free Collaborative; Downtown YMCA; Matrix Theatre

Ngina Johnson

PRESENT:

- **Director Genesis Early Learning Center, Providence, RI:** The Early Learning Center at Genesis services families with children infants to five years of age. We implement best practices uniting the Boston and Creative Classroom Curriculum. In addition to our own Pre-K Program, we also host a Rhode Island State Pre-K Program. We've achieved 5 Star ratings according to BrightStar standards.
- **Consultant: Captain of Play and Learning, Heroes Will Rise Toy Company.** Here, I design and develop Project Plans for *Rigamajig* website. I facilitate workshops for those needing more guidance in leading play with the toys. I also assist toy designer, Cas Holman, in developing add-on kits for the Rigamajig basic builder kit. Also attend and speak at conferences on best progressive play and educational practices. Consultant to Providence Children's Museum where I facilitate workshops for their AmeriCorps volunteers, and give feedback and guidance during the developing stages of Museum's exhibits.

TEACHING EXPERIENCE:

- ***September 2018- 2019*** The Croft School, Providence, RI Kindergarten PE teacher, Co-Makers' Teacher, After School Teacher and Coordinator. Also helped to coordinate and expand Teacher Professional Development for faculty.
- ***August 2016 – June 2017*** Co-teacher at **Farm Hands Pre-School, Northampton, MA:** Shared the development of curriculum and daily routines for the nursery in collaboration with the pre-school classroom. Participated in budgeting responsibilities. Assisted in making policy decisions regarding the operation of the school. Participated in completing the school's parent handbook. Played an active role in enrollment and advised on student placement. Assisted in organizing and facilitating parent evening sessions that have included; topics on school life/orientation, war/play and death. Maintained classroom that adheres to all ECC regulations.
- ***September 2014 – June 2016*** 1st Grade Teacher at **The Gordon School, East Providence, RI:** Shared the development of curriculum and facilitation of current curriculum in place in regards to Language Arts and Mathematics. Created and

developed current Science curriculum for 1st graders. Collaborated with Lower School faculty to encourage community relations that go beyond the classroom that were multi-aged and cross divisional. Also coached middle school girl's basketball and lacrosse.

- ***September 2013 – April 2014 Teacher/ Facilitator at Science Workshop. Hong Kong:*** Prepared material boxes to be used in daily lessons and teach prescribed lessons to children, ages 2 – 6. Science Workshop is a learning center/program that focuses on developing math and science skills.
- ***September 2011 – 2013 Co-Head Kindergarten and 1st grade teacher, Blue School. NY, NY:*** Reggio Inspired School where I developed curriculum that utilized observation, documentation and inquiry to scaffold children's learning. Collaborated on committees to develop and implement benchmarks and standards, assessment tools, and portfolios. Created school wide literacy based community projects that encourage children to participate in community building initiatives that strengthened multi-age interactions. Participated in weekly research based inquiry groups helping to further faculty professional development.
- ***September 2007 – June 2011 - Co-Head 4's and Kindergarten Teacher, The Calhoun School. NY, NY:*** Shared the development of curriculum and daily routines for full day kindergarten and 4's program in a unique setting of a Shared Cluster Environment. Was responsible for organization and oversight of weekly communication with parents via newsletter e-mails, lead parent teacher conferences, wrote anecdotal reports twice a year covering entire child development process which included assessing their social/emotional, cognitive and physical growth. Developed and implemented community curriculum for the Lower School; 4's – 1st grade. Collaborated on Vertical Committee, Diversity and Progressive Education Committees. Also served as an Assistant Coach for Girls Jr. Varsity High School Basketball Team.
- ***September 2000- 2005 Pre-Kindergarten Head Teacher, Manhattan Country School. NY, NY:*** Responsible for curriculum planning and daily routines of full day program for 4 and 5 year-old students. Organized parent teacher conferences three times a year. Wrote anecdotal detailed progress reports twice a year that highlighted classroom life, emotional, intellectual, physical growth and development of each student. Supervised, collaboration and evaluation of Masters and Undergraduate Student teachers from Columbia's Teachers College, New York University, and Bank Street College. Was a member of monthly meeting of educators dedicated to discussing topics of equity, and diversity. Represented faculty on School's Board of Directors.

VOLUNTEER WORK:

- **October 1998 – August 1999 Corps Member San Diego, California AmeriCorps National Civilian Community Corps:** Traveled the West Coast leading and participating in community service projects including: After School Programs, Forest and park restoration, Caregiver for the elderly, Working with the homeless, Working in the hospital with AIDS patients, Firefighting, Working in the San Diego Children’s Museum Volunteer at Manhattan Country School for classes 4-5’s – 6-7’s, Assisted teachers on field trips and in-class activities

PROFESSIONAL ORGANIZATIONS:

2000-2005: SEED. Monthly meeting of educators dedicated to discussing topics of equity, and diversity.

Present – Active member of EduLeaders of Color. Network of Educators dedicated to supporting equity in RI.

CONFERENCES ATTENDED:

Northeast LGBT Conference, Albany, New York

NAIS People of Color Conference, New Orleans and Tampa. Also participated in volunteer work helping to restore homes in New Orleans with Habitat for Humanity.

EDUCATION:

- **October 2005- April 2006 Natural Gourmet Institute for Health and Culinary Arts. Accredited by ACCET, Professional 619 hour Chef training program Certificate.**
- **1994-1998 New York University School of Education. Bachelor of Science Degree in Early Childhood Development.**
- **2011-2013 Lesley University Master of Education *Integrated Teaching Through The Arts.***

Soljane Martinez

[Engage. Enrich. Empower.](#)

EXPERIENCE

Johnson & Wales University, Providence, RI

Adjunct Faculty, John Hazel

August - November 2020

Developed and taught Culturally Responsive Teaching, a 4.5 credit course in the Teaching and Learning MEd program.

Annenberg Institute for School Reform, Brown University-

Education Coordinator

August 2019- present

Facilitate the strategic coordination of Brown University's K-12 community engagement outreach and partnerships to best align with the needs of RI's public schools; inventory university programming for impact to K-12; promote the impact of programming on local and state education.

Educational Consulting - *Project Manager*

March 2019-present

Manage school district administrative leadership team in designing new PreK-4 dual-language school; coordinate curricular/instructional leadership development, create marketing/branding materials for school launch. Developed new instructional framework aligned to district vision, state educator evaluation, embedded with culturally responsive practices.

West Kingston Elementary School - *Principal*

July 2018 - February 2019

Promoted, maintained high student achievement for K-4 dual-language immersion school; led curricular and instructional leadership and evaluation, oversaw site operations & safety; communicated information to enforce school, district and state policies; professional relationship with all stakeholders.

Highlander Charter School - *Dean of Culture & Students*

June 2017 - June 2018

Establish culturally responsive curriculum; positive, safe and college-and-career focused school with community partnerships support the school's; Supervise student conduct/discipline; Support teachers to create/sustain focus on learning and success; RIDE Evaluator; facilitate family engagement; Student Council Advisor; use data to address school needs; Create and present reports on school culture/safety; facilitate PD through Professional Learning Communities.



[LinkedIn](#)

CERTIFICATIONS

- >PreK-12 Building Admin.
- >Secondary Grades Social Studies Teacher 7-12
- >Restorative Justice

SKILLS

Strong planning & organization

Effective, differentiated instruction

Collaborative team player

Professional Development facilitator

Bilingual: Spanish/English

Mac & PC programming

VIDEOS

[Edutopia](#)

[Auschwitz Past is Present](#)

LANGUAGES: English, Spanish

AWARDS

Susan B. Wilson Civic Education Award (1st)

Generation Citizen: Civics Teacher of the Year

Auschwitz: Past is Present: Attended 70th commemoration of liberation of Auschwitz, Poland concentration camp.

MEMBERSHIPS

RIDE CDT, Co-Chair

RISPE, Board

NERA

RIASP

NAESP

Freedom Writer Teacher

iCivics Network, Board

iWitness Fellow

Principal Residency Network (PRN)

June 2016 - June 2018

Completed intensive residency-based RIDE certified program focused on equitable outcomes for all students.

Highlander Charter School, Providence/Warren — *Teacher*

August 2003 - June 2018

Teacher of grades 3-12 preparing students for lifelong learning, creativity, and critical thinking. Member of *Project Based Graduation Requirements Team*; *mentor teacher* to student-teachers; RtI Coordinator. Founded/advised *HCS News*, student-led newspaper.

Sophia Academy, Providence, RI — *Teacher Mentor/Advisor*

August 2008 - June 2009

Developed school culture; coached teachers in best practice techniques. Served as 5th grade advisor, ELA and social studies teacher, grades 5-8.

PS 75 Mayda Cortiella School, Brooklyn, NY — *Teacher*

June 2001 - June 2003

New York City Teaching Fellow of grades 3-4 (high stakes testing grade) while simultaneously earning a Master's degree.

The Wall Street Journal, NYC, NY — *Reporter*

May 2000 - June 2001

Personal finance reporter for Sunday edition of prestigious global financial newspaper.

The Providence Journal, East Bay, RI — *Reporter*

June 1998 - May 2000

Local reporter covering communities of Portsmouth and Little Compton.

EDUCATION

Johnson & Wales Univ., RI—*Ed.D*, Educational Leadership 2017-2020

Dissertation focus: Culturally Responsive Teaching in Teacher Preparation Programs

CUNY-College of Staten Island, NY—*Ms.Ed* 2001 -2003

University of Rhode Island, Kingston, RI—*B.A. Journalism* 1994 -1998

References

Susanna Loeb, Director, Annenberg Institute	(650) 380-2511
Jessica Blanco-Busam, Head of School, Highlander Charter (Middle)	(401) 247-3585
Donna Braun, Executive Director, CLEE; JWU Faculty Advisor	(401) 432-7815
Victor Capellan, Advisor to Commissioner, RIDE	(401) 464-1333

Caitlin Porter

Experience

TEACH FOR AMERICA | FEB 2014 - PRESENT

Director, Data Fluency Strategy and Programming – Lead the visioning, design, management of content development, and facilitation for the Data Ambassadors program, a sustained blended learning experience where we engage regional staff members in developing skill and passion for raising the level of data work in their region. Serve as administrator for Canvas, our LMS, and develop data collection and analysis approaches to our user data. Designer and project manager for a suite of organization-wide online data education courses where I set vision, conduct needs analysis, develop curriculum and manage content contributors from across disparate teams. Design and facilitate professional development and consult with team members to ensure that user and staff learning experiences are aligned with adult learning best practices. Manage projects around data governance, data culture, and knowledge management.

Associate for Program Applications, Data Reporting and Insights - Lead duplicate management for all continuum member data and removed an extensive historical backlog of unmerged and bad data. Organized cross-team collaboration and provided training to national staff members in data systems. Managed Corps Member exits and CMPP regional administrator training and support. Managed the Priority Data project to define data ownership across the organization and develop training for staff members across all teams and levels.

Specialist, Alumni Affairs Data, Strategy, and Operations - Worked on a team to design and execute the Alumni Survey. Analyzed, reported on, and managed quality for alumni data. Provided virtual and in-person data education and support for regional staff. Planned and implemented a national alumni data quality initiative.

TNTP | JAN 2018 - PRESENT

Project Manager, Online Course Development – Project manager for online teacher certification courses for SEED teacher residency sites across the United States. I work with TNTP staff and district clients to set vision, develop curriculum, align course with state certification requirements, and conduct internal and external testing. I manage subject matter experts, content writers, course builders and client relationships to ensure timely delivery of high quality courses. I provide instructional design guidance and content expertise in curriculum and instruction. I work closely with the TNTP staff on the ground on the design and implementation of the blended learning experience for residents, ensuring that online coursework integrates with in-person learning experiences.

MAATHAI COMMUNITY SCHOOL | APR 2015 – AUG 2019

Curriculum Specialist – Advised Providence, RI community group in the development of a new charter school application. Consulted on strategy, school design, teacher retention, Common Core and NGSS aligned curriculum, assessment, and human resources. Recruited teachers and diverse stakeholders, conducted meetings with local education leaders, and represented the school development team at Department of Education interviews. Lead the development of the school's curriculum and instruction model.

ALMA DEL MAR | APR 2011 – JAN 2014

Consultant – Provided curriculum and assessment consulting to the executive director of a New Bedford, MA charter school in its planning and early years of operation. Developed literacy curriculum and led large group professional development for staff annually. Maintained a portfolio of staff members to coach. Advised in staffing decisions.

BLACKSTONE VALLEY PREP | AUG 2010 – JUN 2012

Instructional Coach – Managed a portfolio of teachers to coach, planned and facilitated large group professional development, and provided feedback to school leaders across 3 schools at a rapidly growing charter school network in Cumberland, RI. Project managed network-wide multi-grade curriculum and assessment development projects. Led schools in transitioning to Common Core. Managed budgets and supported human resources work.

NYC DOE & BROOKE CHARTER SCHOOLS | JUN 2005 – JUN 2010

Elementary Teacher - Taught and served as the 3rd grade team leader as a Teach For America corps member at CS 44 in New York City for two years. Finalist for Teach For America's Sue Lehman Award and created the school's first theater program, which successfully mounted full scale student musical productions. Taught 1st grade at Edward Brooke Charter School in Boston, producing the school's highest academic achievement data. Worked on the 3rd grade founding team at Brooke, in addition to developing the school's K-8 social studies curriculum.

Education

PACE UNIVERSITY | MAY 2007

Masters of Science in Teaching

COLLEGE OF WILLIAM AND MARY | MAY 2005

Bachelor of Arts Magna Cum Laude with High Honors; Phi Beta Kappa

Skills & Abilities

Certification in Adult Learning from Teach For America's Center for Excellence in Adult Learning, Spring 2018

Instruction, teacher coaching and professional development, standards-based curriculum development
Adult learning and facilitation, excellent communication and relationship-building skills, detail-oriented
Skilled in Canvas, Articulate/Storyline, Salesforce, Power BI, Business Objects, advanced Excel and Power Point
Project management, quantitative and qualitative data collection and analysis, database management, user support
and research

Seth A. Zeren

seth@zeren.com

PROFESSIONAL EXPERIENCE

Director of Development – Armory Management Company

Providence, RI, 2016 – Present

- **Complex Redevelopment:** Lead the \$3M+ redevelopment of a vacant 100,000 square foot commercial building at Rising Sun Mills in Providence, including master planning, design, permitting, community engagement, leasing, and construction management. Starting from <25% commercial occupancy, on track to achieve 80%+ occupancy within 18 months of project commencement.
- **Creative Commercial Re-Use:** Led design and construction team at 383 West Fountain Street which transformed vacant, windowless, light industrial space into highly desirable small professional office environment with gross rents exceeding \$20/SF and 90% occupancy within 3-months of opening.
- **Project Management:** Simultaneous development management of Pearl Street Lofts, The Plant, West Fountain Street Lofts, and Rising Sun Mills, projects including: tenant improvements, common area upgrades, large format signage, parking lot and site improvements; Project management includes project design, scoping, bidding, supervision, and record keeping.
- **Commercial Leasing:** Over 100,000 square feet leased; experience includes marketing, showing, lease negotiation, test-fit coordination, and TI supervision, with Tenants ranging from 150 SF to 20,000 SF; offices, restaurants, gyms, and creative maker spaces.

Development Manager – RCG LLC

Somerville, MA, 2013 – 2016

- **Historic Mill Complex Redevelopment:** Lead the master planning, design, permitting, community engagement, leasing, and manage construction for a \$100 million redevelopment of an historic mill complex including over 600,000 square feet of existing buildings and 400,000 square feet of new residential and mixed use development on 40 acres of land adjacent to downtown North Andover, MA.
- **Mixed-Use Urban Infill:** Managed the permitting, design team coordination, and pre-leasing for a \$50 million, 265,000 square foot, multi-building, mixed-use infill development project including a hotel, apartments, office, retail, and live-work units in downtown Salem, MA.

Principle Planner and Chief Zoning Code Official – City of Newton

Newton, MA, 2010 – 2013

- Guided over a 100 projects through zoning approval
- Wrote ordinances for two new mixed-use, transit-oriented zoning districts
- Developed and implemented a strategic plan for zoning reform in Newton

EDUCATION

Yale University, Masters of Environmental Management

New Haven, CT, 2010

- Focus in planning and development, real estate finance, land use law, and urban sustainability

Williams College, B.A. in History and Geosciences

Williamstown, MA, 2005

TEACHING AND SERVICE

- Board Member – Wangari Maathai Charter School** Providence, 2018 – Present
- Member of applicant team and facilities lead
- Organizer and Spokesperson – Fix the 6-10 Coalition** Providence, 2016
- Lead a large, diverse coalition of individuals and organizations to advocate for a better redesign strategy for the 6-10 Connector reconstruction project.
- Board Member – Congress for the New Urbanism New England Chapter** Boston, 2014 – 2016
- Created the Small Developer Roundtable to connect developers across organizations to share new ideas and make connections.
- Advocacy Committee Member – Livable Streets Alliance** Cambridge, 2010 – 2016
- Participated in new project review, advocacy campaigns, speaker series, and community organizing
- Faculty – Boston Architectural College** Boston, 2013 – 2016
- Taught SUS2048 *Sustainable Community Development and Urbanism* and SUS 2049 *Tactical Urbanism: Practice and Policy*.
- Traveling Faculty – IHP Cities in the 21st Century** India, Senegal, Argentina, Spring 2013
- Taught *Urban Planning and Sustainable Environments* in a semester abroad program traveling from New York, to New Delhi, Dakar, and Buenos Aires studying comparative urban transformation.
- Geology Faculty – Avon Old Farms School** Avon, CT, 2006 – 2008
- English Teacher – Fulbright Korea** Andong, Republic of Korea, 2005 – 2006

SKILLS AND INTERESTS

- Licensed Realtor and real estate salesperson
- Charrette and community meeting training from the National Charrette Institute
- Expertise in Microsoft Office Suite; proficient in Adobe Creative Suite
- Blacksmithing, gardening, and travel

I am a leader with deep experience in fundraising, nonprofit management, communications, publications, research, organizational development, and program evaluation. I am seeking opportunities to use my assets—strategic thinking, collaboration, precise and powerful communication, creativity, fiscal responsibility, integrity, and joy—to create improved and equitable outcomes for communities in Rhode Island and beyond.

PROFESSIONAL HIGHLIGHTS

Development Associate, Woonasquatucket River Watershed Council, Providence, RI 2019-present
For nonprofit that promotes the restoration and preservation of the Woonasquatucket River Watershed, responsible for individual and corporate giving, strategic development of fundraising operations, cultivating prospects, overseeing events, and engaging and celebrating ongoing donors.

Jill S. Davidson Communications, Providence, RI 2005-present
Offer expertise and services in fundraising; organizational development; strategic planning; communications strategy and planning; writing editorial features, web and marketing copy, annual reports, ghostwriting, research reports; editing including author coaching, developmental editing, and copyediting; editorial production; branding; website development; and email marketing. Clients include Great Schools Partnership, Richer Picture, College Unbound, Rhode Island After School Plus Alliance, the Annenberg Institute for School Reform, and the Education Alliance at Brown University.

Adjunct Faculty, Antioch New England University, Keene, NH 2016-present
Teach Conflict Resolution for School Leaders and Community Partnerships courses in Antioch University New England's Experienced Educators Master's Degree/ Principal Certification program.

Program Director, Center for Artistry and Scholarship, Dorchester, MA 2017-2019
Directed programs, publications, professional services, and events to support innovative, creative, arts-driven school designers and school leaders. Responsible for fundraising; strategic planning; program development, implementation, and evaluation; business development; operations; events; staff supervision; and dissemination. Developed and led 300+ participant Next Wave conference.

Managing Director, Coalition of Essential Schools, Providence, RI 2015-2017
Oversaw all operations and programs, closely collaborating with Board of Directors to raise visibility and secure reputation as the founder of modern progressive K-12 educational reform before planned sunset in 2017. Developed and monitored budget and revenue targets; exceeded financial, programmatic, communications, membership, fundraising, and partnership goals. Other responsibilities included producing email, website, social media, and all other communications. Directed 2016 Fall Forum conference with 50+ speakers and presenters and 500+ participants.

Director of Publications and Communications, Engaging Schools, Cambridge, MA 2011-2015
COMMUNICATIONS: Directed rebranding campaign, including name change from Educators for Social Responsibility to Engaging Schools, leading to increased engagement and revenues. Produced physical and digital collateral. Wrote website RFP, led design process, developed site content, including e-commerce functions. Designed and wrote email newsletter for 25,000+ subscribers. Established and directed presence on social media. Trademarked names of core services and programs.

PUBLICATIONS: Oversaw Engaging Schools' publications program. Responsible for publishing books and other resources for professional services and open market distribution. Developed author compensation model. Developed and managed publications budgets. Served as managing and developmental editor for all publications. Managed intellectual property rights, inventory, reprints, and new editions. Led editorial

development and production for *Countering Bullying and Harassment* and *Activators*. Converted Engaging Schools' bestsellers *The Advisory Guide* and *Activators* into e-book formats.

Managing Director, Coalition of Essential Schools, Providence, RI and Oakland, CA 2010-2011
Led national office. Directed annual Fall Forum conference; managed membership programs; disseminated through online and print media; developed and managed budgets, staff, and daily operations; collaborated with Executive Board to plan strategic direction.

Publications Director, Coalition of Essential Schools, Providence, RI and Oakland, CA 2001-2010
Cultivated national network of K-12 educators, leaders, students, researchers, activists, and policymakers to document support for equitable, personalized, and academically challenging. Edited quarterly print and online journal documenting the fusion of research and effective practice. Produced all other editorial projects including books, newsletters, web site content, blog, social media, advocacy initiatives, research presentations, and promotional materials. Managed publications budget. Supervised support staff and external graphics design and publishing partners. Authored professional journal and trade publication articles, books, and book chapters. Planned and facilitated events and sessions at annual Fall Forum and other conferences; presented and facilitated sessions at additional regional and national conferences.

Expanded Learning Opportunities Consultant, RI After School Plus Alliance, Providence, RI 2009-2011
Served as technical support provider for Rhode Island's Expanded Learning Opportunities (ELO) projects. Planned strategy; developed implementation; wrote policy analyses; convened educators, policy-makers, and community-based organizations for ELO professional development.

ADDITIONAL PROFESSIONAL EXPERIENCE

Contributing Writer, *East Side Monthly*, Providence, RI 2010-2016; 2020-present
Consultant/Contributing Author, Education Alliance, Brown University, Providence, RI 2005-2006
Senior Producer/Product Manager, E*TRADE, Menlo Park, CA 1999-2000
Director of Organizational and Web Development, Edmunds.com, Beverly Hills, CA 1997-1999
Virtual Community Center Producer, Electric Minds, San Francisco, CA 1996-1997
Learning Center Director, University of San Francisco, San Francisco, CA 1993-1996
Humanities Teacher, Mid-Peninsula High School, Palo Alto, CA 1992-1993
Research Assistant to the Chairman, Coalition of Essential Schools, Brown University, Providence, RI 1989-1991

SELECTED COMMUNITY PARTICIPATION and LEADERSHIP

Community Advisory Board, Providence Public Schools, Providence, RI 2019-present
Board of Directors, Wangari Maathai Community School, Providence, RI 2018-present
Executive Committee, Parent-Teacher Organization, Nathan Bishop Middle School, Providence, RI 2011-present
Treasurer, Aaron Regunberg for Lieutenant Governor and State Representative Campaigns, Providence, RI 2013-2018
Providence Public Schools Superintendent Search Committee, Providence, RI 2015-2016
Board of Advisors, Providence Student Union, Providence, RI 2012-2015

President and Executive Committee, Parent-Teacher Organization, Dr. Martin Luther King Jr. Elementary School, Providence, RI	2005-2016
Parent Advisory Council, Providence Public Schools, Providence, RI	2006-2015
Vice-President for Membership Outreach, Temple Emanuel, Providence, RI	2014-2015
Executive Board, Coalition of Essential Schools, Providence, RI	2011-2013
Mentor, Metropolitan Regional Career and Technical Center, Providence, RI	2006-2008
Advisory Board, Theodore R. Sizer Teachers Center, Francis W. Parker Charter Essential School, Devens, MA	2005-2008
President and Member, Board of Trustees, Leadership High School, San Francisco, CA	2003-2005

SELECTED PUBLICATIONS and PRESENTATIONS

Panel Speaker, Building Equity of Achievement & Access for All Students: Policy Perspectives for K-12 Schools and Leaders. University of Massachusetts Lowell, July 2019

"Social-Emotional Learning at Conservatory Lab Charter School," Center for Artistry and Scholarship, June 2019

"Building Ownership and Authentic Learning at Conservatory Lab Charter School through Projects and Learning Expeditions," Center for Artistry and Scholarship, June 2018

Keynote Speaker, National Small Schools Conference, Philadelphia, PA, June 2016

"Restoring Justice," *Teaching Tolerance*, Summer 2014, Issue 47

Faces of Learning: 50 Powerful Stories of Defining Moments in Education, Jossey-Bass, 2011, contributing author

Horace, the journal of the Coalition of Essential Schools, editor and frequent contributor

Small Schools, Big Ideas: The Essential Guide to School Transformation, Jossey-Bass, 2009, co-authored with Mara Benitez and Laura Flaxman

"Formative Assessment Applications of Culminating Demonstrations of Mastery," book chapter in *Handbook of Formative Assessment*, Routledge, 2009, co-authored with Jay Feldman

"Exhibitions: Connecting Classroom Assessment with Culminating Demonstrations of Mastery," Classroom Assessment, *Theory Into Practice*, Winter 2009, Vol. 48, No. 1

"Exhibiting Authentic Achievement," *Principal Leadership*, September 2008, Vol. 9, No. 1

"Though Far Away, Katrina Gave Chance to Assist," *News & Notes with Ed Gordon*, National Public Radio, commentary aired 2/21/2006

Contributor, *Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform*, National Association of Secondary School Principals, 2005

EDUCATION and CREDENTIALS

Harvard University Graduate School of Education, Cambridge, MA. Ed.M., Teaching and Curriculum

Brown University, Providence, RI. A.B. with Honors, English and American Literature

San Francisco State University, San Francisco, CA. Completed coursework for Certificate in Educational Therapy and Level I Special Education certification

Massachusetts Teaching Certification, English and Social Studies, grades 7-12

COMMUNICATOR • CONVENER • STRATEGIST • WRITER • EDITOR • SPEAKER • LEADER

AMBER DAY

Bryant University
1150 Douglas Pike, Smithfield, RI 02917
(401) 952-3933 • aday@bryant.edu

EDUCATION

- ✧ **Ph.D., Performance Studies, Northwestern University (2007)**
 - ◆ Dissertation: "Prankly Speaking: Performative Satire and Political Dialogue" Committee Members: Susan Manning (Chair), Jeffrey Sconce, Tracy Davis
 - ◆ Certificate in Gender Studies
- ✧ **M.A., Performance Studies, Northwestern University (2000)**
 - ◆ Thesis: "He Who Laughs Last: Michael Moore and Contemporary Political Humor"
 - ◆ University Fellow (1999-2000)
- ✧ **B.A. with Honours, Cultural Studies, McGill University (1999)**
 - ◆ Minor in Philosophy
 - ◆ Honours Thesis: "Gender Troubling: Judith Butler and Contemporary Feminisms"
 - ◆ Dean's List

ACADEMIC EMPLOYMENT AND TEACHING EXPERIENCE

- ✧ **Bryant University, Smithfield RI**
 - Professor**, Literary and Cultural Studies Department (2018-present)
 - Associate Professor**, Literary and Cultural Studies Department (2013-2018)
 - Assistant Professor**, Literary and Cultural Studies Department (2007-2013)
 - Courses taught:
 - ◆ Political Satire (combined undergraduate/graduate course)
 - ◆ Studies in Drama: Theatre of Political Engagement
 - ◆ Introduction to Cultural Studies
 - ◆ Introduction to Literary Studies
- ✧ **Northwestern University, Evanston IL**
 - Instructor** (2004-2007)
 - Courses taught:
 - ◆ Parody, Satire, and Camp (2005, 2007)
 - ◆ The Analysis and Performance of Literature (2005)

PUBLICATIONS

- ✧ **Books:**
 - ◆ Day, Amber. ed. *DIY Utopia: Cultural Imagination and the Remaking of the Possible*. Lanham, Maryland: Lexington Books, (2017).
 - ◆ Day, Amber. *Satire and Dissent: Interventions in Contemporary Political Debate*. Bloomington, Indiana: Indiana University Press, (2011).
- ✧ **Journal Articles:**
 - ◆ Day, Amber. "Mothers and Whores: Female Performers and Comedic Controversies," *Feminist Media Studies*, under review.

- ◆ Greene, Viveca and Amber Day. “Asking for it: Rape Myths, Satire, and Feminist Lacunae” *Signs: Journal of Women in Culture and Society*, (2019).
- ◆ Day, Amber. “Throwing our Voices: Ventriloquism as New Media Activism” *Media, Culture, and Society* 40.5 (2018).
- ◆ Day, Amber. “Shifting the Conversation: Colbert’s Super PAC and the Measurement of Satirical Efficacy” *International Journal of Communication* 7 (2013).
*Reprinted in edited anthology *Breaking Boundaries in Political Entertainment Studies*. USC Annenberg Press, (2013).
- ◆ Day, Amber and Ethan Thompson. “Live From New York, It's the Fake News! *Saturday Night Live* and the (Non)Politics of Parody” *Popular Communication* 10: 1-2, (2012).
*Reprinted in edited anthology *News Parody and Political Satire Across the Globe*. Routledge, (2012).
- ◆ Jones, Jeffrey P., Geoffrey Baym, Amber Day. “Mr. Stewart and Mr. Colbert Go to Washington: Television Satirists Outside the Box.” *Social Research*. Vol. 79 No. 1 (Spring 2012).
- ◆ Day, Amber. “Satire and Dissent: A Theoretical Overview” *Comunicazione Politica*, 12 (1), (2012).
- ◆ Day, Amber. “Are They for Real? Activism and Ironic Identities.” *Electronic Journal of Communication* 18. 2-4. (October 2008).

✧ Book Chapters:

- ◆ Day, Amber. “Full Frontal with Samantha Bee and Feminist Satire” *How to Watch More Television*. Eds. Jason Mittell and Ethan Thompson. New York University Press, (2020).
- ◆ Day, Amber. “Parodic TV News and Political Engagement.” *Options for Teaching Modern British and American Satire*. Eds. Evan Davis and Nicholas Nace. New York: MLA, (2019)
- ◆ Day, Amber. “Irony, Satire, and the Clickhole.” *Comedy Studies Reader*. Ed. Matt Sienkiewicz and Nick Marx. Austin: University of Texas Press, (2018).
- ◆ Day, Amber. “Culture Jamming and Media Activism” *A Companion to Popular Culture*. Ed. Gary Burns. Wiley-Blackwell, (2016).
- ◆ Day, Amber. “Shifting the Conversation: Colbert’s Super PAC and the Measurement of Satirical Efficacy” *Breaking Boundaries in Political Entertainment Studies*. USC Annenberg Press, (2013).
- ◆ Day, Amber and Ethan Thompson. “Live From New York, It's the Fake News! *Saturday Night Live* and the (Non)Politics of Parody” *News Parody and Political Satire Across the Globe*. Routledge, (2012).
- ◆ Day, Amber. “And Now...The News? Mimesis and the Real in The Daily Show.” *Satire TV: Politics and Comedy in the Post-Network Era*. Ed. Jeffrey Jones, Jonathon Gray, Ethan Thompson. New York: New York University Press, (2009).

✧ Reference Entries:

- ◆ Day, Amber. “Irony.” *Keywords in Media Studies*. Eds. Jonathan Gray and Laurie Ouellette. New York: New York University Press, (2017).

✧ Reviews:

- ◆ Day, Amber. “An Activist and a Comedian Walk into a Bar” *Mass Communication and Society*, Vol. 23, May 2020.
- ◆ Day, Amber. “Pretty/Funny: Women Comedians and Body Politics” *Feminist Review* (111), November 2015.

- ◆ Day, Amber. "Uncensored? Reinventing Humor and Satire in Post-soviet Russia." *The Russian Journal of Communication*. V. 2, No. 3-4. Summer/Fall 2009.
- ◆ Day, Amber. "The Maria Chronicles," *Theatre Journal*. John Hopkins Press. 57. 3. October 2005.

✧ Other:

- ◆ Day, Amber. "The Daily Show with Trevor Noah." Antenna (Media and Cultural Studies blog). Oct. 5, 2015.
- ◆ Day, Amber. "The Late Show with Stephen Colbert." Antenna. Sept. 19, 2015.
- ◆ Day, Amber. "Ironic Authenticity: Reverend Billy and the Church of Stop Shopping" In *Media Res*. Jan. 15, 2008.

INVITED LECTURES

- ◆ "Ventriloquizing Comedic Controversies: Female Comedians as Cultural Battleground," Media Ventriloquism Symposium, University of Alberta, April 13, 2019.
- ◆ Moderator for discussion with Sara Taskler on "Tickling Giants" MIT, Oct. 18, 2018.
- ◆ "Comedy and the 2016 Election" Panel discussion. Emerson College, Oct. 21, 2016
- ◆ "Media, Satire, and Dissent in the Americas" Georgia Institute of Technology, March 29, 2016.
- ◆ "Shifting the Conversation: Stephen Colbert's Super PAC and the Problem of Satirical Efficacy" Alumni lecture Series. Northwestern University, February 27, 2013.
- ◆ "Satire as Informing" Panel discussion. Boston College, November 15, 2011.
- ◆ "Comedy and Politics" Unboxing Television Comedy Conference, Madison, Oct., 2011.
- ◆ "Hacking Chevron's 'We Agree' Campaign: Ventriloquism and Culture-Jamming," at Screen Satires Symposium: Puppetry, Mimicry, Laughter, Harvard University; June, 2011.

CONFERENCE PRESENTATIONS

- ◆ "Not that Kind of Girl: Female Comedians and Public Critique," National Communication Association, Baltimore, Nov., 2019.
- ◆ "Ventriloquizing Comedic Controversies: Female Comedians as Cultural Battleground," Media Ventriloquism Symposium, Edmonton, April, 2019.
- ◆ "Feminist Comedians as Political Battlegrounds," American Humor Studies Association, Chicago, July, 2018.
- ◆ Chair of panel: "Our Bodies, Our Comedy: The Embodied Humor of Women Comedians," Toronto, March, 2018.
- ◆ "OB Tampons & National Champions: Satire, rape culture, and (white) feminism," Society for Cinema and Media Studies, Toronto, March, 2018.
- ◆ "Full Frontal Anger: Samantha Bee, feminist fans, and foes," International Communication Association, San Diego, May, 2017.
- ◆ "The Satiric Lens: Using satire to examine the public conversation," Society for Cinema and Media Studies, Chicago, March, 2017.
- ◆ "Rapping about Rape: Towards a Feminist Perspective on Satire," International Communication Association, Japan, June, 2016.
- ◆ "Welcome to the Clickhole: The Economics of Internet Parody and Critique," Society for Cinema and Media Studies, Atlanta, April, 2016.
- ◆ Chair of panel: "Irony and the Internet: Community, Conflict, and Popular Culture," International Communication Association, San Juan, May, 2015.

- ◆ “Clickhole: Parody’s Infinite Regress,” International Communication Association, San Juan, May, 2015.
- ◆ Chair of workshop: “Humor and Comedy Studies Huddle,” International Communication Association, Seattle, May, 2014.
- ◆ Chair of panel: “D.I.Y. Utopia,” National Communication Association, D.C. Nov., 2013.
- ◆ “Utopia and Creative Play,” National Communication Association, D.C. Nov., 2013.
- ◆ “Speaking for the Brand: Ventriloquism in Activism,” *Beyond the Brand* International Communication Association pre-conference, London, June, 2013.
- ◆ Chair of panel: “Outside the Box: Stewart, Colbert, and The Emerging Possibilities of Political Satire,” International Communication Association, Boston, May, 2011.
- ◆ “Affirmation and Amplification: Rally as Counter-Public,” International Communication Association, Boston, May, 2011.
- ◆ “Ironic Authenticity: Performing Earnestness Through Irony,” Performance Studies International, Zagreb, June, 2009.
- ◆ “Earnestly Ironic: Viral Videos for Action,” International Communication Association, Chicago, May, 2009.
- ◆ “Irony is the New Empathy,” American Society for Theatre Research, Boston, Nov., 2008.
- ◆ “And Now...The News? Mimesis and the Real in The Daily Show,” Society for Cinema and Media Studies, Philadelphia, March, 2008.
- ◆ “Are They for Real? Activism and Ironic Identities,” The Canadian Cultural Studies Association, Edmonton, Oct., 2007.
- ◆ “Are They For Real? Activism and Ironic Identities,” The National Communication Association, San Antonio, Nov., 2006.
- ◆ “Hero and Villain; Michael Moore as Public Figure,” Film and History, Dallas, Nov., 2006.
- ◆ “The Nightly Skews: Parodic News Shows and Public Discourse,” The Cultural Studies Association (U.S.), Washington, D.C., April, 2006.
- ◆ “Oppositional Laughter: Satiric Documentaries and Political Dialogue,” National Communication Association, Boston, Nov., 2005.
- ◆ “A Wise Fool: Michael Moore and the Performance of Public Resistance,” Fifth International Crossroads in Cultural Studies, University of Illinois, 2004.
- ◆ “Talking Back: Michael Moore and the Performance of Public Resistance,” Performance as Public Practice, University of Texas, Austin, 2004.

MEDIA APPEARANCES

✧ **Print and Electronic Media**

- ◆ Quoted in Los Angeles Times. “The satirical Onion takes aim at Trump’s ‘zero tolerance’ immigration policy – but some say it’s no laughing matter.” July 5, 2018.
- ◆ Quoted in Circa.com. “Washington is Unable to Take a Joke’: Reactions to the White House Correspondents’ Dinner.” April 30, 2018.
- ◆ Quoted in Thought Economics. “Tickling Giants: How Comedy and Satire Can Challenge Politics.” June 6, 2017.
- ◆ Quoted in The Post and Courier. “‘Angel’ a play, injected with comedy, about the gravest of issues.” May 26, 2017.
- ◆ Quoted in Aftenposten (Norway). “Det slar aldri feil: Nar Alex Baldwin tar pa seg parykken, blir Trump rasende.” February 12, 2017.
- ◆ Quoted in Made Man. “Does Donald Trump Defy Satire?” January, 2017.

- ◆ Quoted in Christian Science Monitor. “Why Political Satire May Become Even More Important in Trump Era.” Dec. 29, 2016.
 - ◆ Quoted in Smithsonian Magazine. “What’s Behind America’s Obsession With Presidential Masks?” Oct. 28, 2016.
 - ◆ Quoted in Tampa Bay Times. “Trump, Clinton campaigns a gold mine for comedians.” Aug. 18, 2016.
 - ◆ Quoted in Christian Science Monitor. “Charlie Hebdo Attack: Why Western satire especially riles some nations and groups.” Jan. 7, 2015.
 - ◆ Quoted in Capitol News Service. “The Satirical Comedy World Wages War Against Washington’s NFL Team.” Dec. 11, 2014.
 - ◆ Opinion piece published on The Conversation website. “Satire might not sway votes, but that isn’t the point,” Nov. 4, 2014.
 - ◆ Opinion piece re-published in The Washington Post. “Satire might not sway votes, but that isn’t the point,” Nov. 4, 2014.
 - ◆ Quoted in the Harvard Political Review. “How John Oliver Usurped a Genre.” Oct. 31, 2014
 - ◆ Interviewed for Danish book *Fem år med Obama*. 2014.
 - ◆ Quoted on Salon.com “Mockery: Women’s New Weapon” Mar. 17, 2012.
 - ◆ Interviewed by Henry Jenkins on Aca-Fan weblog. May 3, 2011.
 - ◆ Op-ed piece in *Huffington Post*. “Why More Americans Are Being Informed and Entertained by Satire Than Ever Before” February 16, 2011.
 - ◆ Quoted in *Christian Science Monitor*. “Stephen Colbert vs Arianna Huffington: What Their Spat is Really About” February 18, 2011.
 - ◆ Invited debater on *The New York Times Room for Debate* forum. “When Does a Fake Political Rally Turn Real” October 28, 2010.
 - ◆ Op-ed piece “Serious Comedy Fills the Discourse Void” published in *Newsday*, October 27, 2010.
 - ◆ Quoted in *The New York Times*. “Jon Stewart and His Rally May Shun Politics, but Attendees Are Embracing It” October 29, 2010.
 - ◆ Quoted in *Los Angeles Times*. “In Call For a Rally, Comedians Stir Liberal Expectations” October 28, 2010.
 - ◆ Quoted in *Christian Science Monitor*. “Stewart-Colbert Rally Aims: 1. Change Politics. 2. Sell Knick-Knacks” October 25, 2010.
 - ◆ Quoted in *Christian Science Monitor*. “Are Jon Stewart and Stephen Colbert Going All Serious On Us?” October 4, 2010.
 - ◆ Quoted in *Christian Science Monitor*. “Did Stephen Colbert and Joaquin Phoenix Take Satire Too Far?” September 27, 2010.
- ✧ **Radio and Podcasts**
- ◆ Interviewed on Global Canada, “Super Awesome Science Show, Oct., 2019.
 - ◆ Interviewed on Wisconsin Public Radio “The Morning Show.” July 15, 2019.
 - ◆ Interviewed on SiriusXM Insight “Let’s Consider the Source.” Nov. 26, 2016.
 - ◆ Interviewed on Wisconsin Public Radio “The Kathleen Dunn show.” Nov. 12, 2014.
 - ◆ Interviewed for “Scholar’s Circle” syndicated radio show. Sept. 29, 2013
 - ◆ Interviewed on “The Critical Lede” Podcast. March 30, 2011.
 - ◆ Recorded audio essay for “The Academic Minute” on National Public Radio. March, 4, 2011.
 - ◆ Interviewed on WPRO. Providence. February 19, 2011.
 - ◆ Interviewed on WCHE. Philadelphia. November 8, 2010.

- ◆ Interviewed on AP Radio. October 30, 2010.
- ◆ Interviewed on WPRO. Providence. October 1, 2010.

✧ **Reviews of *Satire and Dissent***

- ◆ *Rhetoric and Public Affairs*, June 2012
- ◆ *Comunicazione Politica*, April 2012
- ◆ *Liminalities: A Journal of Performance Studies*. July 2011
- ◆ *Foreword Magazine*. July 2011
- ◆ *Midwest Book Review*. June, 2011
- ◆ *Providence Journal*. May 8, 2011

AWARDS

- ✧ Bryant University Toby Award, 2018
- ✧ Bryant University Research and Publication Award, 2016-2017
- ✧ Bryant University Research and Publication Award, 2010-2011
- ✧ Bryant University Merit Award, 2009, 2012, 2014, 2016, 2019

PROFESSIONAL SERVICE

- ◆ Editorial Review board member for *Studies in American Humor*
- ◆ External Reviewer for promotion at University of San Francisco
- ◆ Reviewer for Economic and Social Research Council Grant
- ◆ Reviewer for Veni grant application for the Netherlands Organisation for Scientific Research
- ◆ Article Editor for SAGE Open
- ◆ Peer Reviewer for the International Communication Association
- ◆ External Examiner for a Queensland University of Technology Ph.D. defense
- ◆ External Reviewer for a Hampshire College tenure review
- ◆ External Reviewer for a Hampshire College reappointment review
- ◆ Peer Reviewer for Indiana University Press
- ◆ Peer Reviewer for Routledge
- ◆ Peer Reviewer for Oxford Research Encyclopedia of Communication
- ◆ Peer Reviewer for *Feminist Media Studies*
- ◆ Peer Reviewer for *Studies in American Humor*
- ◆ Peer Reviewer for *Feminist Media Histories*
- ◆ Peer Reviewer for *European Journal of Cultural Studies*
- ◆ Peer Reviewer for *Journal of Women's History*
- ◆ Peer Reviewer for *The International Journal of Communication*
- ◆ Peer Reviewer for *The Communication Review*
- ◆ Peer Reviewer for *Sociological Research Online*
- ◆ Peer Reviewer for *Law, Culture, and the Humanities*
- ◆ Peer Reviewer for *The Canadian Review of American Studies*
- ◆ Peer Reviewer for *Popular Communication*
- ◆ Peer Reviewer for *International Journal of Cultural Studies*

- ◆ Peer Reviewer for *Critical Studies in Media Communication*
- ◆ Peer Reviewer for *Media International Australia*
- ◆ Peer Reviewer for *Genre: Forms of Discourse and Culture*
- ◆ Peer Reviewer for *Television and New Media*
- ◆ Peer Reviewer for *Communication Quarterly*

UNIVERSITY SERVICE

- ◆ Member of the planning committee for the Art Barn (2019-present)
- ◆ Coordinator for all Introduction to Literary Studies sections (2015-2019)
- ◆ Member of the Women, Gender, and Sexuality Studies Advisory Board (2007-present)
- ◆ Faculty Advisor to the Bryant Players [student theater group] (2008-2019)
- ◆ Member of the task force on attracting more female students to campus (2018-present)
- ◆ Member of the NECHE self-study group (2018-present)
- ◆ Co-chair of departmental search committee for Assistant Professor of Writing (2018-2019)
- ◆ Faculty Speaker at the Bryant Heal Sex Week Panel (2018)
- ◆ Organizer of the DIY Utopia symposium (March 2017)
- ◆ Chair of the Spaces super committee for the CAS Strategic Task Force (2016-2017)
- ◆ Member of the Bryant Scholars Committee (2015-2017)
- ◆ Faculty Mentor for freshman IDEA program (2015, 2018)
- ◆ Co-organizer of the Faculty Improvisation Group (2015-2017)
- ◆ Member of the “Community” subcommittee for the College of Arts and Sciences (2016- 2017)
- ◆ Faculty speaker at the Bryant screening of *Tickling Giants* film (Mar. 2017)
- ◆ Organized and hosted “Pulling Back the Curtain: Media Coverage of the Election” (Mar. 2016)
- ◆ Faculty Presenter on “Academic Culture” for campus 4-Mile program (2016, 2017)
- ◆ Member of the Faculty Creativity Fellows (2014-2015)
- ◆ Member of Literary and Cultural Studies Department program review committee (2014-2015)
- ◆ Co-Chair of Faculty Development Committee (2008-2012)
- ◆ Co-Chair of the search committee for a Director of Faculty Development (2008, 2009, 2010)
- ◆ Co-creator of a new program concentration and minor in Media and Cultural Studies
- ◆ Member of the Women Gender and Sexuality Studies Assessment Team (2012)
- ◆ Member of Information Literacy Working Group (2011-2012)
- ◆ Faculty presenter for Bryant University alumni events in Boston and New York (2012)
- ◆ Organizer of one faculty panel and one student panel at Bryant Research and Engagement Day (2011)
- ◆ Faculty presenter for the Blackstone Valley Humanities Scholars program (2011)
- ◆ Bryant University representative at the AAC&U conference on Assessment (2008)
- ◆ Organizer of Bryant performance of E. Patrick Johnson’s “Pouring Tea: Black Gay Men of the South Tell their Tales” (Jan. 9, 2009)
- ◆ Panel Discussant for Counseling Services’ presentation of “Killing Us Softly” (2008)
- ◆ Presenter, Bryant Faculty Research Day (2008)

ARTISTIC EXPERIENCE

✧ Performance

- ◆ Member of the Boston-based art and performance collective The Institute for Infinitely Small Things. Participated in performances and exhibitions at the Decordova museum in Lincoln, MA, the ICA in Boston, The Eyebeam Gallery in New York, and the Axiom gallery in Boston. (2007-2016)
- ◆ Performed in six productions with the Chicago Second City's Training Center. Completed the Training Center Conservatory Program in Improvisation. (2002-2003)
- ◆ Performed in venues across Chicago with Improvisation troupe "Super Pie." (2003-2004)
- ◆ Performed in two Northwestern U. "Performance Hour" ensemble productions. (2001/2004)
- ◆ Wrote, directed, and performed in a thirty-minute, one-woman show entitled "Being Me" at Northwestern University. Drew from interview material to create an ethnographic performance about the concept of self. (2000)
- ◆ Performed in ten McGill University Productions. (1995-1999)

✧ Film Production

- ◆ Directed, filmed and edited the documentary "Being Me." (2000)
- ◆ Directed, filmed and edited the documentary "The Meaning of Life." (1998)
Screened at Montreal International Student Film Festival and the McGill U Film Festival.

✧ Writing

- ◆ Wrote a one-act play, subsequently produced at McGill University's Drama Festival. (1999)

PROFESSIONAL MEMBERSHIPS

- ◆ International Communication Association
- ◆ Society for Cinema and Media Studies
- ◆ American Humor Studies Association
- ◆ National Communication Association

EDGAR J. GARZON

SUMMARY

REAL ESTATE FINANCIAL CONTROLLER

Dynamic, self-motivated, and flexible real estate financial professional. Progressive experience working for a CRE development and property management firm in the preparation and analysis of real estate financial data in support of enterprise decision-making. Strong ability to cultivate relationships with key internal and external stakeholders.

AREAS OF EXPERTISE

Financial Statement Preparation & Analysis • Sage 300 CRE (Timberline) • Intuit QuickBooks General Ledger Maintenance • Construction & Tenant Build-out Job Costing, Budgeting, Reporting & Analysis • Real Estate Financial Modeling • MS Office Suites (Advanced Microsoft Excel Skills (pivot tables, V-lookups, macros) • Leasing review & compliance • Bilingual (English/Spanish)

PROFESSIONAL EXPERIENCE

06/19-Present Armory Management Company, Providence, RI

Controller 06/19-Present

- Responsible for quarterly and yearly closing procedures for 25 plus entities including journal entries, GL balance sheet and P&L account reconciliations and analysis, performing flux/variance analysis and providing support when appropriate, as well as making sure activity is properly recorded
- Preparation of annual audit package, supporting documents, and spreadsheets, for outside CPA firm working closely with them to get independent compilations and tax returns filed in adequate time, as well as reviewing and pre-approving CPA draft tax returns and proposed adjusting journal entries.
- Liaison with lenders and/or potential lenders and attorneys on any new or existing commercial loans providing any information needed
- Process monthly construction/development requisitions
- Supervise and provide support to accounting team
- Train new staff members on procedures and software and continue to serve as a resource providing support on any software issues/questions, filing methods, and office procedures

10/14-06/19 COAST REALTY MANAGEMENT, East Providence, RI

Staff Accountant/Financial Analyst, 4/16-Present

- Responsible for monthly and yearly closing procedures for 51 entities including journal entries, GL balance sheet and P&L account reconciliations and analysis, performing flux/variance analysis and providing support when appropriate, as well as making sure activity is properly recorded
- Preparation of monthly and yearly financial statements for each assigned entity
- Preparation of annual audit package, supporting documents, and spreadsheets, for outside CPA firm working closely with them to get independent compilations and tax returns filed in adequate time, as well as reviewing and pre-approving CPA draft tax returns and proposed adjusting journal entries.
- Liaison with lenders and/or potential lenders and attorneys on any new or existing commercial loans providing any information needed such as rent rolls, partnership and personal financial statements and tax returns, partnership operating agreements, P&S agreements, leases, etc.
- Review all monthly intercompany transactions.
- Review new leases and renewals for accuracy and to ensure lease compliance
- Train new staff members on procedures and software and continue to serve as a resource providing support on any software issues/questions, filing methods, and office procedures

Senior Bookkeeper, 10/14-4/16

- Reconciliations of 49 cash accounts, CAM, RE taxes, insurance billings, and intercompany transactions
- Create, maintain, and analyze job costs reports for new, ongoing, and completed projects and meeting with management in order to get accurate budgeting and controls implemented in the accounting system.
- Review all existing and new P&S agreements for land under contract in order to ensure compliance on permitting payments, create and maintain land deposit spreadsheets and reconcile them to make sure permitting/extension payments are properly capitalized or expensed.
- Maintain fixed asset capitalization schedules and amortization schedules for promissory notes and reconcile them monthly to assure principle and interests are being correctly allocated, review loan agreements to ensure compliance on financial covenants and maturity dates

- Preparation of 1099s and 1096s
- Assist Accounting Director with any special projects and assist when needed with AP and AR duties
- Work with system and tech consultants in order to get technical issues resolved.

EDUCATION**Rhode Island College, School of Management, Providence, RI**

Bachelor of Science – BS, Finance, 2014

Bachelor of Arts – BA, Economics, 2014

Accounting Minor

Magna Cum Laude

Viviane Saleh-Hanna, Ph.D.

The University of Massachusetts, Dartmouth • Professor and Chairperson of Crime and Justice Studies • 284 Old Westport Road, Liberal Arts 399E, North Dartmouth, MA 02747 • Tel. (508) 910-6453 • vhanna@umassd.edu

Scholarly Interests

- Black Feminist Hauntology
- A History of Criminology: Crime Theory's Time, Place, Politics and Policy Implications
- Dismantling the Slavery to Prison Pipeline – Mapping Carceral Power across Time and Space
- Penal Colonialism: Special Emphasis on Nigerian, USA and Canadian Criminal Justice Systems
- Penal and Prison Abolition: International Movements and Scholarships
- Black Musicianship: Tracing Cross-Atlantic Slave Routes through songs → Afrobeat, Hip Hop and Reggae

Education

2003-2007: Doctorate of Philosophy College of Arts & Sciences: Criminal Justice Department
Indiana University – Bloomington, Indiana, United States

1998-2000: Master of Arts College of Arts & Sciences: School of Criminology
Simon Fraser University – Burnaby, British Columbia, Canada

1994-1998: Bachelors of Arts, Honors Degree College of Arts & Sciences: Criminology Department
Major in Criminology, Minor in Psychology
University of Ottawa – Ottawa, Ontario, Canada

Academic Appointments

2019-present: Full Professor and Chair, Department of Crime and Justice Studies. Black Studies and Women's and Gender Studies Affiliate at UMass Dartmouth

2015-2019: Associate Professor and Chair, Department of Crime and Justice Studies. Black Studies and Women's and Gender Studies Affiliate at UMass Dartmouth

2013-2014: Founding member of the Department of Crime and Justice Studies in 2013.

2012 – 2013: Associate Professor of Crime and Justice Studies/Sociology and Anthropology. Black Studies and Women's and Gender Studies Affiliate at UMass Dartmouth

2007 – 2012: Assistant Professor of Crime and Justice Studies/Sociology and Anthropology, Black Studies and Women's and Gender Studies Affiliate at UMass Dartmouth

Scholarly Publications

Peer Reviewed Publications

Saleh-Hanna, Viviane (2017). "An Abolitionist Theory on Crime: ending the abusive relationship with Racist-Imperialist-Patriarchy [R.I.P.] in The Contemporary Justice Review Edited by Michael Coyle and Judah Schept special edition on Penal Abolition: Taylor and Francis and the official Journal of the Justice Studies Association.

Saleh-Hanna, Viviane (2016). "Reversing Criminology's White Gaze: as Lombroso's Disembodied Head Peers through a Glass Jar in a Museum foreshadowed by Sara Baartman's Ghost" in The Palgrave Handbook on Prison Tourism. Hampshire, UK: Palgrave Macmillan, A division of Palgrave Publishers Ltd.

Saleh-Hanna, Viviane (2015). "Black Feminist Hauntology: Rememory the Ghosts of Abolition?" in *Penal Field/Champ Penal* Vol. XII, special edition for The International Conference on Penal Abolition (ICOA) URL : <https://champpenal.revues.org/9168>

Saleh-Hanna, Viviane (2015) "An Abolitionist Mama Speaks: On Natural Birthing and Miscarriage" in *Birthing Justice – Saving our Lives: Black Women, Pregnancy and Childbirth* edited by Julia C. Oparah, Alicia Bonaparte and Shanelle Matthews. Boulder, Colorado: Paradigm Publishers.

Saleh-Hanna, Viviane (2010). "Crime, Resistance and Song: Black Musicianship's Black Criminology" in *Popular Culture, Crime, and Social Control*. Edited by Mathieu Deflem for Sociology of Crime, Law, and Deviance, Volume 14: Emerald Publishing.

Saleh-Hanna, Viviane and Alston, Ashanti Omowali (co-editors) (2007) "Preface" *The Journal of Prisoners on Prisons 15th Anniversary Issue: Commemorating the 40th Anniversary of the forming of the Black Panther Party*. 15/16 (1 & 2):v-viii.

Saleh-Hanna, Viviane and Alston, Ashanti Omowali (co-editors) (2007) "Introduction: Responding to Centuries of Violence, Imprisonment and Oppression" in *The Journal of Prisoners on Prisons 15th Anniversary Issue: Commemorating the 40th Anniversary of the forming of the Black Panther Party*. 15/16 (1 & 2):1-9.

Saleh-Hanna, Viviane (editor) (2005) "Preface" in *The Journal of Prisoners on Prisons* 14(1):3-5.

Book Reviews and Encyclopedia Entries

Saleh-Hanna, Viviane (2019). "Book Review: No Mercy Here: Gender, Punishment and the Making of Jim Crow Modernity" in *Social Justice: A Journal of Crime, Conflict and World Order*.

Monograph: published with commentary

Saleh-Hanna, Viviane (2008) *Colonial Systems of Control: Criminal Justice in Nigeria*. Ottawa: University of Ottawa Press.

Academic Encyclopedia:

Saleh-Hanna, Viviane (2020) "Colonialism, Crime and Social Control" in *The Oxford Encyclopedia of International Criminology*.

Submitted for Review

Saleh-Hanna, Viviane (forthcoming). "Dismembered: Amputated Histories of Chattel Slavery and Canada's Carceral Phantom Pain" in *Unsettling Colonialism in the Canadian Criminal Justice System: A Reader* edited by Vicki Chartrand and Josephine Savarese. Edmonton Alberta: Athabasca University Press.

Invited/Featured Academic Presentations and Lectures

2020 COVID 19 cancelled	Black Policy Conference Harvard Kennedy School, Cambridge, MA, USA Presentation: Black Liberation - Decarceration and Prison Abolition as a Way Forward
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- 2019: **Trinity Rep Theater, Marcus Gardley's Black Odyssey**
 Providence, RI, USA
 Presentation: **Post Show Dialogue on Black Odyssey, Black Feminist Hauntology and Dearly Beloved**
- 2019: **Context and Conversation Series by the Providence Public Library**
 Sophia Academy, Providence, RI
 Presentation: **Hauntological Analysis of Marcus Gardley's Black Odyssey**
- 2018: **Providence College: Women's Studies June Seminar Series**
Dancing on the Margins - curriculum prepared by J. Jordan-Zachary
 Providence, RI, USA
 Presentation: **Black Feminist Hauntology: Rememory the Ghosts of Abolition?**
- 2018: **New Bedford Whaling National Historic Park Theater**
Film Screening: Slavery by Another Name
 New Bedford, MA, USA
 Presentation: **Film Analysis and Discussion**
- 2018: **UMass Law Review: Criminal Justice Symposium**
Mass Incarceration: An American Crisis
 Dartmouth, MA, USA
 Presentation: **Confronting the Roots of Mass Incarceration**
- 2018: **Healing Fibers: Indigenous Art and Activism**
A Group Art Exhibition and Forum
 Worcester, MA, USA
 Presentation: **Dearly Beloved: We are Our Own Record Keepers**
- 2018: **Taunton High School**
Black History Month Presentation
 Taunton, MA, USA
 Presentation: **From Slavery to Prisons**
- 2018: **UMass Dartmouth**
Confronting Anti-Black Racism Through Transnational Activism & Scholarship
 Dartmouth, MA, USA
 Presentation: **Black Feminist Hauntology: An Introduction**
- 2017: **Bridgewater State University**
Pedro Pires Institute for Cape Verdean Studies
 Bridgewater, MA, USA
 Presentation: **The Architecture of Punishment: a photographic essay of how historic enslavement produced modern day imprisonment**
- 2016: **Rhode Island School of Design Museum Series: Double Take**
 Rhode Island School of Design, Providence, RI
 Presentation: **Double Take To Honor Nesmin: A Haunting Analysis of Unearthed Mummies**
- 2016: **Invited Speaker - Rhode Island College**
 Providence, RI, USA
 Presentation: **Fela Kuti's Wahala Music: Memories in Records of Anti-colonial Resistance**
- 2016: **Invited Speaker - Yale Law School, RebLaw Conference**

- New Haven, CN, USA
Presentation: **Black Feminist Hauntology and Penal Abolition**
- 2015: **Inaugural Speaker for International Month - Bishops University**
Sherbrook, Quebec, Canada
Presentation: **The Slavery to Prison Pipeline: A Visual Journey Through Chattel Slavery's Architectural Evolution into Prison**
- 2015: **Featured Speaker - Rhode Island Health Equity Summit**
Sponsored by the RI Department of Health
Warwick, RI, USA
Presentation: **Criminal Justice and Anti-Blackness: Life and Death within the shadows of Slavery**
- 2014: **Keynote Speaker - National Jericho Movement Annual Conference**
Omaha, NB, USA
Presentation: **Arrested, Transported and Imprisoned: From Slavery's middle passage plantations into Police Handcuffs and Penitentiaries**
- 2014: **Opening Plenary Conference Presentation - University of Ottawa**
Fifteenth International Conference on Penal Abolition (ICOPA)
Ottawa, ON, Canada
Opening Plenary Panel: **Resisting Carceral Nation-States**
- 2014: **Invited Speaker - Panel Discussion and Community Forum**
New Bedford: Whaling and National Historic Park
New Bedford, MA, USA
Presentation: **Disrupting the School to Prison Pipeline**
- 2013: **Keynote Speaker - Southeastern Environmental Educational Alliance [SEEAL]**
annual meeting
New Bedford: Cape Verdean Veteran's Hall (November 19, 2013).
Presentation: **Anti-Racism For Community Organizations**
- 2013: **Invited Speaker - Promising Practices Conference**
Rhode Island College, Providence, RI, USA
Panel Title: **The Carceral State: Racial Profiling Inside and Outside Schools**
- 2011: **Featured Speaker - Broken Silence Conference**
Northeastern University, Boston, MA, USA
Presentation: **The Technology of Punishment: A visual journey into the architecture of Slave Dungeons in West Africa and imprisonment through modern Criminal Justice**
- 2010: **Featured Speaker - Crime, Media and Culture Conference**
Indiana State University, Terre Haute, IN, USA
Presentation: **How does it feel to be a Problem? Black Revolutionary Hip Hop and White Supremacist Criminology**
- 2009: **Invited Speaker - Cornell University**
Utica, NY, USA
Presentation: **Black History is Neither Black, Nor History: Surviving 500 years of Slavery, Apartheid and Mass Incarceration**
- 2009: **Key Note Speaker - Lumpen-City Conference**
York University, Toronto, ON, Canada
Presentation: **Urban Sociology with a Suburban Analysis**

- 2009: **Key Note Speaker - Sista 2 Sista Youth Summit**
St. Francis College, Brooklyn, NY, USA
Presentation: **Black Women in History: Pan Africanism and Black Feminism**
- 2009: **Invited Speaker - Queens University**
Kingston, ON, Canada
Presentation: **Confronting Hate Crimes on the (Queens) University Campus**
- 2008: **Featured Speaker - Sista 2 Sista Youth Summit: Get Lifted**
St. Francis College, Brooklyn, NY, USA
Presentation: **Pan Africanism for Black High School Girls**
- 2008: **Featured Speaker - Rhode Island Series: Covenant with Black America**
Roger Williams University, Bristol, RI, USA
Presentation: **Covenant III - Correcting the System of Unequal Justice**
- 2008-2009: **Expert Witness - US Federal Court Proceedings**
US Immigration Deportation Case - represented by Schnader Harrison Segal & Lewis
LLP, York, PA, USA
Expert Testimony on: the condition of Nigerian Prisons for deported Nigerians

Editorial Boards

- 2005-present Journal of Prisoners on Prisons
2007-present African Journal of Criminology and Justice Studies
2018 - present Decolonization of Criminology and Justice (DCJ)

Conference Presentations

- 2019: **American Society of Criminology**
“Colliding White ScholarShip & Black MusicianShip along the Middle Passage to Freedom: Fela Kuti, Peter Still’s Underground Railroad & Anti-colonial theorizing on crimes Against Humanity” San Francisco, CA
- 2018: **American Society of Criminology**
“The Afterlife of Nesmin’s Mummified Body: Unearthing and Grasping the Power of Life and Death Sentencing Policies in the United States”
Atlanta, GA
- 2018: **American Society of Criminology**
“Pedagogical Disruptions of Dominant Narratives in Criminology: The Power of an Inside-Out Classroom” co-presenter with Tammi Arford and Susan Krumholz
Atlanta, GA
- 2017: **Seventeenth International Conference on Penal Abolition (ICOPA 17)**
“The Slavery to Prison Pipeline” - New Bedford, MA, United States
- 2016: **Sixteenth International Conference on Penal Abolition (ICOPA 16)**
“Requiring Abolition: An Academic Department’s Journey for Social Justice”
Quito, Ecuador
- 2016: **American Society of Criminology**
“Reversing Criminology’s White Gaze: As Lombroso’s Disembodied Head Peers Through a Glass Jar in a Museum Foreshadowed by Sara Baartman’s Ghost”

New Orleans, LA

2015:

American Society of Criminology

"Black Feminist Hauntology: Rememory the Ghosts of Abolition?"

Washington, DC, United States

2014:

Fifteenth International Conference on Penal Abolition (ICOPA 15)

"Racist-Imperialist-Patriarchy [R.I.P.] - Penal Colonialism and the Abusive Legacies of White Supremacy" - Ottawa, ON, Canada

CURRENT
PROFESSIONAL
PRACTICES

2018-current /Rhode Island School of Design // assistant professor in Industrial Design

Assistant professor in the Industrial Design Department with focus in hands on learning. Teaching wide range of courses in both undergraduate and graduate programs including Junior Special Topics Studio (Prototyping Form), Senior Advanced Studios (Furniture for Production, Table Top Design, Material Experimental Design, Design research & exploration at Work), Graduate II, Graduate Thesis Making and Wood II.

2016-current /Rhode Island School of Design // faculty coordinator in Industrial Design

Faculty coordinator in the Industrial Design Department to assist the head of the department in various administrative tasks. Responsibilities include

2001-current /OBSERVATORY // co-founder & design director

Co-founder and director of an award winning multidisciplinary design consultancy (formally Kaiju Studios) with a focus on industrial and furniture design. Responsible for all aspects of studio operations including business & employee management, client development, project management, and design direction & creation of project deliverables. Clients range widely from global corporations to small start-ups, including, Herman Miller, Proctor & Gamble, Gillette, Keilhauer, Samsonite, Skip Hop, and Tradeworks of Japan. Current projects include storage solutions for Herman Miller, teacher equity education workshop tools for EduLeaders of Color RI, innovation design solutions to ODL.

2019-current /DePaul University Ex-Futures Lab // collaborator/contributor

On going research project collaborator invited by the Design Lab with a mission to create provocative ideas and objects that unsettle thinking about the future, present, and past by fostering uncertainty, curiosity, and collaboration to explore 'Future of attachment'

ADDITIONAL
EXPERIENCES

2018-current /Wangari Maathai Community School // board of trustee

Board of trustee of a new K-8 public charter school opening in Providence for the 2021-2022 school year. Utilizing Providence, with its rich natural, cultural, historical and creative resources, the school intends to offer hands on and project based teaching fostering diversity, interdependence, exploration and responsibility in students and community.

2019-current /DTPOC PVD // co-organizer/activist/designer

Co-organizer of the first annual Dyke and Trans People of Color March in Providence focusing on supporting and lifting under-represented community members of color during Pride week.

2017-2018 /Montessori Community School of RI // board member

Board member of the Montessori School based in Providence. School's mission includes cultivating community centric and socio-economic diversity. Currently serving as a treasurer.

2010-16 /Rhode Island School of Design // adjunct faculty in Industrial Design

A critic for a wide range of studios taught for Industrial Design department at RISD including: Metal I, Sophomore Design Principals, Junior Special Topics, and Graduate II. A guest lecturer for various studios including Sophomore Design Principals on Sustainable Design Practice, and an advisor to various ISP/CSP and Graduate Thesis students

2004-current // independent web & graphic design and development contractor

Design and development contractor of visual identities, visual materials, and websites to various artists and small business owners.

1999-2001 /Birsal + Seck (formally Olive 1:1) // industrial designer

Lead Industrial Designer of an internationally renowned design firm lead by Ayse Birsal. Clients and projects include Resolve Office System for Herman Miller, Herman Miller Red, Oscar Sink for Merati, Italy, and Tulip Bathroom-ware for Decorum, Turkey.

EDUCATION	1999 /BFA in Industrial Design // Rhode Island School of Design
EXHIBITIONS & LECTURES	2019 /RISD ID Triennial Exhibition // OK Bucket & Zokin Rags 2019 /Herman Miller presents - Furnishing Utopia 4.0 Drawing Upon Frameworks // Tessellated Dome 2019 /Brown University, The Entrepreneurial Process Guest Lecturer (spring & fall) 2019/ Parsons, Product Design, Design Studio 4 Guest Lecturer 2018 /NeoCon // Ubi Work Tools for Herman Miller 2018 /DWR presents - Furnishing Utopia 3.0 Hands to Work // OK Bucket & Zokin Rags 2018 /RISD Faculty Exhibition & Forum // Ubi Work Tools & Doko 2018 /International Builders' Show // Dialogue Layered Glass for ODL 2017 /NeoCon // Layout Studio for Herman Miller, Ubi Work Tools for Herman Miller 2016 /Healthcare Design Expo // Doko for Keilhauer 2016 /NeoCon // Doko for Keilhauer 2016 /NeoCon // Layout Studio for Herman Miller, Ubi Work Tools for Herman Miller 2013 /International Housewares Show // Troika for Teroforma 2013 /RISD ID Triennial Show // Airia Desk, Bow Light 2012 /Anchor Gallery 'Vicinity' // Blink Mirror, Airia Desk, Ekke & Avva Votive Stacker 2012 /NeoCon // Cleo Marker Boards for Skyline Design 2011 /NY NOW // EKKE & AVVA Votive Stacker and Sniffer for Teroforma 2011 /International Contemporary Furniture Fair (ICFF) // Blink Mirror Collection for Skyline Design 2008 /The Noguchi Museum, 'Discovering the Japanese Modern' // Panelist Lecture+Discussion 2008 /International Contemporary Furniture Fair (ICFF) // Airia Desk and Credenza, Lifework Portfolio for Herman Miller 2008 /Design Within Reach, M+D+F Show // i/o Organizer 2004 /NeoCon // Kotatsu Work Table for Herman Miller 2003 /Core77, 'Hytrek Design Charette' // Design Charette
AWARDS & GRANTS	2019 /Ex-Future Lab Visiting Design Collaborator Award // DePaul University Ex-Future Lab 2019 /the Global Engagement for Curricular Development Grant Recipient// RISD 2018 /Short listed for Dezeen Awards Homeware Design category // Furnishing Utopia 2017 /New Faculty Grant Recipient// RISD 2016 /Best of Year Award, Interior Design Magazine // Doko for Keilhauer 2016 /GOOD DESIGN Award, Chicago Athenaeum // Doko for Keilhauer 2016 /HiP Award, Interior Design Magazine // Doko for Keilhauer 2013 /Global Innovation Award, Housewares Association // Troika Trivet for Teroforma 2011 /Good Design Award, Japan Institute for Design Promotion // Lapel Pen for Tradeworks 2011 /Good Design Award, Japan Institute for Design Promotion // Stick Pen for Tradeworks 2008 /GOOD DESIGN Award, Chicago Athenaeum // Airia Desk & Credenza for Herman Miller 2008 /International Contemporary Furniture Fair, Editors' Award for Body of Work // Lifework Portfolio, Airia Desk and Credenza for Herman Miller 2000 /I.D. Magazine Design Award // Oscar Sink for Merati, Italy with Ayse Birsel 1999 /Thomas Alva Edison Award, Rhode Island School of Design, ID // innovation
SELECTED PRESS	2019 Oct / NYTimes Style Magazine + Design Within Reach // Women who make DWR 2019 May /Herman Miller Way of Living // Airia Desk for Herman Miller 2018 May /Metropolis, NYTimes, Wallpaper, Interior Design, Sight Unseen, Dezeen, Fast Company, Design Milk, Azure, Fast Company // Furnishing Utopia 3.0 2017 May /Forbes JAPAN // RISD ID department class/pedigogy feature 2016 July /Canadian Interiors // Doko for Keilhauer 2016 June /Interior Design // Doko for Keilhauer 2016 June /Contract Magazine // Doko for Keilhauer 2016 May /Metropolis // Doko for Keilhauer

Ayako Takase // 401-497-4818 ayako@observatorydesign.com

SELECTED PRESS
(continued)

2016 April /The Business of Furniture // Doko for Keilhauer
2009 September /The New York Times // Airia Desk & Credenza for Herman Miller
2008 October /Pasajes Diseno // Airia Desk & Credenza for Herman Miller
2008 October /Wallpaper // Airia Desk & Credenza for Herman Miller
2008 October /Vogue Living Australia // Airia Desk & Credenza for Herman Miller
2008 September /Men's Journal // Airia Desk & Credenza for Herman Miller
2008 June /Metropolis // Airia Desk & Credenza for Herman Miller
2005 November /Wallpaper // Kotatsu Work Table for Herman Miller
2004 September /Metropolitan Home // Kotatsu Work Table for Herman Miller
2004 July /Metropolis // Kotatsu Work Table for Herman Miller
2004 June /Interior Design // Kotatsu Work Table for Herman Miller
+ numerous features on online design blogs/news outlets including Core77, NotCot, Design Milk, Oh Joy!, Apartment Therapy, Dezeen etc

INTELLECTUAL
PROPERTY

2017 /WO Utility Patent 2017/181072 // door assembly
2017 /US Design Patent 845575 // bag caddy
2016 /US Design Patent 832260 // usb hub
2016 /US Utility Patent 9925679 // food slicer
2013 /US Design Patent 739604 // razor handle
2009 /US Design Patent 601893 // cosmetic bottle cap
2009 /US Design Patent 600104 // office chair caster
2008 /US Design Patent 578003 // cosmetic bottle and cap
2008 /US Design Patent 578005 // cosmetic bottle and cap
2008 /US Design Patent 602356 // cosmetic bottle cap
2006 /US Design Patent 542675 // razor case
2005 /US Design Patent 540685 // container for personal care product
2005 /US Design Patent 530623, 515938, 517426 // cosmetic dispenser
2003 /US Utility Patent 6662732 // desk top frame
2000 /US Design Patent 450959 // desk top frame

ONLINE
PROFESSIONAL
REFERENCE

<http://www.observatorydesign.com>
<http://www.hermanmiller.com/designers/observatory.html>
http://www.keilhauer.com/company/designers_/61796/observatory.html
https://www.odl.com/doorglass_dialogue.htm
<https://forbesjapan.com/articles/detail/16355>
<https://www.risd.edu/people/ayako-takase/>

PROFESSIONAL
SOCIAL MEDIA

instagram/@provprofessor // RISD ID snapshots. design stories, professional work
instagram/@observatorydesign // Observatory studio account

Yovanny Vargas

Motivated – Determined Leader

Offering culturally responsive instruction with a focus on college readiness and social emotional growth

Dedicated and resourceful educator committed to fostering awareness and community responsibility for all students. Experience in community building, planning and small group instruction. Fluent in Spanish

Education	
<i>Aspiring Principal 2018-19 Cohort Principal Residency Network</i>	Masters in Education Rhode Island College Providence, Rhode Island – July 2017
<i>Bachelors of Arts- Psychology Rhode Island College Providence, Rhode Island – May 2012 Cum Laude</i>	Cranston High School East Cranston, Rhode Island – June 2008 <i>Rhode Island Honor Society High School Diploma</i>

Professional Experience

Blackstone Valley Prep MS1
Central Falls, Rhode Island

Dean
July 2017 – Present

- Create and facilitate professional development centered around improving best practices in teaching; behavior management tools and active student engagement in the classroom
- Implemented school wide discipline system using restorative justice initiative
- Provide behavioral support for teachers on the 7th and 8th grade instructional teams.

Teach for America
Providence, Rhode Island

D.E.I Council Chairman
September 2016 – June 2017

- Create and facilitate professional development centered around Diversity, Equity and Inclusiveness
- Provide feedback on current TFA programming in order to make it more culturally responsive

Blackstone Valley Prep MS1
Central Falls, Rhode Island

6th Grade History Teacher
October 2015 – June 2017

- Create rigorous lesson plans based on curriculum provided by the district
- Create learning objectives for students to strive toward
- Provide emotional support for students and create a safe learning environment in the classroom
- Track student data to inform instruction and make accommodations
- Assistant coach to the girls basketball team

Yovanny Vargas

Gilbert Stuart MS
Providence, Rhode Island

6th and 7th Grade Science Teacher
August 2014 - 2015

- Create rigorous lesson plans based on curriculum provided by the district
- Create learning objectives for students to strive toward
- Provide emotional support for students and create a safe learning environment in the classroom
- Track student data to inform instruction and make accommodations
- Assistant coached the 7-8th grade basketball team
- Head coached the 6th grade basketball team
- Provide after school tutoring
- Member of the academic committee with a focus on continued investment in school wide academic vocabulary initiative
- Regularly participate in professional development provided by the district and Teach for America

The College Crusade
Providence, Rhode Island

Middle School Advisor
June 2012- 2014

- Provide social emotional support for students in low-income communities.
- Facilitate and direct an after school program consisting of STEM activities, nutrition, support and enrichment tutoring.
- Implement *Kids for College*, college readiness curriculum.
- Provide social and academic referrals for at risk population.

References

Furnished Upon Request

VANESSA WONG

PROVIDENCE, RI 02908 | VWONG@STANDARDMODERN.COM |

EDUCATION

August 2010-
June 2012

PARSONS THE NEW SCHOOL FOR DESIGN

Associates Degree in Applied Science, Fashion Studies

September 2004-
October 2009

UNIVERSITY OF WESTERN ONTARIO

Bachelor of Science, major in Medical Science

EXPERIENCE

October 2018-
Present

PROMOTIONAL PRODUCTS COORDINATOR – The Standard Modern Company

- Sourcing and costing promotional merchandise
- Prospect and develop promotional merchandise plans based on client inquiries
- Oversee production and delivery of merchandise from sales quote to delivery

October 2013-
July 2014

HEAD OF PRODUCTION – Born Free Africa X Vogue X Amazon Collection

www.bornfreeafrica.org

- Assisted international luxury fashion houses in bringing designers' creations from concept to market for the Born Free Africa charity collection
- Coordinated production at every level of the design and production process to ensure final product was delivered to Amazon's fulfillment center on time
- Sourced fabric and fabric printers to create custom fabric according to each designer's specifications
- Oversaw the approval process of the pre-production samples by acting as a liaison between vendors, designers and Vogue
- Conducted quality control and made sure products adhered to government guidelines for children's garments and garment labelling

November 2012-
December 2013

HEAD OF PRODUCT DEVELOPMENT – FII Marketing

- Specialized in sourcing domestic fabrics and manufacturers
- Collaborated with Vogue and various American fashion designers such as Tory Burch, Vera Wang and Rag & Bone on producing a capsule collection
- Worked with the Operations team to get products into retail and event spaces
- Visually merchandised various pop-up shops and Inaugural Balls

February 2012-
November 2012

PRODUCT MANAGER – Obama For America, FII Marketing

- Liaison between the Obama campaign's art team, Director of Merchandising and printers during the production approval process
- Assisted in merchandising and selling products at various campaign fundraising and fashion events in New York City
- Sourced and oversaw development of the Runway To Win X Vogue collection
- Maintained product inventory between the campaign and warehouse database

January 2012-
March 2013

ASSISTANT TREND FORECASTER, Fashion Snoops

- Member of the Girls & Beauty forecasting team
- Created monthly trend reports that forecasted color, fabric and style trends in the retail industry
- Analyzed photos from retail stores around the world to identify global retail trends

VIII.(c): Board Development and Duties

Board positions and roles

President	Yovanny Vargas
Vice President	Vanessa Wong
Treasurer	Ayako Takase
Secretary	Jill Davidson
Facilities Committee	Seth Zeren, Vanessa Wong
Nominating Committee	TBD
Teaching and Learning Committee	Ayako Takase, Jill Davidson, Ngina Johnson, Soljane Martinez, Viviane Saleh-Hanna
Finance Committee	Ayako Takase, Edgar Garzon

THE WANGARI MAATHAI COMMUNITY SCHOOL
BYLAWS
(As Adopted on February 28, 2018)

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ARTICLES

Article I
PURPOSES, MISSION, AND POWERS

Section 1. Purposes. The Wangari Maathai Community School (“School”) is an independent public charter school established pursuant to the provisions of Title 16 Chapter 77.3 of the Rhode Island General Laws, and is organized to carry out the purposes set forth its charter and in the School’s Articles of Incorporation (“Articles of Incorporation”).

Section 2. Mission. The mission of the School is to provide K-8 students with interdisciplinary, personalized, authentic learning experiences that are culturally responsive and promote social equity and environmental sustainability. All students will meet rigorous academic standards and become creative, critical thinkers, engaged citizens, and responsible stewards of their environment.

Section 4. Powers. The School will have all the powers enumerated in its charter and the power either directly or indirectly, either alone or in conjunction and/or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which the School is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster, or attain any of the School’s purposes.

Section 4.1. Limitations. The School will exercise its powers only in furtherance of exempt purposes as such terms are defined in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and the regulations from time to time promulgated thereunder (“Code”).

Article II **NON-PROFIT STATUS**

Section 1. Non-Profit Status. The School is organized exclusively for charitable, religious, educational, and scientific purposes under Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code. The School is not organized for profit and, unless otherwise permitted by of the Rhode Island Non-Profit Corporation Act, R.I.G.L. § 7-6-31, et seq, as from time to time amended (“Non-Profit Corporation Act”), no part of the net earnings of the School will inure to the benefit of or be distributable to any member, Trustee, or Officer of the School or any other person, except that the School will be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in its charter and its Articles of Incorporation.

Section 2. Dissolution. Upon the dissolution of the organization, assets will be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or will be distributed to the federal government, or to a state or local government for a public purpose.

Section 2.1. Process. The Board of Trustees of the School, after the payment and discharge of or provision for all its debts and obligations, will distribute all of the assets of the School to such organization or organizations which, at the time of distribution, qualify as exempt from federal income tax under Section 501(c) of the Code. In the event of any liquidation or dissolution of the School, no Trustee or Officer will be entitled to any distribution or division of the School’s property or the proceeds thereof, and upon such liquidation the Board of Trustees of the School, after the payment and discharge of or provision for all its debts and obligations, shall distribute all of the assets of the School to such organization or organizations which, at the time of distribution, qualify as exempt from federal income tax under Section 501(c) of the Code.

Section 2.2. Undisposed Assets. Any of such assets not so disposed of will be disposed of by a court of competent jurisdiction of the county in which the principal office of the School is then located, exclusively for such purposes or to such organization(s) as said court will determine, which are organized and operated exclusively as organizations exempt from federal income tax under Section 501(c) of the Code.

Article III **OFFICES**

Section 1. Offices. The School will have its principal office consistent with its Articles of Incorporation, and may have other offices at such places within and outside the State of Rhode Island as may from time to time be determined by the Board of Trustees.

Article IV
MEMBERS

Section 1. Members. The School will have no members.

Article V
BOARD OF TRUSTEES

Section 1. School Management. The Board of Trustees (“Board of Trustees”) will manage the business, property, and affairs of the School.

Section 2. Powers and Responsibilities. The responsibilities of the Board of Trustees will include: oversight of the progress of the School, including the review, implementation and approval of the School’s vision, mission, budget and strategic plan; establishment of the School’s general policies and overall curriculum policies; approval and monitoring the School’s annual budget and financial procedures; management of the School’s funds; hiring and yearend review of the Executive Director; assurance that the School achieves academic success for its students; assurance that the School complies with applicable laws and regulations; assurance that the School fulfills its charter and earns charter renewal; enhancement of the School’s strength, viability and public image; and any other powers and duties not otherwise reserved by the commissioner of elementary and secondary education, and the board of education.

Section 3. Number. The Board of Trustees will be made up of individual Trustees (“Trustees” or “Trustee”). The number of Trustees on the Board of Trustees will not exceed fifteen (15) nor be less than nine (9).

Section 4. Qualification. Trustees will be individuals who have consented to acceptance of responsibility to further the achievement of the mission of the School.

Section 5. Composition. The Board of Trustees will be representative of the community it serves and will strive to consist of a balanced group of individuals composed of different races, ethnicities, ages, sexes and occupations.

Section 6. Duties. Duties of a Trustee include, but are not limited to, a duty of care, a duty of loyalty, a duty of obedience, and any other duties, fiduciary or otherwise, that may exist at law.

Section 7. Election. Trustees will be elected by the act of a majority of the Trustees present at a meeting at which a quorum is present.

Section 8. Term. The Trustees will serve for three (3) year terms. Trustee terms will be staggered whenever possible.

Section 9. Vacancies. Any vacancy occurring on the Board of Trustees will be filled in the same manner as such Trustee was selected in accordance with these bylaws. A Trustee appointed to fill a vacancy will serve for the unexpired term of his or her predecessor in office.

Section 10. Resignations. Any Trustee may resign at any time by giving written notice to the Board of Trustees. The resignation will take effect upon formal acknowledgment by the Board of Trustees.

Section 11. Removal. Any Trustee may be removed from office by a majority vote of the full Board of Trustees whenever the best interests of the School will be served thereby.

Section 12. Quorum. At all meetings of the Board of Trustees, a majority of the Board of Trustees will constitute a quorum.

Section 13. Board Act. The act of a majority of the Trustees present at a meeting at which a quorum is present will be the act of the Board of Trustees, unless the act of a greater number of Trustees is required by the Non-Profit Corporation Act, the Articles of Incorporation, Rhode Island General Laws, or these bylaws.

Section 14. Compensation Prohibition. Trustees may not be paid compensation for performance of their duties as Trustees except that Trustees may be reimbursed for out-of-pocket expenses spent in performance of their duties as Trustees. No Trustee will be precluded from serving the School in any other capacity and receiving compensation therefore.

Article VI **OFFICERS**

Section 1. Officers. The officers of the School will be a Chairperson, Vice Chairperson, Secretary, and Treasurer (“Officers”). The Board of Trustees may from time to time elect or appoint such other Officers, including one or more vice or assistant Officers, and with such titles as it may deem necessary or convenient.

Section 2. Election. The Officers of the School will be elected annually by the Board of Trustees of the School at each annual meeting or meeting in lieu thereof. Election of an Officer will not of itself create contract rights.

Section 3. Term. Each Officer will be elected to serve a term of one year immediately following each such meeting, or until his or her successor will have been elected and will have qualified or until his or her earlier death, resignation, or removal, as hereinafter provided.

Section 4. Vacancies. A vacancy in any office by reason of death, resignation, removal or otherwise may be filled by the Board of Trustees for the unexpired portion of the term.

Section 4. Resignations. Any Officer may resign at any time by giving written notice to the Board of Trustees or to the Chairperson thereof. A resignation will take effect upon formal acknowledgment by the Board of Trustees.

Section 6. Removal. Any Officer may be removed from office at any time, with or without cause, by a majority vote of the full Board of Trustees whenever the best interests of the School will be served thereby.

Section 7. Chairperson. The Chairperson of the Board will preside at all meetings of the Board of Trustees. The Chairperson may sign, swear to, execute, file, certify or acknowledge any documents, instruments, agreements, articles, statements, certificates, or reports, required or permitted to be signed, sworn to, executed, filed, certified, or acknowledged by an Officer of the School. The Chairperson will have such other powers and duties as may from time to time be prescribed by the bylaws or by resolutions of the Board of Trustees.

Section 8. Vice Chairperson. In the absence of the Chairperson or in the event of the Chairperson's death, resignation, inability, or refusal to act, the Vice Chairperson will perform the duties of Chairperson and when so acting, will have all the powers of and be subject to all the restrictions upon the Chairperson. The Vice Chairperson will perform such other duties as from time to time may be assigned to the Vice Chairperson by the Chairperson or by the Board of Trustees.

Section 9. Secretary. The records of all business transacted at each meeting of the Board of Trustees will be kept under the direction and supervision of the Secretary. The Secretary will have such further powers and perform such further duties as will be assigned to him or her by the Chairperson, Vice Chairperson, or the Board of Trustees.

Section 10. Treasurer. The Treasurer will be responsible for and will keep all financial reports and records and other financial documents of the School. The Treasurer will have such further powers and perform such further duties as will be assigned to him or her by the Chairperson, Vice Chairperson, or the Board of Trustees.

Section 11. Other Officers. All other Officers of the School will have the powers and will perform the duties customarily appurtenant to their respective offices, and will have

such further powers and will perform such further duties as may from time to time be assigned to them by the Chairperson, Vice Chairperson, or the Board of Trustees.

Article VII **COMMITTEES**

Section 1. Committees. The Board of Trustees may designate one or more committees as the Board of Trustees may determine necessary or appropriate. Such committee or committees will have such name or names as determined from time to time by the Board of Trustees. The Board of Trustees may at any time change the members of, fill vacancies in, limit, expand or alter the authority of, and discharge any committee.

Section 2. Nature. Any committees will be advisory in nature and will not supplant the duties and responsibilities of the Board of Trustees.

Section 3. Membership. The membership of a committee is not limited to Trustees, but each committee will consist of no less than two Trustees as elected by the Board of Trustees.

Section 4. Quorum. At all committee meetings, a majority of the members of the committee will constitute a quorum.

Section 5. Open Meetings Act. Each committee will adhere to the strictures of the Rhode Island Open Meetings Act.

Section 6. Standing Committees. The Board will have and maintain standing committees as set forth in these bylaws.

Section 6.1. Executive. The Executive Committee will be made up of the Officers of the Board of Trustees. The Executive Committee will manage routine Board functions. The Executive Committee will determine the agendas and recommendations to be brought to the Board of Trustees, although agenda items and motions for action may also be proposed by any Trustee at a meeting.

- (a) Executive Director Evaluation. The Executive Committee will provide oversight and guidance for those tasks associated with the recruitment, selection, hiring, support and evaluation of the Executive Director. The Executive Committee will conduct mid-year and end-of-year evaluations of the Executive Director's performance based on criteria and accountability outlined in his/her job description and contract, which includes, but is not limited to, his/her ability to meet the School's established academic and organizational goals as evidenced by RIDE audit and progress reports.

Section 6.2. Finance. The Treasurer will serve as chair of the Finance Committee. The Finance Committee will have such powers as are assigned from time to time by the Board of Trustees, including without limitation responsibility for general oversight of fiscal operations and participation in the annual budget process, while not overstepping the boundary between administrative and board functions.

- (a) Fiscal Operations. The Finance Committee will be responsible for, including without limitation, ensuring that qualified staff are in charge of the day-to-day fiscal operations of the School; ensuring that a financial audit is conducted annually by a qualified independent auditor; assisting in the establishment and implementation of fiscal policies and procedures; reviewing financial reports with the board on a regular basis; and ensuring the budget is adhered to and the School remains solvent, with reserves established as deemed appropriate by the Board of Trustees.

Section 6.3. Academic Oversight. The Academic Oversight Committee will have such powers as are assigned from time to time by the Board of Trustees, including without limitation responsibility for reviewing the School's performance to ensure it meets the goals outlined in the School's Accountability Plan.

- (a) School Performance. The Academic Oversight Committee will monitor the performance of the School and its students, and related compliance reports to ensure that the academic goals articulated and adopted in the School's Accountability Plan are achieved. The Academic Oversight Committee will work with the School's Executive Director to propose annual goals and milestones in accordance with the Accountability Plan.

Section 6.4. Community Outreach. The Community Outreach Committee will have such powers as are assigned from time to time by the Board of Trustees, including without limitation responsibility for proposing the School outreach plan, which will be designed to ensure the School reaches every eligible student and will include methods likely to achieve the School's target student population and will address how the School will be publicized and marketed throughout the community.

Section 6.5. Governance. The Governance Committee will have such powers as are assigned from time to time by the Board of Trustees, including without limitation responsibility for preparing a slate of candidates who match the recruiting priorities to be nominated for election by the Board of Trustees pursuant to these bylaws.

Article VIII NOTICE

Section 1. General. Whenever under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these bylaws, or Rhode Island General Laws written notice is required to be given to any Trustee.

Section 2. Manner. Notice may be given by mail or by a generally recognized overnight delivery service, addressed to such person at his, her or its address as it appears in the records of the School, with postage or delivery charges thereon prepaid, and such notice will be deemed to be delivered at the time when the same will be deposited in the United States mail or delivered to the delivery service.

Section 2.1. Electronic or Other Notice. Notice may be given to any Trustee by electronic mail, personally or by telephone to his or her house or office either directly or by leaving a message thereat.

Section 3. Waiver. Whenever any notice is required to be given under the provisions of the Non-Profit Corporation Act, the Articles of Incorporation, these bylaws, or Rhode Island General Law a waiver thereof in writing, signed by the person or persons entitled to such notice and who did not receive the same, whether before or after the time stated therein, will be deemed equivalent to the giving of such notice. Attendance of a person at a meeting will constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 3. Open Meetings Act. Notice of all meetings, irrespective of type and including, but not necessarily limited to, committees or subcommittee meetings, will comply with the Open Meetings Act.

Section 3.1. Advance Notice. Written public notice of any meeting will be given within a minimum of forty-eight (48) hours before the date of such meeting.

Section 3.2. Posting. Written public notice will include, but need not be limited to, posting a copy of the notice at School, and in at least one other prominent place within the state of Rhode Island as well as filed electronically to the Secretary of State website.

Section 3.3. Content. The notice, in the form of an agenda for the meeting, will include, in addition to date, time and place, a statement specifying the nature of the business of each item to be discussed.

Section 3.3. Amendment. The notice, or agenda, for any meeting may be amended by majority vote of a quorum of the Board of Trustees, but only for informational purposes. No vote may occur on the added agenda item except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee.

Article IX **MEETINGS**

Section 1. Open Meetings Act. The Board of Trustees will comply with all provisions of the Rhode Island Open Meetings Act, R.I.G.L. § 42-46-1, et seq or any successor statute, as in effect from time to time (“Open Meetings Act”).

Section 2. Public Meetings. All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings, will comply with the requirements of the Open Meetings Act.

Section 2.1 Executive Session. Every meeting of the Board of Trustees will be open to the public unless closed pursuant to R.I.G.L. § 42-46-4 and § 42-46-5 of the Open Meetings Act. Such meetings will be in accordance with these bylaws as not inconsistent with the applicable provision of the Open Meetings Act.

Section 3. Annual Meeting. The annual meeting of the Board of Trustees will be held forty-five (45) days after the end of the School’s fiscal year, unless an alternative date is designated by the Board of Trustees. The annual meeting will be held for recommending the appointment of Trustees whose terms expire, electing Officers and for transacting such other business as may properly come before the meeting. If for any reason the annual meeting of the Board of Trustees will not be held, a special meeting in lieu of the annual meeting of the Board of Trustees may be held.

Section 4. Regular Meetings. The Board of Trustees will hold regular meetings, and will do so in accordance with the Open Meetings Act. Regular meetings of the Board of Trustees will be held monthly or on such other schedule as is determined by the Board of Trustees. The Board of Trustees will cause a schedule of regular meetings to be given to each Trustee and to the public.

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

Section 6. Emergency Meetings. Emergency meetings of the Board of Trustees may be called and held in accordance with the Open Meetings Act at any time where the public welfare so requires. Emergency meetings will be held at the request of the Chairperson. A majority of the Board of Trustees must vote in open session to address the reason and/or issue(s) that is the cause for the emergency meeting, and the Board of Trustees must state in open session and record in its minutes the reason and/or issues that is the cause for the emergency meeting. No vote will occur on such reason or issues except for

when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee

Section 6.1. Notice. Notice of such meeting to the public will be posted as soon as practicable and include the date, time and place of the meeting and a statement or agenda specifying the nature of business to be conducted at the emergency meeting, as will be exclusively discussed at the emergency meeting.

Section 7. Place. The Board of Trustees will fix the place for the holding of the annual meeting and regular meetings of the Board of Trustees to be held in the State of Rhode Island. The Chairperson will also fix the place for the holding of special meetings and emergency meetings. All meetings, irrespective of type and including, but not necessarily limited to, committee or subcommittee meetings will be held in a place that accessible to the public including those with disabilities. In the absence of any designation for the place of any meeting, the meeting will be held at the principal office of the School.

Section 8. Minutes. The minutes will include, but need not be limited to: the date, time and place of the meeting; the Trustees recorded as either present or absent; a record by individual Trustees of any vote taken; and any other information relevant to the business of the School that any Trustee requests be included or reflected in the minutes. Minutes will be made available to the public in accordance with the Open Meetings Act.

Article X **RULES OF ORDER**

Section 1. Rules of Order. The proceedings of the School will be governed by *Robert's Rules of Order, Newly Revised*, except where these rules conflict with provisions of applicable law, these bylaws, or any special rules of order the School may adopt.

Section 2. Rules and Procedures. The School may from time to time promulgate such other reasonable rules and procedures as not inconsistent with the provisions of the Open Meetings Act as it determines may be desirable regarding the School's meetings.

Article XI **OPERATIONS AND STAFF**

Section 1. Executive Director. The management of the School's day-to-day operations will be entrusted by the Board of Trustees to the Executive Director and to such other management staff as may be required.

Section 2. Employment. All staff will be employed according to policies established by the Board of Trustees.

Section 3. Policies. The Board of Trustees will have the ability and authority to enact, amend, and put in place such policies as the Board of Trustees determines appropriate and necessary concerning the operations, management, and business of the School.

Article XII **CONTRACTS AND FINANCIAL MANAGMENT**

Section 1. Contracts. The Board of Trustees may authorize any Officer or Officers or agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Supplemental Policy. The Board of Trustees may supplement this article with a Financial Management Policy, which it may amend from time to time.

Section 2. Loans. No loans will be contracted on behalf of the School and no evidences of indebtedness will be issued in its name unless authorized by a resolution of the Board of Trustees. Such authority may be general or confined to specific instances.

Section 3. Checks, Drafts, Etc. All checks, drafts, or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the School, will be signed by such Officer or Officers, agent or agents, of the School and in such manner as will from time to time be determined by the Board of Trustees.

Section 4. Deposits. All funds of the School not otherwise employed will be deposited from time to time to the credit of the School in such banks, trust companies, or other depositories as the Board of Trustees may select.

Article XIII **CONFLICTS OF INTEREST**

Section 1. Code of Ethics. The School and its Trustees will adhere to the highest standards of ethical conduct, respect the public trust and the rights of all persons, be open, accountable and responsive, avoid the appearance of impropriety, and not use their position for private gain or advantage in accordance with the Rhode Island Code of Ethics, R.I.G.L. § 36-14-1, et seq. or any successor statute, as in effect from time to time (“Code of Ethics”).

Section 2. Supplemental Policy. The Board of Trustees may supplement this article with a Conflict Interest Policy, which it may amend from time to time.

Section 3. Contracts or Transactions. No contract or transaction between the School and one or more of its Trustees or between the School and any other corporation, partnership, association, or other organization in which one or more of the School’s Trustees or Officers have a financial interest will be void or voidable, nor will such Trustee

be liable with respect to such contract or transaction solely for this reason, or solely because the Trustee is present at or participates in the meeting of the Board of Trustees at which the contract or transaction was authorized, or solely because the vote of the Trustee is counted for such purpose, provided that:

- (a) The material facts as to the Trustee's relationship or interest are disclosed or are known to the Board of Trustee, and the Board of Trustees authorizes, approves, or ratifies any contract or transaction in which the Trustee has an interest by an affirmative vote of the disinterested members of the Board of Trustees; or
- (b) The contract or transaction in which the Trustee has an interest is fair and reasonable to the School.

Section 4. Disclosure. Notwithstanding anything to the contrary herein contained, all Trustee will promptly disclose all potential conflicts of interest to the Board of Trustee prior to any consideration of any matter in which a potential conflict of interest exists. If a potential conflict of interest is determined to exist by the Chairperson and/or other Trustees with whom the Chairperson chooses to discuss such potential conflict of interest, the Trustee with the conflict of interest will recuse from discussing and abstain from voting on the matter.

Article XIV **FISCAL YEAR**

Section 1. Fiscal Year. The fiscal year of the School will begin on the first day of July and end on the last day of June.

Article XV **LIABILITY AND INDEMNIFICATION**

Section 1. Liability. No Trustee of the School be personally liable to the School for monetary damages for breach of such Trustee's duty as a Trustee, except for liability for: (i) any breach of the Trustee's duties; (ii) acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law; or (iii) any transaction from which the Trustee derived an improper personal benefit.

Section 2. Insurances. Reasonable and adequate coverage will be maintained to protect the interests and liabilities of the School as well as the Board of Trustees and the School's employees. The Executive Directors, with the advice and consent of the Board, shall review insurance Policies carefully before renewal each year.

Section 3. Indemnification. The School will indemnify any person who is or was a Trustee, Officer, employee, or agent of the School, or is or was serving at the request of the School as an Officer, employee or agent of another corporation, partnership, joint venture,

trust or other enterprise, in the manner and to the fullest extent provided by applicable law, if: (i) he or she conducted himself or herself in good faith; (ii) he or she reasonably believed, in the case of conduct in his or her official capacity with the School, that his or her conduct was in its best interest, and in all other cases, that his or her conduct was at least not opposed to its best interests; and (iii) in the case of any criminal proceeding, he or she had no reasonable cause to believe his or her conduct was unlawful.

Article XVI
AMENDMENTS

Section 1. Amendments. The Board of Trustees may, by vote of at least two-thirds of the full Board of Trustees, alter, amend or repeal the bylaws, or adopt new bylaws at any annual, regular, or special meeting of the Board of Trustees.

CERTIFICATION AND AMENDMENT:

Signature, Chairperson

Print Name:

Date:



Job Description:

The Principal will be committed to assembling a team that is both reflective of our student body and dedicated to the school’s mission. They will drive outstanding student outcomes by developing and implementing a shared vision for excellence in teaching and learning rooted in academic rigor, growth mindset, and stewardship. The Principal will have passion and a plan for bringing the mission of the Wangari Maathai Community School to life and a willingness and ability to share best practices and ideas with traditional public-school educators in Providence and beyond. This position reports directly to the Board of Directors. However, it is expected that close collaboration, mutual respect, and a commitment to a common vision will be the hallmarks of the relationship with the Executive Director to ensure the long-term success of our school.

Key Competencies

- Strong academic leadership skills and a deep commitment to improving the quality of public education in underserved and marginalized communities
- Effective organizational leadership skills, including but not limited to the following:
 - Leading an innovative learning environment that fosters equity, personalization, and competency-based learning to educate, support and empower students
 - Fostering a reflective, collaborative and equitable culture that values creativity, critical thinking, exploration, and student growth while promoting the school’s philosophy and mission
 - Promoting a culture of collaboration where families and community-based partners are active participants in supporting the academic and social development of all students
 - Nurturing a school culture where all stakeholders understand multiple identities, experiences, and backgrounds through a culturally responsive lens
- Strong program evaluation skills: The Principal will develop and implement accountability practices and use data to evaluate the effectiveness of curriculum, instruction, and school culture in order to constantly improve practice and drive school and student achievement

School Leadership Responsibilities

- Drive a culture of excellence, characterized by high levels of transparency, shared leadership, collaboration, and organization

- Supervise the integration, personalization and delivery of instruction, curricula, and programming across grade levels and content areas
- Model professional integrity and rigor that will inform hiring practices and inspire a culture of continuous self-improvement among staff
- Encourage and initiate continued improvement of teaching practice and curriculum in coordination with teaching faculty
- Implement professional development programs consistent with teachers' instructional goals and students' learning needs
- Implement a comprehensive teacher evaluation system that applies a growth mindset to teacher development and supports the continued development of all teachers, regardless of level of experience
- Work collaboratively with teachers and families to ensure that students meet high expectations across all areas of academic and social-emotional development
- Promote effective communication and interpersonal relations among culturally and linguistically diverse staff, parents, students, and community members
- Maintain effective discipline and foster a safe learning environment
- Ensure that the school is in compliance with all state and federal mandates, regulations, and laws

Qualifications

- Master's degree and possess, or be able to obtain by July 2021, a RIDE Building Level/Administrator certification
- Minimum three years as a teacher-leader with experience in a student-centered environment, preferably in an urban setting, and including, but not limited to: knowledge of curriculum, instructional practice, student learning styles, and student assessments
- Experience in leading teachers in an instructional leadership setting including, but not limited to: teacher observation and feedback, teacher evaluation, modeling lessons, planning and facilitating professional development
- Excellent oral, written and interpersonal skills
- Strong and tested ability to develop excellent teams and participate effectively on teams; a collaborative management style
- Proven ability to prioritize, balance, and complete complex projects in the face of competing deadlines

Preferred:

- Bilingual
- School start-up or turn around experience
- Experience in one or more of the following: competency-based learning, project-based education, and sustainability

IV. Enrollment

Grade	2021-22 Year One	2022-23 Year Two	2023-24 Year Three	2024-25 Year Four	2025-26 Year Five	2026-27 Year Six	2027-28 Year Seven	2028-29 Year Eight	2029-30 Year Nine
K	42	42	42	42	42	42	42	42	42
1	22	42	42	42	42	42	42	42	42
2	22	22	42	42	42	42	42	42	42
3		22	22	42	42	42	42	42	42
4*	22		22	22	42	42	42	42	42
5		22		22	22	42	42	42	42
6	22	22	22	22	22	22	42	42	42
7		22	22	22	22	22	22	42	42
8			22	22	22	22	22	22	42

Year Four = full grade span

Year Nine = full enrollment capacity

*The choice to include a 4th grade class in Year 1 was made to close the gap between the incoming middle-schoolers and early elementary-aged students as well as to achieve our full grade span by Year 4. While this means there won't be a 4th grade class in Year 2, we don't feel this will cause any undue disruption. In fact, we anticipate that the Year 1 4th grade teacher will follow his/her class to 5th grade and return to 4th grade in Year 3. This plan also allows for a slower growth into our facility. We will reach full capacity in Year 9 with 378 students.

VII. (b) Educational Program

Curriculum Plan: Standards and Resources

	ELA	Math	Science/ Engineering	Social Studies	Arts	Expeditions
K - 2	<p><i>Standards:</i></p> <ul style="list-style-type: none"> - CCSS <p><i>Resources:</i></p> <ul style="list-style-type: none"> - EngageNY ELA Curriculum - Words Their Way - Making Sense of Phonics - Scholastic's Guided Reading programs 	<p><i>Standards:</i></p> <ul style="list-style-type: none"> - CCSS - Financial Literacy standards (TBD) <p><i>Resources:</i></p> <ul style="list-style-type: none"> - EngageNY Math Curriculum - Zearn or Dreambox (blended learning math programs)** 	<p><i>Standards:</i></p> <ul style="list-style-type: none"> - CCSS - NGSS - EFS (Education for Sustainability standards) <p><i>Resources:</i></p> <ul style="list-style-type: none"> - FOSS Kits - Engineering is Elementary program 	<p><i>Standards:</i></p> <ul style="list-style-type: none"> - CCSS - RI GSE's for Social Studies - C3 Framework for Social Studies State Standards - EFS (Education for Sustainability standards) 	<p><i>Standards:</i></p> <ul style="list-style-type: none"> - RI GSE's in the Arts - National Core Arts Standards 	<p>In addition to integrating standards from all curriculum areas, the EFS standards will be the major driving force behind Expedition curriculum decisions</p>
3 - 5	<p><i>Standards:</i></p> <ul style="list-style-type: none"> - CCSS <p><i>Resources:</i></p> <ul style="list-style-type: none"> - EngageNY ELA Curriculum - No Red Ink (blended learning grammar program) - Scholastic's Guided Reading programs 	<p><i>Standards:</i></p> <ul style="list-style-type: none"> - CCSS - Financial Literacy standards (TBD) <p><i>Resources:</i></p> <ul style="list-style-type: none"> - EngageNY Math Curriculum - Zearn or Dreambox (blended learning math programs) 	<p><i>Standards:</i></p> <ul style="list-style-type: none"> - CCSS - NGSS - EFS (Education for Sustainability standards) <p><i>Resources:</i></p> <ul style="list-style-type: none"> - FOSS Kits - MARE Ocean Science kits - Engineering is Elementary program 			

6 - 8	<i>Standards:</i> - CCSS <i>Resources:</i> - EngageNY ELA Curriculum - Grammar Flip (blended learning grammar program)	<i>Standards:</i> - CCSS - Financial Literacy standards (TBD) <i>Resources:</i> - EngageNY Math Curriculum, Khan Academy or Dreambox (blended learning math programs)	<i>Standards:</i> - CCSS - NGSS <i>Resources:</i> - FOSS Kits - MARE Ocean Science kits - Engineering Curriculum TBD			
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** A final decision on which blended learning math programs to use will be made once we have a Principal in place; Zearn and Dreambox are examples of what other local schools are currently using.

The Wangari Maathai Community School

2021-2022 Draft School Calendar

August 2021						
Su	M	Tu	W	Th	F	S
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	M	Tu	W	Th	F	S
			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	M	Tu	W	Th	F	S
					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						

21 instructional days

20 instructional days

November 2021						
Su	M	Tu	W	Th	F	S
	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	M	Tu	W	Th	F	S
			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	M	Tu	W	Th	F	S
						1
2	3	4	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						

19 instructional days

16 instructional days

19 instructional days

February 2022						
Su	M	Tu	W	Th	F	S
	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	M	Tu	W	Th	F	S
	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	M	Tu	W	Th	F	S
				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	

18 instructional days

22 instructional days

17 instructional days

May 2022						
Su	M	Tu	W	Th	F	S
						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	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2019						
Su	M	Tu	W	Th	F	S
	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			

20 instructional days

13 instructional days

TOTAL: 185 instructional days

-  No school/Conference prep
-  All school & Family gatherings
-  School Closed/ Holidays
-  Teacher in-Service Day (no school for students); Aug. required/Jun. optional
-  Report cards/parent conferences
-  First and Last Day of School
-  Beginning of Trimester
-  End of Trimester

Trimester 1: Sept. 1-Dec. 2 **Trimester 2:** Dec. 3-Mar. 15 **Trimester 3:** Mar. 16-Jun. 17

Rhode Island Charter Public Schools:

Enrollment and Funding Estimates

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

Table 1: Total Enrollment Estimate

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

Name of Community	FY2022		FY2023		FY2024		FY2025		FY2026	
	#	%	#	%	#	%	#	%	#	%
PROVIDENCE	130	100%	184	100%	224	100%	264	100%	283	100%
<i>Total Enrollment</i>	130	100%	184	100%	224	100%	264	100%	283	100%

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

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

Name of Community	FY2022		FY2023		FY2024		FY2025		FY2026	
	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %
PROVIDENCE	97	75%	138	75%	168	75%	198	75%	212	75%
<i>Total FRL Enrollment</i>	97	75%	138	75%	168	75%	198	75%	212	75%

Table 3: Local Aid

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

Name of Community	FY2022		FY2023		FY2024		FY2025		FY2026	
	per-pupil \$	total \$	per-pupil \$	total \$						
PROVIDENCE	\$4,276	\$555,880	\$4,276	\$786,784	\$4,276	\$957,824	\$4,276	\$1,128,864	\$4,276	\$1,210,108
<i>Average Local Per Pupil</i>	\$4,276		\$4,276		\$4,276		\$4,276		\$4,276	
<i>Total Local Aid</i>		\$555,880		\$786,784		\$957,824		\$1,128,864		\$1,210,108

Table 4: State Aid

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

FY 2021										
		Core Amount:		\$10,310						
Name of Community	Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total	
PROVIDENCE	\$10,310	\$4,124	85.3%	130	97	\$1,143,277	\$341,224	\$11,419	\$1,484,501	
<i>Average and total</i>				130	97			\$11,419	\$1,484,501	

Table 5: Total Aid

	FY2022	FY2023	FY2024	FY2025	FY2026
Total Local	\$555,880	\$786,784	\$957,824	\$1,128,864	\$1,210,108
Total State	\$1,484,501	\$2,103,629	\$2,560,940	\$3,018,250	\$3,234,594
	\$2,040,381	\$2,890,413	\$3,518,764	\$4,147,114	\$4,444,702

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

Charter School: _____

Implementation and Operations

		FY2022	FY2023	FY2024	FY2025	FY2026
MAJOR ASSUMPTIONS						
A	Average local aid per pupil	4,276.00	4,276.00	4,276.00	4,276.00	4,276.00
B	Average state aid per pupil	11,419.00	11,419.00	11,419.00	11,419.00	11,419.00
C	Student Enrollment	130	184	224	264	283
D	Gross Square Footage (GSF) of facility	26,000	26,000	26,000	26,000	26,000
E	Staffing					
	E1. School Principals/Asst Principals	1.0	1.0	1.0	1.0	1.0
	E2. School Support Staff	1.0	1.0	1.0	1.0	1.0
	E3. Executive Director/Superintendent	1.0	1.0	1.0	1.0	1.0
	E4. Deputies/Administrators		1.0	2.0	2.0	2.0
	E5. Program/Operations Support Staff	1.0	1.5	2.0	2.0	2.0
	E6. Teachers	10.5	17.0	21.0	23.0	25.0
	E7. Paraprofessionals	2.0	2.0	3.0	3.0	3.0
	E8. Pupil Support	1.0	2.5	4.0	4.0	4.0
	E9. Teacher Support					
	E10. Program Management				1.0	1.0
	E11. Special Services	1.0	1.0	2.0	2.0	2.0
	E12. Facilities Maintenance					
F	Staff FTE	18.5	28.0	37.0	40.0	42.0
	Subtotal:					
OPERATING REVENUES						
1	Local Revenue	555,880.00	786,784.00	957,824.00	1,128,864.00	1,210,108.00
2	State Revenue	1,484,500.80	2,103,629.10	2,560,939.78	3,018,250.45	3,234,593.58
3	Grants - Charter Schools Program					
4	Grants - Private	30,000.00	40,000.00	50,000.00	60,000.00	75,000.00
5	Federal formula funds (inc. Title I, III and IDEA)	65,000.00	249,000.00	224,000.00	264,000.00	283,000.00
6	Capital Projects Funds					
7	Other:	30,000.00	40,000.00	45,000.00	50,000.00	55,000.00
8	TOTAL OPERATING REVENUES	2,165,380.80	3,219,413.10	3,837,763.78	4,521,114.45	4,857,701.58

OPERATING EXPENDITURES**School Management**

9	Salaries: Principals and Assistant Principals	95,000.00	97,850.00	100,785.50	103,809.07	106,923.34
10	Salaries: Support Staff	44,000.00	45,320.00	46,679.60	48,079.99	49,522.39
11	School Office	16,500.00	17,325.00	18,191.25	19,100.81	20,055.85
12	Other:					
13	Subtotal:	155,500.00	160,495.00	165,656.35	170,989.86	176,501.57

Program/Operations Management

14	Salaries: Executive Director or Superintendent	50,000.00	90,000.00	92,700.00	95,481.00	98,345.43
15	Salaries: Deputies and Administrators		52,000.00	113,560	116,966.80	120,475.80
16	Salaries: Support Staff	38,000.00	56,890.00	76,879.20	79,185.58	81,561.14
17	Legal	43,200.00	43,200.00	43,200.00	43,200.00	43,200.00
18	School Board	3,000.00	3,090.00	3,182.70	3,278.18	3,376.53
19	Business Operations	60,000.00	25,000.00	25,000.00	26,000.00	27,000.00
20	Information Management and Technology	22,500.00	16,000.00	15,000.00	15,000.00	15,000.00
21	Other:	15,000.00	10,000.00	11,000.00	12,000.00	13,000.00
22	Subtotal:	231,700.00	296,180.00	380,521.90	391,111.56	401,958.91

Instruction

23	Salaries: Teachers	588,750.00	974,510.00	125,186.15	1,383,181.74	1,537,677.19
24	Salaries: Paraprofessionals	83,000.00	85,490.00	129,554.70	133,441.34	137,444.58
25	Stipends and Bonuses	31,280.00	40,000.00	46,000.00	52,000.00	58,000.00
26	Pupil-Use Technology, Hardware, and Software	16,000.00	12,000.00	12,000.00	12,000.00	12,000.00
27	Instructional Materials Supplies	22,000.00	30,000.00	35,000.00	40,000.00	45,000.00
28	Other:	3,400.00	7,500.00	15,000.00	29,000.00	37,000.00
29	Subtotal:	744,430.00	1,149,500.00	362,740.85	1,649,623.08	1,827,121.77

Instructional Support						
30	Salaries: Pupil Support	40,500.00	112,950.00	184,338.50	189,868.66	195,564.71
31	Salaries: Teacher Support	15,000.00	20,000.00	20,000.00	25,000.00	25,000.00
32	Salaries: Program Management	28,000.00	32,000.00	35,000.00	60,000.00	61,800.00
33	Salaries: Special Services	56,500.00	58,195.00	116,440.85	119,934.08	123,532.10
34	Guidance and Counseling	2,000.00	5,000.00	6,000.00	7,000.00	8,000.00
35	Library and Media	35,000.00	20,000.00	20,000.00	16,000.00	16,000.00
36	Extracurricular	6,000.00	10,000.00	12,000.00	15,000.00	20,000.00
37	Student Services, Outreach, Recruitment	6,500.00	8,000.00	10,000.00	10,000.00	10,000.00
38	Student Health Services	3,000.00	5,000.00	7,000.00	9,000.00	11,000.00
39	Academic Interventions	5,000.00	8,000.00	10,000.00	12,000.00	14,000.00
40	Curriculum Development					
41	In Service, Staff Development, and Support	31,880.00	25,000.00	25,000.00	25,000.00	25,000.00
42	Assessment	1,300.00	1,840.00	2,240.00	2,640.00	2,830.00
43	Other:	1,800.00	2,000.00	2,200.00	2,400.00	2,600.00
44	Subtotal:	232,480.00	307,985.00	450,219.35	493,842.74	515,326.81
Operations						
45	Salaries: Facilities Maintenance					
46	Transportation	62,900.00	125,800.00	129,500.00	129,500.00	129,500.00
47	Food Services	15,000.00	10,000.00	10,000.00	8,000.00	8,000.00
48	Safety	12,100.00	12,100.00	12,100.00	13,125.00	13,125.00
49	Building Upkeep and Maintenance	8,000.00	10,000.00	12,000.00	14,000.00	16,000.00
50	Maintenance Contracts	18,000.00	22,000.00	25,000.00	30,000.00	35,000.00
51	Utilities	25,000.00	30,000.00	35,000.00	40,000.00	45,000.00
52	Lease	225,000.00	275,000.00	300,000.00	325,000.00	350,000.00
53	Debt Service		50,000.00	50,000.00	50,000.00	50,000.00
54	Capital Projects					
55	Other:	40,000.00	12,000.00	12,000.00	12,000.00	12,000.00
56	Subtotal:	406,000.00	546,900.00	585,600.00	621,625.00	658,625.00
Other Obligations						
57	Fringe Benefits	330,384.00	495,493.00	692,453.00	766,798.00	814,782.00
58	Insurance (non-employee)	15,000.00	16,000.00	17,000.00	18,000.00	19,000.00
59	Retiree Benefits					
60	Purchased Management Services					
61	Other:					
62	Subtotal:	345,384.00	511,493.00	709,453.00	784,798.00	833,782.00
Community Services						
63	Community Service Operations	2,000.00	10,000.00	15,000.00	18,000.00	21,000.00
64	Other:					
65	Subtotal:	2,000.00	10,000.00	15,000.00	18,000.00	21,000.00
66	Budgeted Contingencies	30,000.00	50,000.00	75,000.00	80,000.00	85,000.00
67	TOTAL OPERATING EXPENDITURES	2,147,494.00	3,032,553.00	2,744,191.45	4,209,990.24	4,519,316.07
68	SURPLUS/(DEFICIT)	17,886.80	186,860.10	1,093,572.33	311,124.22	338,385.51



September 9, 2020

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

To whom it may concern:

On behalf of the Rhode Island Environmental Education Association (RIEEA), I am writing in enthusiastic support of The Wangari Maathai Community School's charter school application.

RIEEA is a collaborative network of professionals and organizations committed to promoting high quality environmental education that increases the environmental literacy of all children and adults in our state. Our membership includes teachers, naturalists, environmental organizations, and educators from universities, recreation centers, and state, federal, and non-profit agencies, among many others. We foster collaborations, sponsor professional development opportunities, gather and disseminate information on environmental education, and promote public understanding of the value of an environmentally literate citizenry.

We have been following The Wangari Maathai Community School since 2017 because the school's thoughtfully proposed approach to cultivating "creative, self-aware thinkers, engaged citizens and responsible stewards of their environment" directly supports our collective mission to cultivate an environmentally literate citizenry. The school's leadership team has outlined a road map that will purposefully foster relevant, hands-on learning opportunities around environmental topics that support school day learning in a range of academic subjects, develop STEM skills in a way that is meaningful and engaging to young people, and cultivate positive stewardship practices. Now more than ever, we want to see The Wangari Maathai Community School succeed and have a broad impact in our State. We eagerly look forward to working with the school and its students if approved.

Please do not hesitate to contact me at jsilversmith@rieea.org or at 401-569-8758 if I can be of further assistance.

Sincerely,

A handwritten signature in black ink that reads "J. Silversmith".

Jeanine Silversmith
Executive Director



Dear Siobhan,

Thank you so much for your ongoing updates about the opening of the Wangari Maathai Community Charter School in Providence, Rhode Island. As we have connected over the past few years, Shelburne Farms and our Sustainable Schools Project remain excited and committed to collaborating with you as you work to open and serve the community.

Since our initial connection we continue to support schools as they deepen curriculum connections between education for sustainability, place-based and outdoor learning and state and national academic standards. Additionally we've worked with schools as they are in the process of opening, transitioning or committing to educating for sustainability and as such have helped schools develop mission, vision and values statements, define their principles and core beliefs, and endeavored to provide professional learning to all staff in order to breathe life into these values.

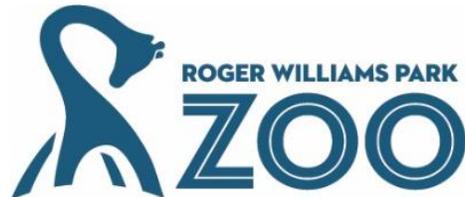
Over the past three years we have increased the number of professional learning opportunities and resources that we can offer you and your team including:

- On Phone/On-line Consulting
- Customized professional learning days on-site or virtual
- [Professional Learning at Shelburne Farms](#) including workshops, summer institutes, and year-long programming
- Youth-adult partnership programs for sustainability
- On-line curriculum resources

As our work is so synergistic, our staff is excited to work with you on all of this and more!

Best,

Jennifer Cirillo
Director of Professional Learning
Shelburne Farms



June 21, 2017

To Whom It May Concern:

Roger Williams Park Zoo would like to offer its support to the Wangari Maathai Community School's charter application.

Roger Williams Park Zoo is committed to collaboration with community partners, schools, state agencies, and other education leaders to ensure Rhode Island's students receive quality hands-on education that enhances environmental literacy. Through inquiry driven, authentic experiences, Roger Williams Park Zoo provides support, not just to students, but also to teachers in our region. We feel that the addition of the Wangari Maathai Community School to Rhode Island's education landscape would be positive for our community, and in line with our education mission and approach.

We endorse their vision that prioritizes student learning that is connected to the world, where the rich resources of our city and state are incorporated into their curriculum, where community members become partners in our students' education, where learning is hands-on, project-based, and inquiry-driven and where students spend large amounts of time outside rediscovering and learning about their urban landscape. Again, this is in line with the approach that Roger Williams Park Zoo has celebrated, and with which we have found success.

We want to see The Wangari Maathai Community School succeed, and we believe they would have a broad impact in our community. We look forward to working with them, and their students, if their charter application is approved.

Please feel free to contact me with any questions or for further information.

Sincerely,

A handwritten signature in blue ink that reads "Shareen Knowlton". The signature is written in a cursive style and is set against a light blue rectangular background.

Shareen Knowlton
Director of Education
Roger Williams Park Zoo
(401) 785-3510 ext. 357
sknowlton@rwpzoo.org



**WOONASQUATUCKET RIVER
WATERSHED COUNCIL**

45 Eagle Street, Suite 202 • Providence RI 02909
(401) 861-9046 • FAX (401) 861-9038
www.wrwc.org

September 3, 2020

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Alicia J. Lehrer
Executive Director

Lisa Aurecchia
Director of Projects

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

Dear RIDE Charter School Team,

With pleasure, I am writing this letter of support for the charter application of Wangari Maathai Community School. I have been a supporter of Wangari Maathai Community School for several years. Its team has both persevered and strengthened its commitment to transformative, challenging, and nurturing place-based education. I wholeheartedly support Wangari Maathai Community School's application.

The Woonasquatucket River Watershed Council has worked in Rhode Island's schools for more than 10 years offering science education based on the local assets of the Woonasquatucket River and surrounding greenway. We partner with schools to create the next generation of environmental stewards, and we're excited to partner with Wangari Maathai Community School, which shares our vision and approach to teaching and learning.

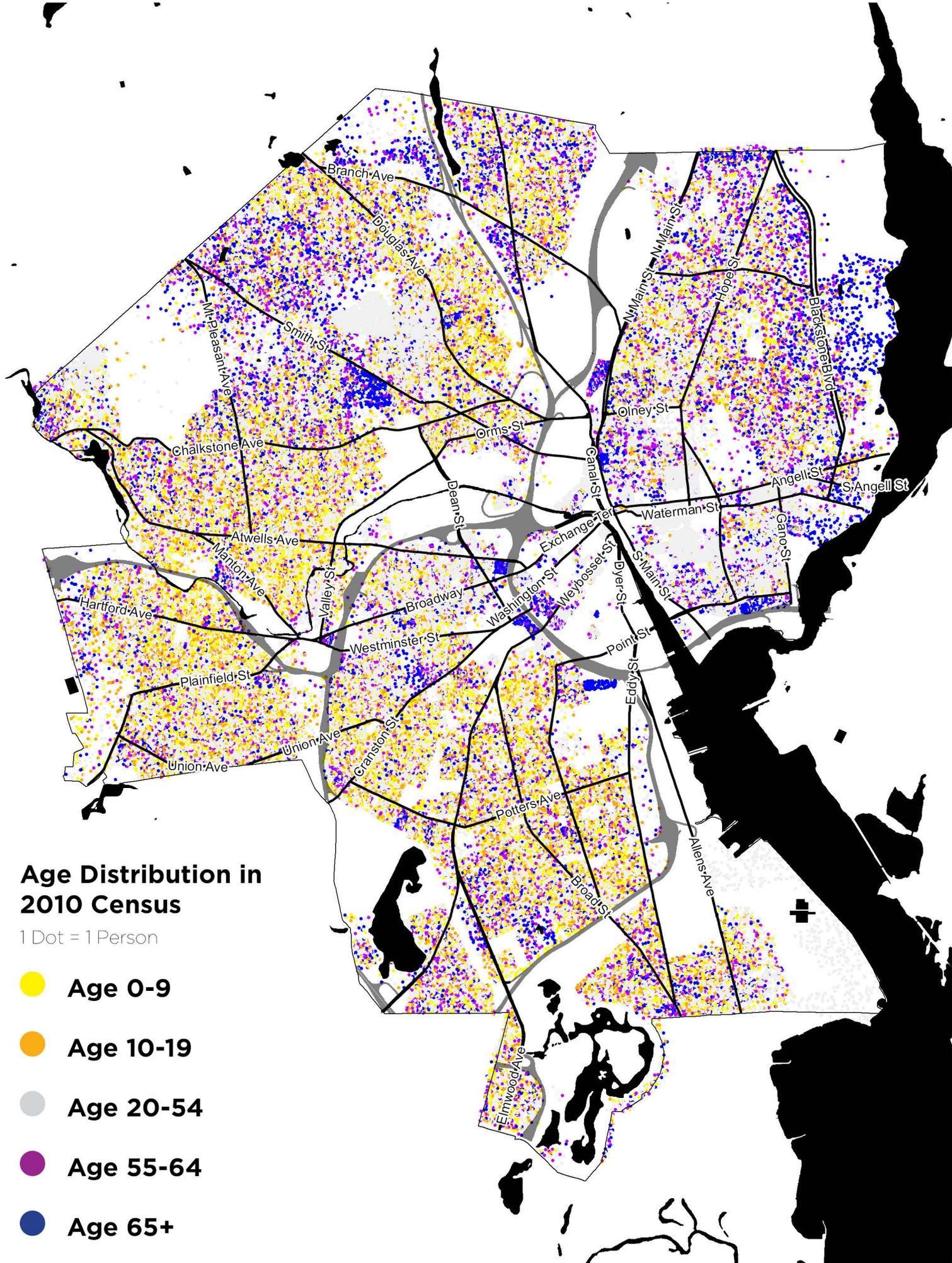
Wangari Maathai Community School offers a completely unique and much-needed commitment to place-based education and the opportunity to work with an entire school community in deep and sustained ways. I hope that it will become a model for environmental education for the state and nation. In the face of climate change, we must find ways for young people to become community leaders prepared to address challenges to environmental sustainability. Wangari Maathai Community School has a strong plan to expand this kind of place-based leadership work for our young people. I hope that Wangari Maathai Community School can start its work soon, because we need it urgently.

Please let me know if I can provide more information, and thank you for your consideration.

Sincerely,

Alicia J. Lehrer
Executive Director

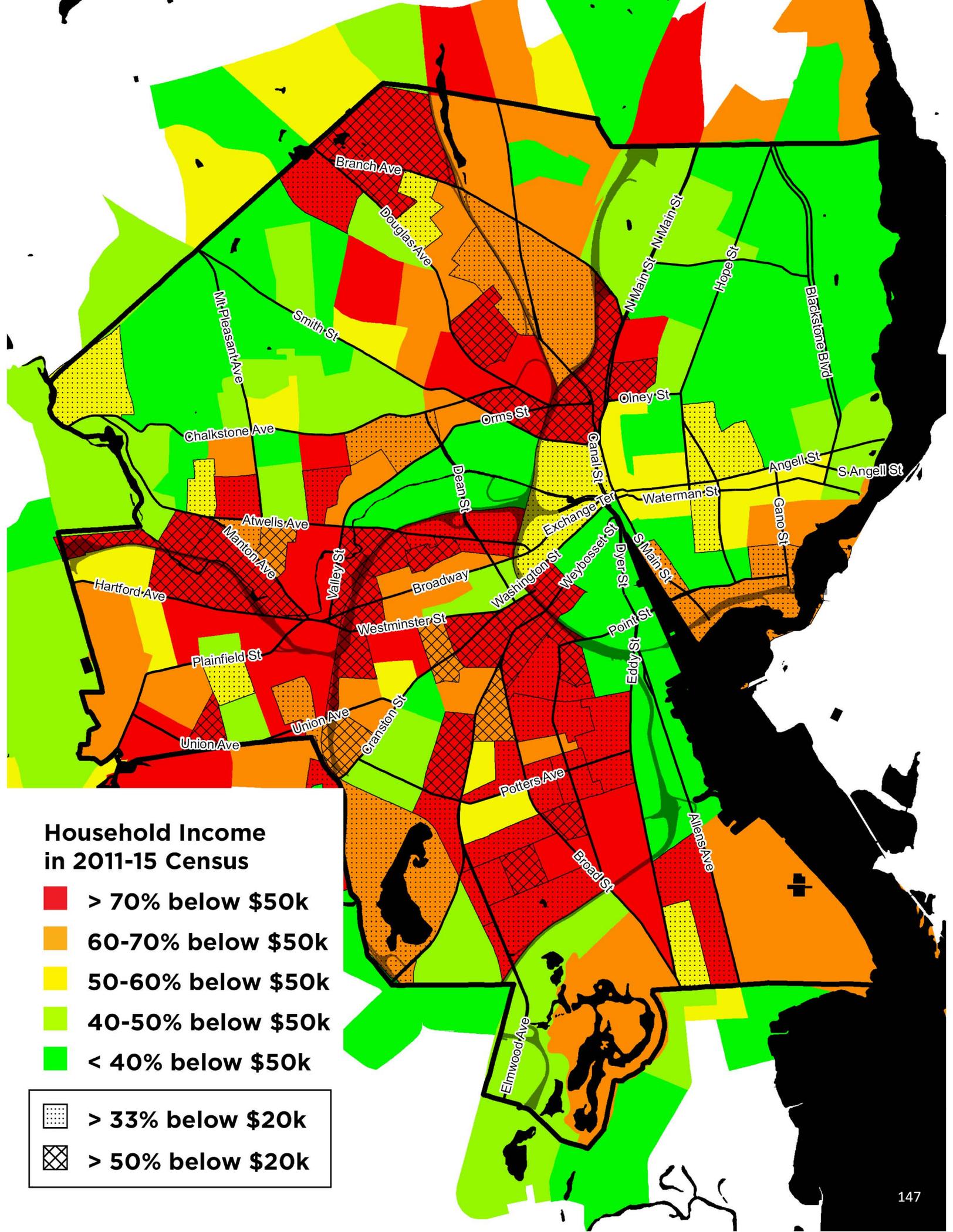




Age Distribution in 2010 Census

1 Dot = 1 Person

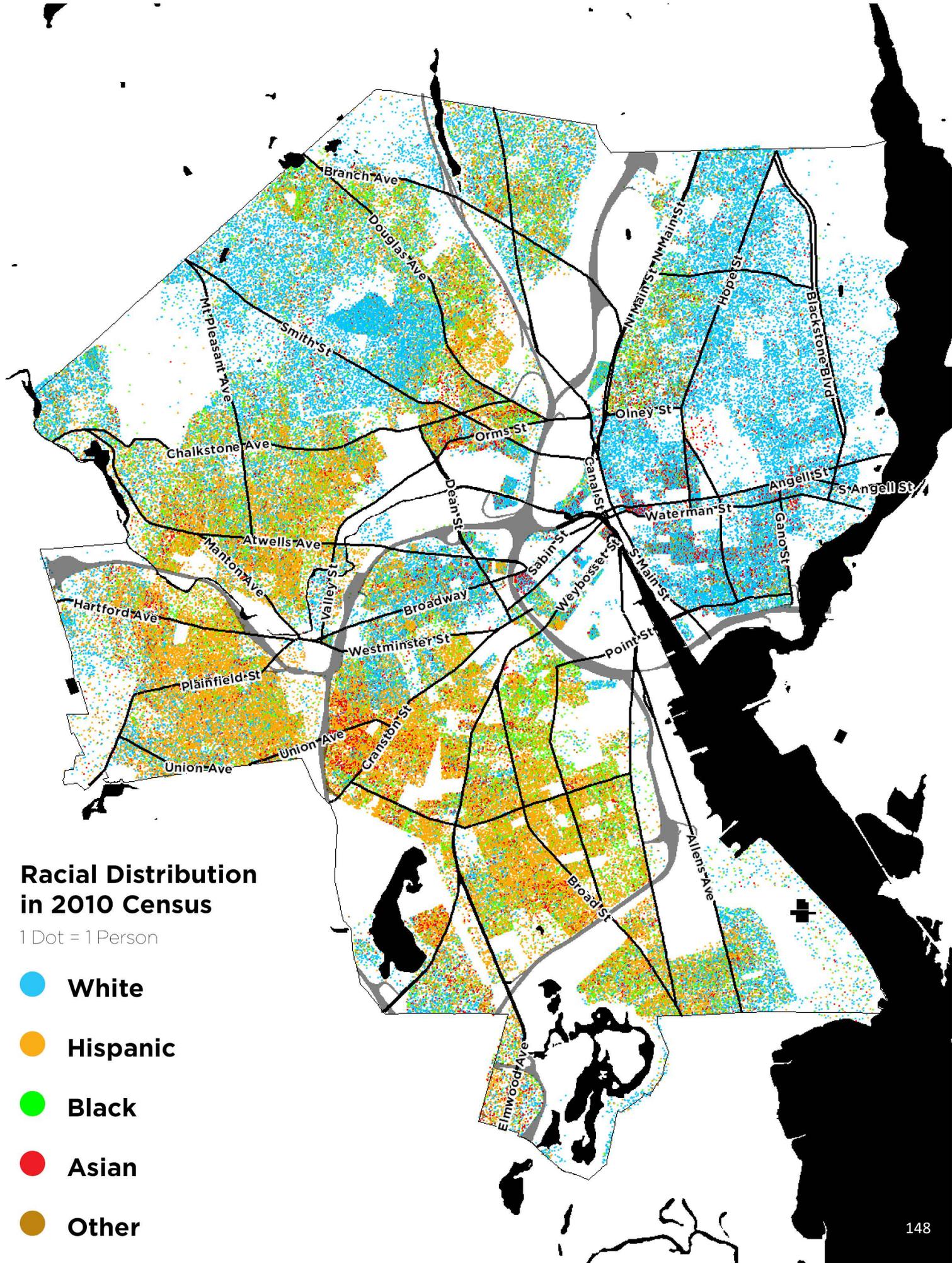
- Age 0-9
- Age 10-19
- Age 20-54
- Age 55-64
- Age 65+



**Household Income
in 2011-15 Census**

- > 70% below \$50k
- 60-70% below \$50k
- 50-60% below \$50k
- 40-50% below \$50k
- < 40% below \$50k

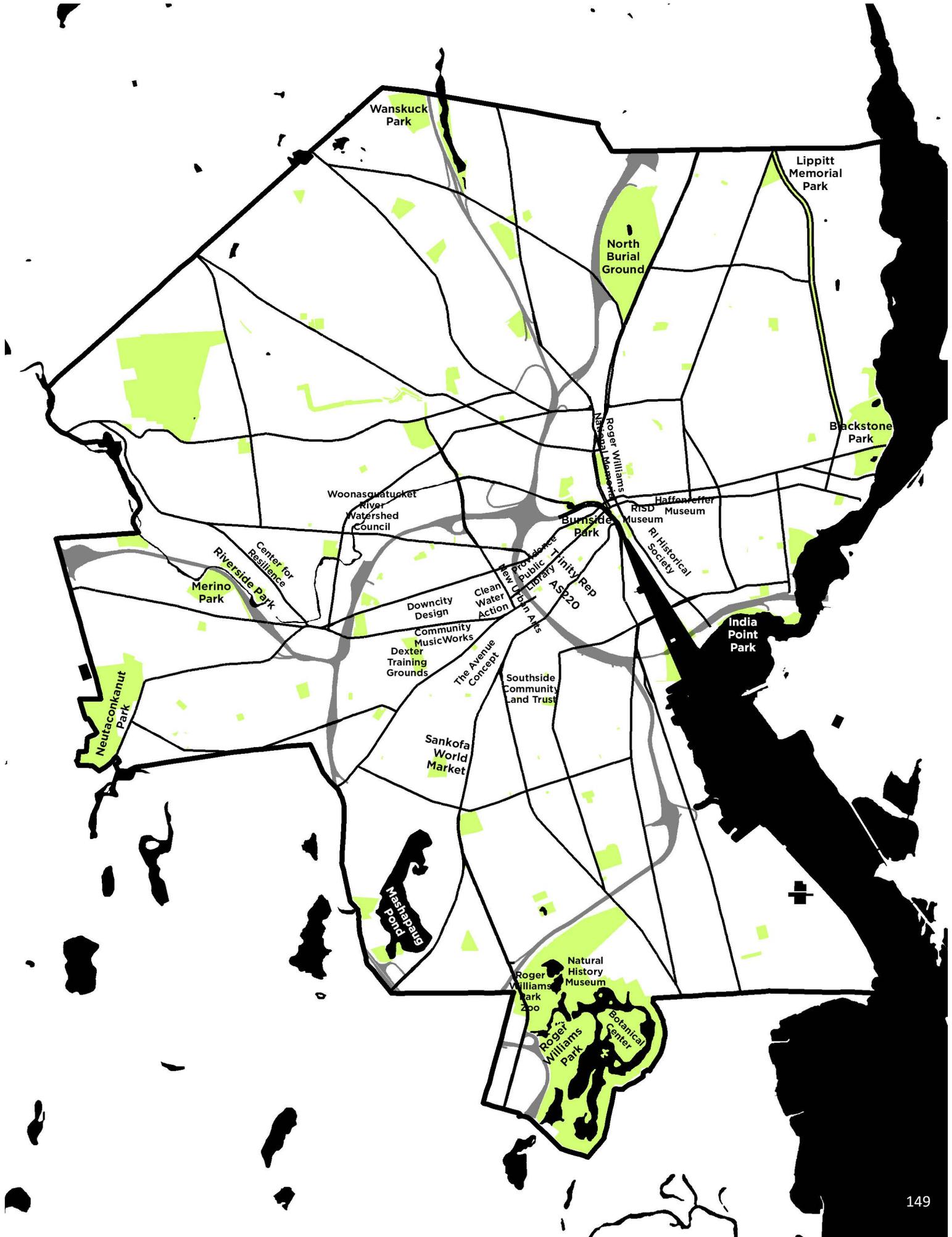
- > 33% below \$20k
- > 50% below \$20k



Racial Distribution in 2010 Census

1 Dot = 1 Person

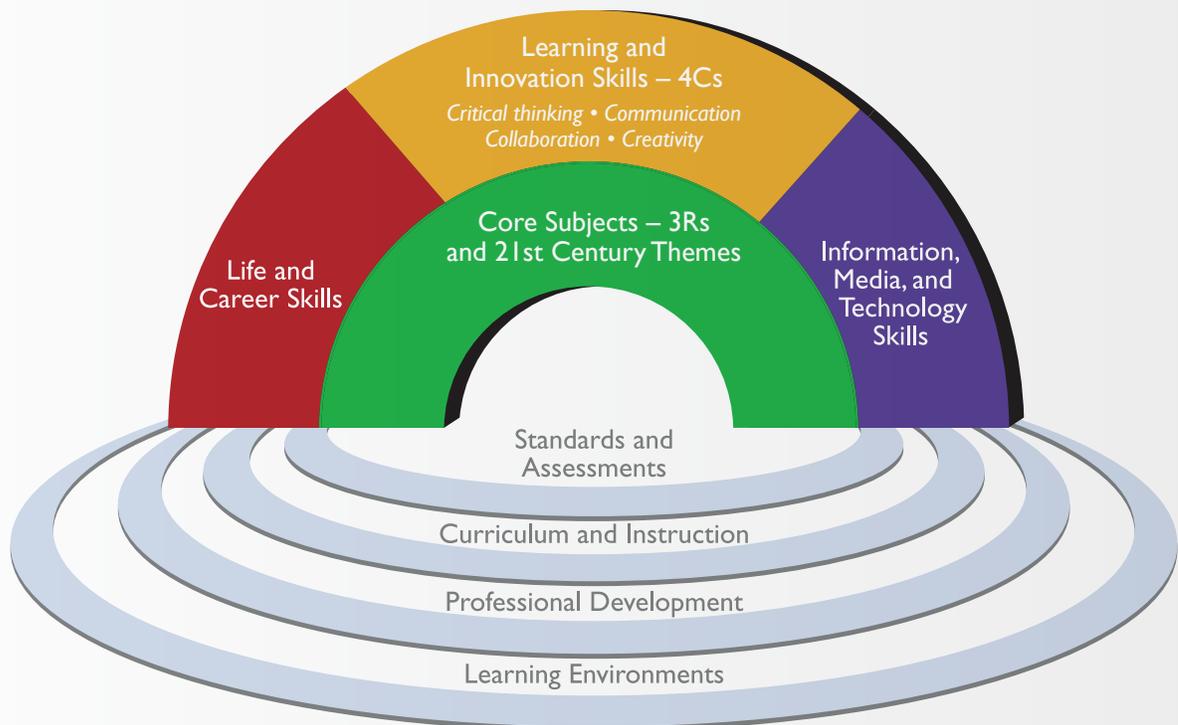
- White
- Hispanic
- Black
- Asian
- Other



Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems



21ST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

Core Subjects and 21st Century Themes

Mastery of **core subjects and 21st century themes** is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- **21st Century Standards**
- **Assessments of 21st Century Skills**
- **21st Century Curriculum and Instruction**
- **21st Century Professional Development**
- **21st Century Learning Environments**

For more information, visit the Partnership's website at www.P21.org.



PARTNERSHIP FOR
21ST CENTURY SKILLS

Member

Organizations

- American Association of School Librarians
- Adobe Systems Incorporated
- Apple Inc.
- Blackboard
- Cable in the Classroom
- Cengage Learning
- Cisco Systems
- Crayola
- Dell
- Education Networks of America
- ETS
- EF Education
- GlobalScholar
- Houghton Mifflin Harcourt
- Hewlett Packard
- Intel® Corporation
- JA Worldwide
- KnowledgeWorks Foundation
- Learning Point Associates
- LEGO Group
- McGraw-Hill
- Measured Progress
- MHz Networks
- Microsoft Corporation
- National Academy Foundation
- National Education Association
- netTrekker
- Oracle Education Foundation
- Pearson
- PMI Educational Foundation
- Verizon
- Walt Disney Company

THE BIG IDEAS^{of} SUSTAINABILITY



SUSTAINABILITY

When the environmental, economic and social needs of a society are met in the present without compromising the ability of future generations to meet their needs.



PROJECT DESIGN RUBRIC

	Lacks Features of Effective PBL <i>The project has one or more of the following problems in each area:</i>	Needs Further Development <i>The project includes some features of effective PBL but has some weaknesses:</i>	Includes Features of Effective PBL <i>The project has the following strengths:</i>
Student Learning Goals: Key Knowledge, Understanding & Success Skills	<ul style="list-style-type: none"> • Student learning goals are not clear and specific; the project is not focused on standards. • The project does not explicitly target, assess, or scaffold the development of success skills. 	<ul style="list-style-type: none"> • The project is focused on standards-derived knowledge and understanding, but it may target too few, too many, or less important goals. • Success skills are targeted, but there may be too many to be adequately taught and assessed. 	<ul style="list-style-type: none"> • The project is focused on teaching students specific and important knowledge, understanding, and skills derived from standards and central to academic subject areas. • Success skills are explicitly targeted to be taught and assessed, such as critical thinking, collaboration, creativity, and project management.
Essential Project Design Element:			
Challenging Problem or Question	<ul style="list-style-type: none"> • The project is not focused on a central problem or question (it may be more like a unit with several tasks); or the problem or question is too easily solved or answered to justify a project. • The central problem or question is not framed by a driving question for the project, or it is seriously flawed, for example: <ul style="list-style-type: none"> - it has a single or simple answer. - it is not engaging to students (it sounds too complex or “academic” like it came from a textbook or appeals only to a teacher). 	<ul style="list-style-type: none"> • The project is focused on a central problem or question, but the level of challenge might be inappropriate for the intended students. • The driving question relates to the project but does not capture its central problem or question (it may be more like a theme). • The driving question meets some of the criteria (in the Includes Features column) for an effective driving question, but lacks others. 	<ul style="list-style-type: none"> • The project is focused on a central problem or question, at the appropriate level of challenge. • The project is framed by a driving question, which is: <ul style="list-style-type: none"> - open-ended; there is more than one possible answer. - understandable and inspiring to students. - aligned with learning goals; to answer it, students will need to gain the intended knowledge, understanding, and skills.
Sustained Inquiry	<ul style="list-style-type: none"> • The “project” is more like an activity or “hands-on” task, rather than an extended process of inquiry. • There is no process for students to generate questions to guide inquiry. 	<ul style="list-style-type: none"> • Inquiry is limited (it may be brief and only occur once or twice in the project; information-gathering is the main task; deeper questions are not asked). • Students generate questions, but while some might be addressed, they are not used to guide inquiry and do not affect the path of the project. 	<ul style="list-style-type: none"> • Inquiry is sustained over time and academically rigorous (students pose questions, gather & interpret data, develop and evaluate solutions or build evidence for answers, and ask further questions). • Inquiry is driven by student-generated questions throughout the project.

Authenticity	<ul style="list-style-type: none"> • The project resembles traditional “schoolwork;” it lacks a real-world context, tasks and tools, does not make a real impact on the world or speak to students’ personal interests. 	<ul style="list-style-type: none"> • The project has some authentic features, but they may be limited or feel contrived. 	<ul style="list-style-type: none"> • The project has an authentic context, involves real-world tasks, tools, and quality standards, makes an impact on the world, and/or speaks to students’ personal concerns, interests, or identities.
Student Voice & Choice	<ul style="list-style-type: none"> • Students are not given opportunities to express their voice and make choices affecting the content or process of the project; it is teacher-directed. • (Or) Students are expected to work too much on their own, without adequate guidance from the teacher and/or before they are capable. 	<ul style="list-style-type: none"> • Students are given limited opportunities to express their voice and make choices, generally in less important matters (deciding how to divide tasks within a team or which website to use for research). • Students work independently from the teacher to some extent, but they could do more on their own. 	<ul style="list-style-type: none"> • Students have opportunities to express their voice and make choices on important matters (topics to investigate, questions asked, texts and resources used, people to work with, products to be created, use of time, organization of tasks). • Students have opportunities to take significant responsibility and work as independently from the teacher as is appropriate, with guidance.
Reflection	<ul style="list-style-type: none"> • Students and the teacher do not engage in reflection about what and how students learn or about the project’s design and management. 	<ul style="list-style-type: none"> • Students and teachers engage in some reflection during the project and after its culmination, but not regularly or in depth. 	<ul style="list-style-type: none"> • Students and teachers engage in thoughtful, comprehensive reflection both during the project and after its culmination, about what and how students learn and the project’s design and management.
Critique & Revision	<ul style="list-style-type: none"> • Students get only limited or irregular feedback about their products and work-in-progress, and only from teachers, not peers. • Students do not know how or are not required to use feedback to revise and improve their work. 	<ul style="list-style-type: none"> • Students are provided with opportunities to give and receive feedback about the quality of products and work-in-progress, but they may be unstructured or only occur once. • Students look at or listen to feedback about the quality of their work, but do not substantially revise and improve it. 	<ul style="list-style-type: none"> • Students are provided with regular, structured opportunities to give and receive feedback about the quality of their products and work-in-progress from peers, teachers, and if appropriate from others beyond the classroom. • Students use feedback about their work to revise and improve it.
Public Product	<ul style="list-style-type: none"> • Students do not make their work public by presenting it to an audience or offering it to people beyond the classroom. 	<ul style="list-style-type: none"> • Student work is made public only to classmates and the teacher. • Students present products, but are not asked to explain how they worked and what they learned. 	<ul style="list-style-type: none"> • Student work is made public by presenting, displaying, or offering it to people beyond the classroom. • Students are asked to explain the reasoning behind choices they made, their inquiry process, how they worked, what they learned, etc.

ESSENTIAL PROJECT DESIGN ELEMENTS CHECKLIST

WHATEVER FORM A PROJECT TAKES, IT MUST MEET THESE CRITERIA TO BE GOLD STANDARD PBL.

DOES THE PROJECT MEET THESE CRITERIA?			
KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management.			
CHALLENGING PROBLEM OR QUESTION The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question.			
SUSTAINED INQUIRY The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers.			
AUTHENTICITY The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities.			
STUDENT VOICE & CHOICE The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience.			
REFLECTION The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation.			
CRITIQUE & REVISION The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry.			
PUBLIC PRODUCT The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom.			



Big Idea of	Essential
<p data-bbox="120 264 488 359">CHANGE OVER TIME</p> <p data-bbox="120 386 444 480">All organisms, places, and systems are constantly changing</p>	<ul data-bbox="553 275 1312 443" style="list-style-type: none">• What can we learn from the past?• How do living things adapt to changes in their environment?• How do we shape the land? How does the land shape us?• How has our community changed over time?• How have you changed over time?
<p data-bbox="120 527 488 611">LIMITS</p> <p data-bbox="120 621 363 684">Every system has a carrying capacity</p>	<ul data-bbox="553 527 1435 684" style="list-style-type: none">• Why do living things move from place to place?• Who decides what limits something?• What determines limits in the natural world? In economic systems? In social systems?• What happens when a system reaches its limits?
<p data-bbox="120 737 488 821">FAIRNESS/EQUITY</p> <p data-bbox="120 831 485 957">Resources need to be shared to meet the needs of living things— across places and generations</p>	<ul data-bbox="553 737 1468 999" style="list-style-type: none">• Who decides what is fair or equitable? Who should decide?• What is the difference between fairness and equity?• How should we balance the rights of individuals with the common good?• What determines value?• Is there a difference between wants and needs?• What happens in a system when resources are limited?• What happens when resources are inequitably allocated?• Why is it important to think about the future?
<p data-bbox="120 1052 488 1136">PLACE</p> <p data-bbox="120 1146 461 1241">Natural and human communities together make up one's place</p>	<ul data-bbox="553 1052 1338 1251" style="list-style-type: none">• How are we shaped by the land? How do we shape the land?• How do humans and the natural world interact?• How does where we live impact how we live?• How are people connected to the past?• What stories are here?• What makes up your place? Who makes up your place?
<p data-bbox="120 1283 488 1388">ABILITY TO MAKE A DIFFERENCE</p> <p data-bbox="120 1419 461 1514">Everyone has the ability to change or impact a system, community, and themselves</p>	<ul data-bbox="553 1293 1446 1493" style="list-style-type: none">• How do our choices affect ourselves, our communities, and the world?• What is your responsibility to yourself, your community, and the world?• How can one individual make a difference?• How can a group of individuals make a difference?• What does it mean to be a citizen in our neighborhood?• What can you do to make change in a system?
<p data-bbox="120 1556 488 1640">LONG-TERM EFFECTS</p> <p data-bbox="120 1671 461 1734">Actions will have effects beyond immediate reactions</p>	<ul data-bbox="553 1556 1492 1724" style="list-style-type: none">• How do living things adapt to changes in their environment?• In what ways does how we live today impact how people live in the future?• What choices did our elders make that affect the way we live today?• How can we make choices to ensure a healthy future?• How do your actions impact the future of others?

What does Education for Sustainability look like in content area...

Content Area	Lens of Sustainability	Curricular Example
Reading	Students develop literacy skills using texts themed with sustainability content, both fiction and non-fiction, enriching and deepening other content-area studies.	PRIMARY: Picture books collections on gardening, compost, and animal life cycles are used to enhance social studies and science units. SECONDARY: Students launch a study of local food systems by reading <i>The Omnivore's Dilemma Young Reader's Edition</i> .
Writing	Students write to communicate with a real community audience: to inform, to persuade, and to share personal views.	PRIMARY: Students create posters to inform the community about local maple sugaring process from sugar bush to table. SECONDARY: Students write speeches to persuade school board members to adopt a "green school" purchasing policy or an "affirmative hiring" policy.
Math	Students collect and work with real data in the context of real projects.	PRIMARY: Students create quality of life report cards and collect data on these indicators in their neighborhood. SECONDARY: Students collect and compile data on energy use or on student dropout rates on the school's campus, and analyze it to find area for improvement.
Social Studies	Students explore how social and economic systems work to inform community planning. They also investigate historical patterns and change over time in these systems.	PRIMARY: Students explore how local businesses operate and how services offered in the community change to meet consumers' needs. SECONDARY: Students host a politicians' forum prior to election day and prepare questions for the candidates.
Science	To inform decision-making, students learn how natural systems work. They learn inquiry skills that enable them to pose questions, conduct research, and interpret patterns.	PRIMARY: Student conduct water quality analysis of rivers in the watershed and present their findings and recommendations to the local natural resource agency. SECONDARY: Students conduct a biotic survey in a local park and based on their findings, design a park management plan that they submit to the city manager.
Family & Consumer Sciences	Students study how to best manage personal and family responsibilities and resources, and promote wellness while considering the impacts of their choices— community/personal, ecological and economic.	SECONDARY: Students identify consumer habits and home management practices that embody sustainable resource use.

CONTINUED

CONTINUED: What does Education for Sustainability look like in content area...

Content Area	Lens of Sustainability	Curricular Example
Physical Education	Students understand the importance of vitality and health, and the mind-body connection. They have the opportunity to develop gross motor skills in diverse settings.	PRIMARY: Children engage in free play on outdoor play structures that feature natural spaces and uneven terrain to develop dexterity and balance. SECONDARY: Classes are outdoor-based and include mindfulness exercises and yoga as well as physical fitness.
Visual/ Performing Arts/Music	Students develop their expressive skills in order to communicate their understanding of the world and their vision for it.	PRIMARY: Students create murals of their ideal communities, learning about perspective and dimension. SECONDARY: Students film and edit a documentary informing recent immigrants on what resources are available to them to help get them established in the community.

What does Education for Sustainability look like in grade...

Grade	Big Idea	Curricular Example
Pre-K/ Kinder- garten	COMMUNITY	Students study community by exploring the roles that people play in the community, and how community members depend on each other. Students explore their own role as community helpers through service projects in their school and community.
1st & 2nd	CYCLES	Students engage in a study of cycles through exploring cycles all around them— investigating everything from insects to state of matter to seasonal cycles in nature- and how these cycles impact their own lives. Students learn about the local agricultural cycles of maple sugaring and apple growing, and engage with local farmers and businesses in the community involved in these product cycles.
3rd & 4th	SYSTEMS, DIVERSITY	Students investigate local food systems by tracing locally available selections back to their source and evaluate and assess the impact of different food choices. Students also explore best practices in farming through working with local farmers to better understand the importance of ecological diversity. Students develop skills for reading and writing informational text by creating informational posters about the local food system for display at a local co-op.
5th & 6th	CHANGE	Students learn about change over time as they explore biological and social adaptation. They research local immigration patterns through time, and how shifting demographics and diversity has shaped the local community. Students also explore the impacts of human migration on the natural world. As a culminating project, students create a museum display with maps illustrating how their community has changed over time.
7th & 8th	INTER- DEPENDENCE	Students explore economics by launching a small business with their classmates. With the help of local business people, they conduct market research, create a business plan, and track data on costs and revenues. Finally, students write annual reports to shareholders, describing the economic, environmental, and social outcomes of their business.
9th & 10th	LIMITS, EQUITY	Students are immersed in a study of water: watersheds, management, rights, natural limits, and equity issues. They compare local water use and regulation to locales with similar demographics and geography, both nationally and internationally. Students then make recommendations to local regulating agencies on resource management.
11th & 12th	LONG-TERM EFFECTS	Students analyze energy sources and usage in the community and evaluate locally available options. Students then research best practices, and compare local finding with the ideal. Students present their findings and recommendations to the city, making recommendations to improve the energy infrastructure and efficiency.

Figure 1
A comparison of punitive and restorative justice responses in schools

Punitive	Restorative
Misbehavior defined as breaking school rules or letting the school down.	Misbehavior defined as harm (emotional/mental/physical) done to one person/group by another.
Focus is on what happened and establishing blame or guilt.	Focus on problem-solving by expressing feelings and needs and exploring how to address problems in the future.
Adversarial relationship and process. Includes an authority figure with the power to decide on penalty, in conflict with wrongdoer.	Dialogue and negotiation, with everyone involved in the communication and cooperation with each other.
Imposition of pain or unpleasantness to punish and deter/prevent.	Restitution as a means of restoring both parties, the goal being reconciliation and acknowledging responsibility for choices.
Attention to rules and adherence to due process.	Attention to relationships and achievement of a mutually desired outcome.
Conflict/wrongdoing represented as impersonal and abstract; individual versus school.	Conflict/wrongdoing recognized as interpersonal conflicts with opportunity for learning.
One social injury compounded by another.	Focus on repair of social injury/damage.
School community as spectators, represented by member of staff dealing with the situation; those directly affected uninvolved and powerless.	School community involved in facilitating restoration; those affected taken into consideration; empowerment.
Accountability defined in terms of receiving punishment.	Accountability defined as understanding impact of actions, taking responsibility for choices, and suggesting ways to repair harm.

Restorative justice strategies can help schools prevent or deal with conflict before it escalates. This guide describes restorative justice strategies that may be applied in both formal and informal ways to improve the overall school environment.

Why should schools use restorative justice?

Restorative justice emphasizes values of empathy, respect, honesty, acceptance, responsibility, and accountability. Restorative justice also:

- Provides ways to effectively address behavior and other complex school issues.
- Offers a supportive environment that can improve learning.
- Improves safety by preventing future harm.
- Offers alternatives to suspension and expulsion.

Our Children, Our City

WORKING TOGETHER TO IMPROVE RESULTS FOR OUR KIDS

The Our Children, Our City initiative - convened by the Children and Youth Cabinet (CYC) - spoke with community members in neighborhood conversations and during a citywide bus tour to identify what Providence needs to ensure the success of every child. The following priorities rose to the top:

Every Child Deserves...

- Teachers who show **respect, care, high expectations** and who **build relationships** with families
- Communities that **support student learning** in and out of school
- Communities that **work better together** to provide services for children
- Families who participate and **volunteer** in schools
- Teachers who are **diverse** and **understand families' cultures**
- Schools with full service programming to connect families to services that address children's **physical, social and emotional needs** from birth
- Community development that addresses **economic problems** like unemployment, and unaffordable housing
- Schools with positive climates that encourage **positive behavior**, relationships and **eliminate bullying**
- Families who receive parenting and **adult education** that support learning at home



Get Involved!

To get updates on our upcoming events or to get involved with the Children and Youth Cabinet, a citywide coalition of over 80 organizations:

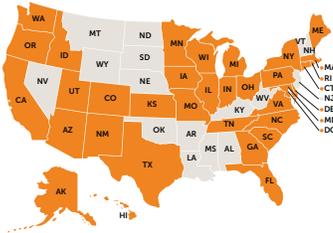
- Contact Teresa Guaba at Teresa_guaba@brown.edu or 401-863-9781
- Follow us on twitter @cycprovidence or #pvdococ
- Visit www.cycprovidence.org



InFOCUS

Evaluation of Expeditionary Learning Middle Schools

Expeditionary Learning (EL) Schools



The EL model is in operation in more than 160 schools in 30 states.

Educators are seeking ways to help students develop the broad range of competencies covered by the new Common Core standards and assessments. The **Expeditionary Learning (EL) model**, which operates in more than 160 schools in 30 states, provides an interdisciplinary curriculum for students and professional development services for teachers and school leaders. The model emphasizes five dimensions, which are implemented through a combination of curriculum resources, professional development institutes throughout the year, and on-site classroom coaching. The EL curriculum includes several elements that are closely aligned with Common Core standards for English language arts and literacy.

In the first rigorous study of the impacts of EL schools, Mathematica Policy Research found that EL middle school students perform better in reading and math than their counterparts in other public schools. The study team examined student performance on the existing state reading and math assessments up to three years after students enrolled in five EL middle schools (assessments were not yet based on the Common Core standards). We found that the schools had positive, statistically significant impacts on both reading and math. [Read the full report.](#)

KEY FINDINGS

Based on the impact estimates, the five EL schools increase reading and math significantly on average:

- In **reading**, EL students experience positive impacts that are approximately equal in magnitude to an extra five months of learning growth after two years (.11 standard deviations) or an extra seven months of learning growth after three years (.16 standard deviations).
- In **math**, EL students experience positive impacts equal to about an extra three months of learning growth after two years (.09 standard deviations) or 10 months of extra learning growth after three years (.29 standard deviations).

Positive impacts on EL students in Reading

after 2 years

+5 months
of learning growth

after 3 years

+7 months
of learning growth

Positive impacts on EL students in Math

after 2 years

+3 months
of learning growth

after 3 years

+10 months
of learning growth

ABOUT THE STUDENTS

EL students and students at EL feeder schools have similar baseline test scores in reading and math.

Students qualify for free or reduced-price meals



Students received special education services before enrolling



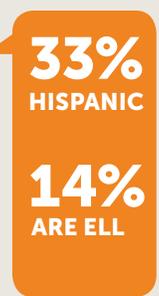
EL students in the five study schools are more likely to be Hispanic and more likely to be English language learners (ELLs) compared with students who attended the same elementary feeder schools (the elementary schools previously attended by EL students).

Otherwise, EL students in the five sample schools are demographically similar to students in feeder schools.

Expeditionary Learning Students



Feeder School Students



A Rigorous Study Methodology:

COMPARISON GROUP WITH SIMILAR CHARACTERISTICS

- Demographics
- Baseline achievement



ADDRESS ADDITIONAL THREATS TO VALIDITY

- Student attrition
- Repeating grades

ABOUT THE STUDY

Mathematica was commissioned by Expeditionary Learning to conduct an independent evaluation of the program. Mathematica's team matched students from five urban middle schools founded in partnership with EL in Washington, DC, and New York City to a comparison group of students with similar demographic characteristics and baseline achievement in the two years before students entered EL schools. The team also used a variety of methods to mitigate potential threats to the study's validity, such as student attrition and repeating a grade. This rigorous approach helped to ensure that the estimated impacts on student performance were caused by the EL model and not variations in student characteristics or student achievement trends from prior years.

AREAS FOR FUTURE STUDY

Future studies would deepen the understanding of the EL program's effectiveness and build on the evidence base developed by this study.

- ▶ Studying a larger sample of schools within the national EL network would show whether the model could be scaled up and replicated at other schools, particularly in suburban and rural communities.
- ▶ Examining outcomes beyond reading and math would help policymakers understand the broad impacts of the EL model's interdisciplinary curriculum, which emphasizes project-based learning and includes several elements aligned with the Common Core curriculum. In addition, using new Common Core reading and math assessments will provide further insight into EL's impacts.
- ▶ Identifying which components of EL's multifaceted approach are strongly associated with impacts on student achievement would highlight potential best practices for school leaders.

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2010 Pre-K-Grade 12 Gifted Programming Standards

Gifted Education Programming Standard 1: Learning and Development

Introduction

For teachers and other educators in PreK-12 settings to be effective in working with learners with gifts and talents, they must understand the characteristics and needs of the population for whom they are planning curriculum, instruction, assessment, programs, and services. These characteristics provide the rationale for differentiation in programs, grouping, and services for this population and are translated into appropriate differentiation choices made at curricular and program levels in schools and school districts. While cognitive growth is important in such programs, affective development is also necessary. Thus many of the characteristics addressed in this standard emphasize affective development linked to self-understanding and social awareness.



Standard 1: Learning and Development

Description: Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.</p>	<p>1.1.1. Educators engage students with gifts and talents in identifying interests, strengths, and gifts.</p>
	<p>1.1.2. Educators assist students with gifts and talents in developing identities supportive of achievement.</p>
<p>1.2. Self-Understanding. Students with gifts and talents possess a developmentally appropriate understanding of how they learn and grow; they recognize the influences of their beliefs, traditions, and values on their learning and behavior.</p>	<p>1.2.1. Educators develop activities that match each student's developmental level and culture-based learning needs.</p>
<p>1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.</p>	<p>1.3.1. Educators provide a variety of research-based grouping practices for students with gifts and talents that allow them to interact with individuals of various gifts, talents, abilities, and strengths.</p>
	<p>1.3.2. Educators model respect for individuals with diverse abilities, strengths, and goals.</p>
<p>1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.</p>	<p>1.4.1. Educators provide role models (e.g., through mentors, bibliotherapy) for students with gifts and talents that match their abilities and interests.</p>
	<p>1.4.2. Educators identify out-of-school learning opportunities that match students' abilities and interests.</p>
<p>1.5. Awareness of Needs. Students' families and communities understand similarities and differences with respect to the development and characteristics of advanced and typical learners and support students with gifts and talents' needs.</p>	<p>1.5.1. Educators collaborate with families in accessing resources to develop their child's talents.</p>
<p>1.6. Cognitive and Affective Growth. Students with gifts and talents benefit from meaningful and challenging learning activities addressing their unique characteristics and needs.</p>	<p>1.6.1. Educators design interventions for students to develop cognitive and affective growth that is based on research of effective practices.</p>
	<p>1.6.2. Educators develop specialized intervention services for students with gifts and talents who are underachieving and are now learning and developing their talents.</p>
<p>1.7. Cognitive and Affective Growth. Students with gifts and talents recognize their preferred approaches to learning and expand their repertoire.</p>	<p>1.7.1. Teachers enable students to identify their preferred approaches to learning, accommodate these preferences, and expand them.</p>
<p>1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals (e.g., higher education opportunities, mentors, financial support).</p>	<p>1.8.1. Educators provide students with college and career guidance that is consistent with their strengths.</p>
	<p>1.8.2. Teachers and counselors implement a curriculum scope and sequence that contains person/social awareness and adjustment, academic planning, and vocational and career awareness.</p>

Gifted Education Programming Standard 2: Assessment

Introduction

Knowledge about all forms of assessment is essential for educators of students with gifts and talents. It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators need to establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students who represent diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.



Standard 2: Assessment

Description: Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

Student Outcomes	Evidence-Based Practices
<p>2.1. <i>Identification.</i> All students in grades PK-12 have equal access to a comprehensive assessment system that allows them to demonstrate diverse characteristics and behaviors that are associated with giftedness.</p>	2.1.1. Educators develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	2.1.2. Educators provide parents/guardians with information regarding diverse characteristics and behaviors that are associated with giftedness.
<p>2.2. <i>Identification.</i> Each student reveals his or her exceptionalities or potential through assessment evidence so that appropriate instructional accommodations and modifications can be provided.</p>	2.2.1. Educators establish comprehensive, cohesive, and ongoing procedures for identifying and serving students with gifts and talents. These provisions include informed consent, committee review, student retention, student reassessment, student exiting, and appeals procedures for both entry and exit from gifted program services.
	2.2.2. Educators select and use multiple assessments that measure diverse abilities, talents, and strengths that are based on current theories, models, and research.
	2.2.3. Assessments provide qualitative and quantitative information from a variety of sources, including off-level testing, are nonbiased and equitable, and are technically adequate for the purpose.
	2.2.4. Educators have knowledge of student exceptionalities and collect assessment data while adjusting curriculum and instruction to learn about each student's developmental level and aptitude for learning.
	2.2.5. Educators interpret multiple assessments in different domains and understand the uses and limitations of the assessments in identifying the needs of students with gifts and talents.
	2.2.6. Educators inform all parents/guardians about the identification process. Teachers obtain parental/guardian permission for assessments, use culturally sensitive checklists, and elicit evidence regarding the child's interests and potential outside of the classroom setting.
<p>2.3. <i>Identification.</i> Students with identified needs represent diverse backgrounds and reflect the total student population of the district.</p>	2.3.1. Educators select and use non-biased and equitable approaches for identifying students with gifts and talents, which may include using locally developed norms or assessment tools in the child's native language or in nonverbal formats.
	2.3.2. Educators understand and implement district and state policies designed to foster equity in gifted programming and services.
	2.3.3. Educators provide parents/guardians with information in their native language regarding diverse behaviors and characteristics that are associated with giftedness and with information that explains the nature and purpose of gifted programming options.
<p>2.4. <i>Learning Progress and Outcomes.</i> Students with gifts and talents demonstrate advanced and complex learning as a result of using multiple, appropriate, and ongoing assessments.</p>	2.4.1. Educators use differentiated pre- and post- performance-based assessments to measure the progress of students with gifts and talents.
	2.4.2. Educators use differentiated product-based assessments to measure the progress of students with gifts and talents.
	2.4.3. Educators use off-level standardized assessments to measure the progress of students with gifts and talents.

	2.4.4. Educators use and interpret qualitative and quantitative assessment information to develop a profile of the strengths and weaknesses of each student with gifts and talents to plan appropriate intervention.
	2.4.5. Educators communicate and interpret assessment information to students with gifts and talents and their parents/guardians.
2.5. <i>Evaluation of Programming.</i> Students identified with gifts and talents demonstrate important learning progress as a result of programming and services.	2.5.1. Educators ensure that the assessments used in the identification and evaluation processes are reliable and valid for each instrument's purpose, allow for above-grade-level performance, and allow for diverse perspectives.
	2.5.2. Educators ensure that the assessment of the progress of students with gifts and talents uses multiple indicators that measure mastery of content, higher level thinking skills, achievement in specific program areas, and affective growth.
	2.5.3. Educators assess the quantity, quality, and appropriateness of the programming and services provided for students with gifts and talents by disaggregating assessment data and yearly progress data and making the results public.
2.6. <i>Evaluation of Programming.</i> Students identified with gifts and talents have increased access and they show significant learning progress as a result of improving components of gifted education programming.	2.6.1. Administrators provide the necessary time and resources to implement an annual evaluation plan developed by persons with expertise in program evaluation and gifted education.
	2.6.2. The evaluation plan is purposeful and evaluates how student-level outcomes are influenced by one or more of the following components of gifted education programming: (a) identification, (b) curriculum, (c) instructional programming and services, (d) ongoing assessment of student learning, (e) counseling and guidance programs, (f) teacher qualifications and professional development, (g) parent/guardian and community involvement, (h) programming resources, and (i) programming design, management, and delivery.
	2.6.3. Educators disseminate the results of the evaluation, orally and in written form, and explain how they will use the results.

Gifted Education Programming Standard 3: Curriculum Planning and Instruction

Introduction

Assessment is an integral component of the curriculum planning process. The information obtained from multiple types of assessments informs decisions about curriculum content, instructional strategies, and resources that will support the growth of students with gifts and talents. Educators develop and use a comprehensive and sequenced core curriculum that is aligned with local, state, and national standards, then differentiate and expand it. In order to meet the unique needs of students with gifts and talents, this curriculum must emphasize advanced, conceptually challenging, in-depth, distinctive, and complex content within cognitive, affective, aesthetic, social, and leadership domains. Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum (a) to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and (b) to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.



Standard 3: Curriculum Planning and Instruction

Description: Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
3.1. <i>Curriculum Planning.</i> Students with gifts and talents demonstrate growth commensurate with aptitude during the school year.	3.1.1. Educators use local, state, and national standards to align and expand curriculum and instructional plans.
	3.1.2. Educators design and use a comprehensive and continuous scope and sequence to develop differentiated plans for PK-12 students with gifts and talents.
	3.1.3. Educators adapt, modify, or replace the core or standard curriculum to meet the needs of students with gifts and talents and those with special needs such as twice-exceptional, highly gifted, and English language learners.
	3.1.4. Educators design differentiated curricula that incorporate advanced, conceptually challenging, in-depth, distinctive, and complex content for students with gifts and talents.
	3.1.5. Educators use a balanced assessment system, including pre-assessment and formative assessment, to identify students' needs, develop differentiated education plans, and adjust plans based on continual progress monitoring.
	3.1.6. Educators use pre-assessments and pace instruction based on the learning rates of students with gifts and talents and accelerate and compact learning as appropriate.
	3.1.7. Educators use information and technologies, including assistive technologies, to individualize for students with gifts and talents, including those who are twice-exceptional.
3.2. <i>Talent Development.</i> Students with gifts and talents become more competent in multiple talent areas and across dimensions of learning.	3.2.1. Educators design curricula in cognitive, affective, aesthetic, social, and leadership domains that are challenging and effective for students with gifts and talents.
	3.2.2. Educators use metacognitive models to meet the needs of students with gifts and talents.
3.3. <i>Talent Development.</i> Students with gifts and talents develop their abilities in their domain of talent and/or area of interest.	3.3.1. Educators select, adapt, and use a repertoire of instructional strategies and materials that differentiate for students with gifts and talents and that respond to diversity.
	3.3.2. Educators use school and community resources that support differentiation.
	3.3.3. Educators provide opportunities for students with gifts and talents to explore, develop, or research their areas of interest and/or talent.
3.4. <i>Instructional Strategies.</i> Students with gifts and talents become independent investigators.	3.4.1. Educators use critical-thinking strategies to meet the needs of students with gifts and talents.
	3.4.2. Educators use creative-thinking strategies to meet the needs of students with gifts and talents.
	3.4.3. Educators use problem-solving model strategies to meet the needs of students with gifts and talents.

	3.4.4. Educators use inquiry models to meet the needs of students with gifts and talents.
3.5. <i>Culturally Relevant Curriculum</i> . Students with gifts and talents develop knowledge and skills for living and being productive in a multicultural, diverse, and global society.	3.5.1. Educators develop and use challenging, culturally responsive curriculum to engage all students with gifts and talents.
	3.5.2. Educators integrate career exploration experiences into learning opportunities for students with gifts and talents, e.g. biography study or speakers.
	3.5.3. Educators use curriculum for deep explorations of cultures, languages, and social issues related to diversity.
3.6. <i>Resources</i> . Students with gifts and talents benefit from gifted education programming that provides a variety of high quality resources and materials.	3.6.1. Teachers and administrators demonstrate familiarity with sources for high quality resources and materials that are appropriate for learners with gifts and talents.

Gifted Education Programming Standard 4: Learning Environments

Introduction

Effective educators of students with gifts and talents create safe learning environments that foster emotional well-being, positive social interaction, leadership for social change, and cultural understanding for success in a diverse society. Knowledge of the impact of giftedness and diversity on social-emotional development enables educators of students with gifts and talents to design environments that encourage independence, motivation, and self-efficacy of individuals from all backgrounds. They understand the role of language and communication in talent development and the ways in which culture affects communication and behavior. They use relevant strategies and technologies to enhance oral, written, and artistic communication of learners whose needs vary based on exceptional ability, language proficiency, and cultural and linguistic differences. They recognize the value of multilingualism in today's global community.



Standard 4: Learning Environments

Description: Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
<p>4.1. <i>Personal Competence.</i> Students with gifts and talents demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity. These include self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity, and risk taking.</p>	4.1.1. Educators maintain high expectations for all students with gifts and talents as evidenced in meaningful and challenging activities.
	4.1.2. Educators provide opportunities for self-exploration, development and pursuit of interests, and development of identities supportive of achievement, e.g., through mentors and role models.
	4.1.3. Educators create environments that support trust among diverse learners.
	4.1.4. Educators provide feedback that focuses on effort, on evidence of potential to meet high standards, and on mistakes as learning opportunities.
	4.1.5. Educators provide examples of positive coping skills and opportunities to apply them.
<p>4.2. <i>Social Competence.</i> Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.</p>	4.2.1. Educators understand the needs of students with gifts and talents for both solitude and social interaction.
	4.2.2. Educators provide opportunities for interaction with intellectual and artistic/creative peers as well as with chronological-age peers.
	4.2.3. Educators assess and provide instruction on social skills needed for school, community, and the world of work.
<p>4.3. <i>Leadership.</i> Students with gifts and talents demonstrate personal and social responsibility and leadership skills.</p>	4.3.1. Educators establish a safe and welcoming climate for addressing social issues and developing personal responsibility.
	4.3.2. Educators provide environments for developing many forms of leadership and leadership skills.
	4.3.3. Educators promote opportunities for leadership in community settings to effect positive change.
<p>4.4. <i>Cultural Competence.</i> Students with gifts and talents value their own and others' language, heritage, and circumstance. They possess skills in communicating, teaming, and collaborating with diverse individuals and across diverse groups.¹ They use positive strategies to address social issues, including discrimination and stereotyping.</p>	4.4.1. Educators model appreciation for and sensitivity to students' diverse backgrounds and languages.
	4.4.2. Educators censure discriminatory language and behavior and model appropriate strategies.
	4.4.3. Educators provide structured opportunities to collaborate with diverse peers on a common goal.
<p>4.5. <i>Communication Competence.</i> Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication</p>	4.5.1. Educators provide opportunities for advanced development and maintenance of first and second language(s).
	4.5.2. Educators provide resources to enhance oral, written, and artistic forms of communication, recognizing students' cultural context.
	4.5.3. Educators ensure access to advanced communication tools, including assistive technologies, and use of these tools for expressing higher-level thinking and creative productivity.

¹ Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

Gifted Education Programming Standard 5: Programming

Introduction

The term programming refers to a continuum of services that address students with gifts and talents' needs in all settings. Educators develop policies and procedures to guide and sustain all components of comprehensive and aligned programming and services for PreK-12 students with gifts and talents. Educators use a variety of programming options such as acceleration and enrichment in varied grouping arrangements (cluster grouping, resource rooms, special classes, special schools) and within individualized learning options (independent study, mentorships, online courses, internships) to enhance students' performance in cognitive and affective areas and to assist them in identifying future career goals. They augment and integrate current technologies within these learning opportunities to increase access to high level programming such as distance learning courses and to increase connections to resources outside of the school walls. In implementing services, educators in gifted, general, special education programs, and related professional services collaborate with one another and parents/guardians and community members to ensure that students' diverse learning needs are met. Administrators demonstrate their support of these programming options by allocating sufficient resources so that all students within gifts and talents receive appropriate educational services.



Standard 5: Programming

Description: Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

Student Outcomes	Evidence-Based Practices
5.1. <i>Variety of Programming.</i> Students with gifts and talents participate in a variety of evidence-based programming options that enhance performance in cognitive and affective areas.	5.1.1. Educators regularly use multiple alternative approaches to accelerate learning.
	5.1.2. Educators regularly use enrichment options to extend and deepen learning opportunities within and outside of the school setting.
	5.1.3. Educators regularly use multiple forms of grouping, including clusters, resource rooms, special classes, or special schools.
	5.1.4. Educators regularly use individualized learning options such as mentorships, internships, online courses, and independent study.
	5.1.5. Educators regularly use current technologies, including online learning options and assistive technologies to enhance access to high-level programming.
	5.1.6. Administrators demonstrate support for gifted programs through equitable allocation of resources and demonstrated willingness to ensure that learners with gifts and talents receive appropriate educational services.
5.2. <i>Coordinated Services.</i> Students with gifts and talents demonstrate progress as a result of the shared commitment and coordinated services of gifted education, general education, special education, and related professional services, such as school counselors, school psychologists, and social workers.	5.2.1. Educators in gifted, general, and special education programs, as well as those in specialized areas, collaboratively plan, develop, and implement services for learners with gifts and talents.
5.3. <i>Collaboration.</i> Students with gifts and talents' learning is enhanced by regular collaboration among families, community, and the school.	5.3.1. Educators regularly engage families and community members for planning, programming, evaluating, and advocating.
5.4. <i>Resources.</i> Students with gifts and talents participate in gifted education programming that is adequately funded to meet student needs and program goals.	5.4.1. Administrators track expenditures at the school level to verify appropriate and sufficient funding for gifted programming and services.
5.5. <i>Comprehensiveness.</i> Students with gifts and talents develop their potential through comprehensive, aligned programming and services.	5.5.1. Educators develop thoughtful, multi-year program plans in relevant student talent areas, PK-12.
5.6. <i>Policies and Procedures.</i> Students with gifts and talents participate in regular and gifted education programs that are guided by clear policies and procedures that provide for their advanced learning needs (e.g., early entrance, acceleration, credit in lieu of enrollment).	5.6.1. Educators create policies and procedures to guide and sustain all components of the program, including assessment, identification, acceleration practices, and grouping practices, that is built on an evidence-based foundation in gifted education.
	5.7. <i>Career Pathways.</i> Students with gifts and talents identify future career goals and the talent development pathways to reach those goals.

Gifted Education Programming Standard 6: Professional Development

Introduction

Professional development is essential for all educators involved in the development and implementation of gifted programs and services. Professional development is the intentional development of professional expertise as outlined by the NAGC-CEC teacher preparation standards and is an ongoing part of gifted educators' professional and ethical practice. Professional development may take many forms ranging from district-sponsored workshops and courses, university courses, professional conferences, independent studies, and presentations by external consultants and should be based on systematic needs assessments and professional reflection. Students participating in gifted education programs and services are taught by teachers with developed expertise in gifted education. Gifted education program services are developed and supported by administrators, coordinators, curriculum specialists, general education, special education, and gifted education teachers who have developed expertise in gifted education. Since students with gifts and talents spend much of their time within general education classrooms, general education teachers need to receive professional development in gifted education that enables them to recognize the characteristics of giftedness in diverse populations, understand the school or district referral and identification process, and possess an array of high quality, research-based differentiation strategies that challenge students. Services for students with gifts and talents are enhanced by guidance and counseling professionals with expertise in gifted education.



Standard 6: Professional Development

Description: All educators (administrators, teachers, counselors, and other instructional support staff) build their knowledge and skills using the NAGC-CEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards. They formally assess professional development needs related to the standards, develop and monitor plans, systematically engage in training to meet the identified needs, and demonstrate mastery of standard. They access resources to provide for release time, funding for continuing education, and substitute support. These practices are judged through the assessment of relevant student outcomes.

Student Outcomes	Evidence-Based Practices
<p>6.1. <i>Talent Development.</i> Students develop their talents and gifts as a result of interacting with educators who meet the national teacher preparation standards in gifted education.</p>	6.1.1. Educators systematically participate in ongoing, research-supported professional development that addresses the foundations of gifted education, characteristics of students with gifts and talents, assessment, curriculum planning and instruction, learning environments, and programming.
	6.1.2. The school district provides professional development for teachers that models how to develop environments and instructional activities that encourage students to express diverse characteristics and behaviors that are associated with giftedness.
	6.1.3. Educators participate in ongoing professional development addressing key issues such as anti-intellectualism and trends in gifted education such as equity and access.
	6.1.4. Administrators provide human and material resources needed for professional development in gifted education (e.g. release time, funding for continuing education, substitute support, webinars, or mentors).
	6.1.5. Educators use their awareness of organizations and publications relevant to gifted education to promote learning for students with gifts and talents.
<p>6.2. <i>Socio-emotional Development.</i> Students with gifts and talents develop socially and emotionally as a result of educators who have participated in professional development aligned with national standards in gifted education and National Staff Development Standards.</p>	6.2.1. Educators participate in ongoing professional development to support the social and emotional needs of students with gifts and talents.
<p>6.3. <i>Lifelong Learners.</i> Students develop their gifts and talents as a result of educators who are life-long learners, participating in ongoing professional development and continuing education opportunities.</p>	6.3.1. Educators assess their instructional practices and continue their education in school district staff development, professional organizations, and higher education settings based on these assessments.
	6.3.2. Educators participate in professional development that is sustained over time, that includes regular follow-up, and that seeks evidence of impact on teacher practice and on student learning.
	6.3.3. Educators use multiple modes of professional development delivery including online courses, online and electronic communities, face-to-face workshops, professional learning communities, and book talks.
	6.3.4. Educators identify and address areas for personal growth for teaching students with gifts and talents in their professional development plans.
<p>6.4. <i>Ethics.</i> Students develop their gifts and talents as a result of educators who are ethical in their practices.</p>	6.4.1. Educators respond to cultural and personal frames of reference when teaching students with gifts and talents.
	6.4.2. Educators comply with rules, policies, and standards of ethical practice.

Kindergarten Curriculum Map

	Trimester 1		Trimester 2	Trimester 3		
	<i>August - October</i>	<i>Nov.</i>	<i>December - March</i>	<i>April</i>	<i>May</i>	<i>June</i>
Full Class English Language Arts	Engage NY Domains 1-4: Nursery Rhymes and Fables; The Five Senses; Stories; Plants	<u>Fall Expedition</u> Working Together: Our Community	Engage NY Domains 5-9: Farms; Native Americans; Kings and Queens; Seasons and Weather; Columbus and the Pilgrims	Engage NY Domains 10-11: Colonial Towns; Taking Care of the Earth	<u>Spring Expedition</u> Busy Bees: How Honey Bees Make Food	Engage NY Domain 12: Presidents
Small Group Literacy Instruction	Approximately 3 groups per classroom grouped by reading level. Teachers will use STAR assessment data to plan targeted instruction. Small Group Literacy continues during Expeditions.					
Small Group Math Instruction **	Group A: K Modules 1-2 Group B: K Modules 4-5 Group C: 1st Modules 1-2		Group A: K Modules 3-5 Group B: K Module 6, 1st Module 1-2 Group C: 1st Modules 3-5	Group A: K Module 6 Group B: 1st Module 3 Group C: 1st Module 6		
Science	FOSS: Trees and Weather		FOSS: Materials in Motion	FOSS: Animals Two By Two		FOSS: Animals Two By Two
Social Studies	Families Are Different (Sociology)		Feelings: Where they come from and what to do with them (Psychology)	Friendship (Philosophy/Ethics)		Friendship (Philosophy/Ethics)

Kindergarten Spring Expedition Overview - Busy Bees: How Honey Bees Make Food

Essential Questions: Why are bees important? How do bees work together in a community? How is honey made? How can we help bees survive?

Fieldwork and Experts: Visit Annie B’s Honey Farm in Cumberland, RI. Visit at school from local bee-keepers. URI Master Gardeners/Audubon RI for education programming. Providence Parks Dept. RIC

Service: Create bee-friendly environments (ex: planting flowers that attract bees) in a local park

Culminating Product: Install a beehive in the school garden. As a class, produce and present a “How to Care for Bees” education program and book.

Examples of mapped standards and subject areas (not comprehensive)

ELA	CCSS.ELA-LITERACY.RI.5.1-10 Full Strand - Reading Informational Text (Grade 5) CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly CCSS.ELA-LITERACY.SL.5.1-6 Full strand of Speaking and Listening
Math	CCSS.MATH.CONTENT.5.MD.B.2 Represent and Interpret Data CCSS.MATH.CONTENT.6.SPA.1-3 Develop Understanding of Statistical Variability CCSS.MATH.CONTENT.6.SPA.4-5 Summarize and Describe Distributions
Science	5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.
Social Studies	D1.1.3-5 Explain why compelling questions are important to others D1.4.3-5 Explain how supporting questions help answer compelling questions in an inquiry D1.5.3-5 Determine the kind of sources that will be helpful in answering compelling and supporting questions D2.Civ.7.3-5 Apply civic and democratic principles in a school setting D2.Civ.9.3-5 Use deliberative processes when making decisions or reaching judgements as a group D2.Civ.10.3-5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues D2.His.2.3-5 Compare life in specific historical time periods to life today D2.His.9.3-5 Summarize how different kinds of historical sources are used to explain events in the past
Big Ideas of Sustainability	Community and Interdependence (Grades K-4 EFS Standards 2.1 Interconnectedness and 2.2 Ecological Systems)

RI Social Emotional Learning Standards: Competencies for School and Life Success

Anchor Standard	Learning Standards	
 1. Self-Awareness The ability to recognize one’s own emotions, thoughts, and values and how they influence behavior and to assess one’s strengths and limitations.	1A	Individual demonstrates an understanding of one’s emotions.
	1B	Individual identifies when help is needed and who can provide it.
	1C	Individual demonstrates awareness of their own personal rights and responsibilities.
	1D	Individual demonstrates knowledge of their own personal strengths, cultural and linguistic assets, and aspirations.
	1E	Individual seeks to understand and identify their own prejudices and biases.
 2. Self-Management The ability to regulate one’s emotions, thoughts, and behaviors in different situations and to set and work toward personal and academic goals.	2A	Individual demonstrates the skills to manage one’s emotions, thoughts, impulses and stress in constructive ways.
	2B	Individual manages materials, space, time and responsibilities effectively.
	2C	Individual demonstrates skills to develop, evaluate, modify and achieve goals.
	2D	Individual demonstrates a resilient attitude and growth mindset, even in the face of adversity and challenges.
 3. Social Awareness The ability to take the perspective of others and empathize with them, including those from diverse backgrounds and cultures, and to understand norms for behavior.	3A	Individual reads social cues and responds appropriately.
	3B	Individual seeks to understand and demonstrates respect for individuals, including those with diverse backgrounds, cultures, abilities, languages, and identities.
	3C	Individual demonstrates empathy for other people’s emotions and perspectives.
	3D	Individual recognizes and respects leadership capacity in oneself and others.
	3E	Individual contributes productively to one’s school, family, workplace, and community.
 4. Relationship Skills The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressures, and to seek and offer help when needed.	4A	Individual uses communication and interpersonal skills to interact effectively with others, including those with diverse backgrounds, cultures, abilities, languages, and identities.
	4B	Individual uses appropriate communication strategies and interpersonal skills to maintain relationships with others.
	4C	Individual demonstrates the skills to respectfully engage in and resolve interpersonal conflicts in various contexts.
	4D	Individual recognizes when others need help and demonstrates the ability to provide or seek assistance.
 5. Responsible Decision Making The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms and to evaluate the consequences of actions and to consider the safety and well-being of others.	5A	Individual applies problem-solving skills to engage responsibly in a variety of situations.
	5B	Individual uses and adapts appropriate tools and strategies to solve problems.
	5C	Individual evaluates impact of decisions on self, others and the given situation and adjusts behavior appropriately.
	5D	Individual considers ethical, safety, and societal factors when making choices and decisions.
	5E	Individual considers and responds appropriately to external influences (e.g. media, peers, authority figures) on decision-making.

VII. (c) Learning Environment and Pedagogy

Personalized Learning Plan for K-8:

- Adopt a school-wide digital platform or learning management system that integrates competency-based student assessments, and digital portfolio capabilities, including the ability to micro-credential specific skills and certifications that stand outside traditional learning hours or environments;
- Adopt curated adaptive software that integrates with schoolwide LMS and allows for individualized pacing with content to enhance classroom learning time and making time for more small group instruction based on identified skill need;
- Adopt school wide GSuite to ensure collaborative learning;
- Manage an equitable technology policy that ensures availability and accessibility to technology based on specific class and instructional needs;
- Prioritize innovative blending of technology with experiential, outdoor education models, such as geocaching, QR codes, augmented reality (AR), and community mapping projects using GPS;
- Provide an expanded suite of course opportunities for middle school students through online learning opportunities;
- Prioritize high-quality exhibition-style demonstrations of mastery from grades K-8 that infuse technology use in thoughtful and deliberate ways

Principal Search Rubric - Wangari Maathai	Rating	Candidate #1		Candidate #2		Candidate #3	
Must Haves (Info Sources: application docs, pre-interview fact finding)							
Certification as a building level administrator PK-12 as defined by RIDE	Y/N						
If no, will they possess by August 2019?	Y/N						
Masters or doctoral degree in education from accredited institution	Y/N						
Three or more years experience as a teacher leader and/or school administrator/principal	Y/N						
Leadership and followership skills: inspire, set goals collectively, work collaboratively, and communicate to diverse invested parties.	Y/N						
Proven success operationalizing mission and compliance requirements concurrently	Y/N						
Evaluative Criteria (Info Sources: application docs, interview, post-interview fact finding)							
	Weighting	Score	Weighted Score	Score	Weighted Score	Score	Weighted Score
Experience in charter or alternative school	3						
Bilingual (English & Spanish)	5						
Experience working with students in the K-8 age group	7						
Proven experience in leading an innovative learning environment that fosters equity, personalization, and competency-based learning to educate, support and empower students	10						
Strong program evaluation skills: developing and implementing accountability practices and use of data to evaluate the effectiveness of curriculum, instruction, and school culture	10						
Experience coaching teachers, particularly in the areas of classroom design and behavior management	10						
Proven experience with sustainability learning platforms	7						
Success with project-based learning: knowledge, experience, core beliefs	8						
Results using social responsibility based collaboration and learning: social emotional learning, humanistic teaching philosophies, humanistic democratic organization development	10						
Experience planning and implementing expansion in facilities and student enrollment	8						
Knowledge of Common Core standards and RIDE/state level regulations	7						
Success engaging with diverse stakeholders and establishing community relationships	8						
Views opportunity with pragmatic excitement and enthusiasm	10						



Job Description:

The **Executive Director** will advance the mission of Wangari throughout the city of Providence and state and ensure that people and resources are allocated effectively to achieve the school's goals. She/he will possess a passion for the mission and philosophy of our school. This position reports directly to the Board. However, it is expected that close collaboration, mutual respect, and a commitment to a common vision will be the hallmarks of the relationship with the Principal to ensure the long-term success of our school.

Key Competencies and Responsibilities:

- Creating a culture of collaboration where families and community-based partners are active participants in supporting the academic and social development of all students
- Developing, articulating, and implementing a strategic marketing plan to promote the mission of the school
- Maintaining relationships with community partners, government officials and potential funders with the goal of furthering the school's mission
- Acting as the primary spokesperson for the school
- Researching grant opportunities, writing proposals, and submitting timely reports to foundations and other donors to support the school's educational programs
- Collaborate with the Principal on strategic planning with the Board of Directors
- Establish and maintain positive relationships with key stakeholder groups (teachers, staff, parents, Board members, community partners, funders)
- In Years 1-3 the Director will work closely with the Principal and accounting firm to ensure that all appropriate reporting, accounting, fiscal management, record-keeping and facilities-related functions are implemented successfully. In Year 4, some of these operational tasks will be undertaken by a Director of Operations.

Qualifications to include: Master's Degree plus a minimum of three years' experience working in a school or non-profit organization including, but not limited to: fundraising and event planning, communications, and developing budgets. Must possess a deep commitment to the mission, vision, and goals of Wangari and be able to passionately promote and communicate them to all stakeholders and beyond. Key to this position is a demonstrated ability to multitask, handle a diverse array of responsibilities and numerous details, and to stay focused under pressure.