

**Rhode Island Charter Public Schools
Charter School Application Cover Sheet**

For charter schools proposing to open in fall 2017: Application Deadline 5:00 PM EST September 29, 2016

Name of Proposed Charter School: Wangari Maathai Community School

Proposed Location of School: Providence

Proposed Enrolling Communities: Providence

Primary Contact: Siobhan Callahan

Proposed Role with Charter School: Co - Director

Address: 7 Gilbert Street

City/State/ZIP: Providence, RI 02909

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Proposed enrollment during initial five-year charter term:

<i>School Year</i>	<i>Grade Levels</i>	<i>Total Enrollment</i>	<i># of school sites</i>
2017/18	K-2	112.00	1
2018/19	K-3	160.00	1
2019/20	K-4	208.00	1
2020/21	K-5	256.00	1
2021/22	K-6	304.00	1

Proposed grade levels when fully expanded: K-8

Total student enrollment when fully expanded: 432

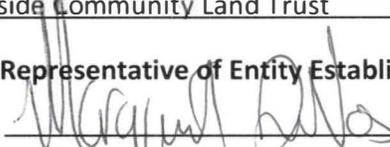
Total number of school sites when fully expanded: 1

Charter School Type: Independent Charter

Establishing persons or entities (in accordance with RIGL § 16-77.2-1,16-77.3-1 or 16-77.4-1):

Southside Community Land Trust

Person or Representative of Entity Establishing the School:

Signature:  Date: Sept 22, 2016

Print Name: Margaret DeVos Position/Title: Executive Director

Additional Representative from Applicant Group:

Signature:  Date: 9/22/16

Print Name: Siobhan Callahan Position/Title: Lead Applicant

The Wangari Maathai Community School

“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, 1968

TABLE OF CONTENTS

EXECUTIVE SUMMARY	4
I. MISSION	6
II. COMMUNITY NEED AND SUPPORT	7
III. GOALS	8
IV. EDUCATIONAL PROGRAM	10
(A) GUIDING PRINCIPLES	11
(B) CURRICULUM AND COURSEWORK	14
(C) LEARNING ENVIRONMENT AND PEDAGOGY	25
(D) SPECIFIC POPULATIONS	32
(E) ASSESSMENT SYSTEM	42
(F) PROMOTION AND GRADUATION POLICY	44
(G) SCHOOL CULTURE	45
V. PERSONNEL	
(A) ESTABLISHING PERSONS OR ENTITIES	47
(B) APPLICANT GROUP	48
(C) BOARD DEVELOPMENT AND DUTIES	51
(D) STAFFING PLANS	53
(E) LEADERSHIP	55
(F) TEACHERS	59
(G) MANAGEMENT ORGANIZATIONS AND OTHER ESSENTIAL PARTNERS	62
(H) FAMILY-SCHOOL PARTNERSHIP	62
VI. SCHEDULE AND CALENDAR	63
VII. STUDENT ENROLLMENT, OUTREACH, AND DEMAND	67
VIII. FACILITIES	70
IX. OPERATIONS	71
X. START-UP TIMELINE	73
XI. VARIANCES	75
XII. FINANCE AND BUDGET	75
REQUIRED ATTACHMENTS	
ATTACHMENT 1: RESUMES OF APPLICANT GROUP/PROPOSED BOARD MEMBERS	81
ATTACHMENT 2: JOB DESCRIPTIONS FOR CO-DIRECTORS	107
ATTACHMENT 3: FIVE YEAR BUDGET PROJECTION	111
ATTACHMENT 4: DRAFT BY-LAWS	116
ATTACHMENT 5: SCHOOL CALENDAR	120

ADDITIONAL ATTACHMENTS

APPENDIX A: WEST SIDE SOLAR	121
APPENDIX B: MAP – RACE	122
APPENDIX C: MAP – INCOME	123
APPENDIX D: MAP – AGE	124
APPENDIX E: MAP – COMMUNITY RESOURCES	125
APPENDIX F: 21 ST CENTURY FRAMEWORK	126
APPENDIX G: BIG IDEAS OF SUSTAINABILITY POSTER	128
APPENDIX H: KEY COMPONENTS OF PROJECT-BASED LEARNING	129
APPENDIX I: BIG IDEAS OF SUSTAINABILITY CHART	130
APPENDIX J: EFS LEARNING BY CONTENT AREA	131
APPENDIX K: EFS LEARNING BY GRADE	133
APPENDIX L: RESTORATIVE JUSTICE CHART	134
APPENDIX M: OUR CHILDREN OUR CITY	135

EXECUTIVE SUMMARY

The mission of The Wangari Maathai Community School is to challenge our students to develop meaningful connections to their community through interdisciplinary, personalized, authentic learning experiences that are culturally responsive and promote social equity and environmental sustainability. All of our students will thrive using multiple learning-pathways in the classroom and the community to become creative, self-aware thinkers, engaged citizens and responsible stewards of their environment.

Our school's namesake, the 2004 Nobel Peace Prize-winner Wangari Maathai, was a visionary who, in concert with her community, and out of a deep sense of responsibility towards her place and people, began an international movement by the simple act of planting trees in her Kenyan village. Bringing ecological restoration to East Africa, and with it, economic stability and peace, her actions embody the model of sustainability we hope to pass on to our students. Viewing sustainability as "a holistic approach to living and problem-solving that addresses ecological health, social equity, and economic prosperity for present and future generations," we are inspired by Maathai's legacy to provide authentic learning experiences that draw upon and strengthen our students' connections to *their* "place," the West End of Providence.

We believe that the cornerstone of an integrated, vital and sustainable community is a dynamic neighborhood school. Our vision in founding The Wangari Maathai Community School, is to become the unifying thread that connects the disparate parts of the West End; to build upon and join the positive momentum of projects like the West Broadway Neighborhood Association's (WBNA) West Side Solar program¹ and West Elmwood Housing Development Corporation's (WEHDC) Sankofa World Market; to reexamine and reconnect students, families and residents, to the rich natural and human resources of the West End; and to spark meaningful and long-term civic engagement.

"Place-based education" (PBE) and the complementary philosophy of "educating for sustainability" (EFS), both hold the notion that learning rooted in one's immediate world, among familiar people and sites, leads children to better understand their place in the world, develop a sense of responsibility for that place, and grow their capacity for empathy and action to care for the whole planet. Done thoughtfully, PBE and EFS have the potential to impact an entire community. Through field work, service-learning projects and instruction focused on their West End neighborhood, students will be immersed in Common Core State Standards (CCSS) as they cultivate their innate curiosity about the natural world outside their door; solve real-life problems faced by the community; and relate to the world through an ethos of stewardship, interdependence and compassion. Using a variety of instructional methodologies, including blended, inquiry and project-based learning, we will differentiate learning experiences to meet the needs of all our students. Students will not only be academically challenged by learning that is relevant to their lives, they will be actively improving their community and

¹ See Appendix A

developing the 21st Century skills that are foundational to academic and life success — cooperation, collaboration, problem-solving, creativity, and self-awareness.

Following our school's guiding principles of *Diversity, Exploration, Interdependence, and Responsibility*, Maathai Community School will value teachers for their: personal experiences and passions; commitment to lifelong learning; ability to flexibly switch roles with their students; creativity and professional knowledge; dedication to fostering youthful curiosity; and engagement with the world. We will support our teachers at all levels and in multiple ways. Our planned Teaching Residency Program will have new graduates working as Associate Teachers alongside Lead Teachers to give them the hands-on experience and continuous feedback needed to confidently move into Lead Teacher positions. All of our teachers will have the autonomy to design their curriculum so that it meets CCSS, aligns with the school's mission and connects to their own passions and interests. Curriculum will regularly be reviewed and revised within professional learning communities called Critical Friends Groups.

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 ample planning time during the school day. Lead and Associate Teachers will have an hour of daily common planning time; Leads will have at least an additional hour of planning/preparation time daily and Associates will have at least an additional half an hour daily. They will have approximately 375 minutes of core teaching time each day and will be evaluated regularly by their peers and the Co-Director of Instruction.

The school will be governed by an 11-13 member Board of Directors composed of at least two parents, at least two West End residents, and at least two non-profit leaders; the remaining 5-7 spots will be filled by community members-at-large who demonstrate a commitment to the mission of our school and can share expertise in the fields of finance/business management, non-profit management, education, and law. Committees will include non-voting members drawn from the school's staff as well as from the community. The Board will hire and oversee two Co-Directors to manage the daily operation of the school. One will be the instructional leader and one will be the school's external advocate. They will share responsibility for maintaining high academic standards and adherence to the school's mission.

The Southside Community Land Trust (SCLT), a nationally recognized leader in Urban Agriculture, is this application's non-profit sponsor. Since their founding, 35 years ago, SCLT has tirelessly worked to provide 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. Lead applicant, Siobhan Callahan, brings nearly 10 years of non-profit experience, her organizational, communication, and gardening skills, and a passion for introducing urban children to the wonders of nature. They are joined by educators, artists, and community advocates and champions of the West End — Megan Heinze, Sarah Leibel, Caitlin Porter, Nirva LaFortune and Amy Walsh — who share the vision for this school to become a model of community integration, sustainability and vitality, and for its students to become confident and creative community leaders of the future.

I. MISSION

The Wangari Maathai Community School will challenge students to develop meaningful connections to their community through interdisciplinary, personalized, authentic learning experiences that are culturally responsive and promote social equity and environmental sustainability. All students will thrive using multiple learning-pathways in the classroom and the community to become creative, self-aware thinkers, engaged citizens and responsible stewards of their environment.

ANALYSIS

Nobel Peace Prize winner Wangari Maathai, our school's namesake, is an inspirational example of the power of an ordinary individual, who, in concert with her community, and out of a deep sense of responsibility towards her place and people, succeeded in changing the world for the better.

Maathai returned to her village in Kenya after several years of study abroad to find that rivers were drying up, forests were being cut down and food supplies were threatened due to corrupt political and business interests in her region. The people most affected were the women, who now had to walk hours to find the water and other resources they needed. Maathai responded with a modest plan to plant seedlings in her own backyard, which then expanded to her larger community and grew into the Green Belt Movement, which educates and supports African women to plant trees and initiate environmental remediation projects that regenerate both the land and their livelihoods. The Green Belt Movement planted 30 million trees in under 30 years, restoring the ecological health of her country, and supporting countless African women to become engaged and active citizens on behalf of their communities and their natural environment.

A key component in Maathai's work was to examine the deeper issues of disenfranchisement and disempowerment that made her community vulnerable to corruption. Starting small and local, she set about to create structures in which people could again find their voices and make a difference, and relearn what it means to be full cultural citizens and active agents in their own destinies.

We chose Wangari Maathai as our namesake because she exemplifies the potential of an ordinary individual to initiate powerful change by acting from a sense of passion for and connection to community and place. We want our students to understand *their* place in the world and *their* significance as leaders and collaborators in creating strong, sustainable cultures and communities.

Inspired by Maathai's legacy, we provide authentic learning experiences, aligned to our students' community and real world experiences, in a culturally responsive manner that values students' "culture, knowledge, and experiences."² We believe that challenging students to

² Northwest Regional Educational Laboratory, "Classroom to Community and Back," Dec. 2005. Print.

learn by initiating meaningful projects in their community develops their identities as positive change agents and active community members. It is also a powerful reminder to them that their voices count, that learning is real, and matters far beyond report cards and test scores.

At the Wangari Maathai Community School, we view sustainability as "a holistic approach to living and problem-solving that addresses ecological health, social equity, and economic prosperity for present and future generations."³ We name our school in honor of Wangari Maathai because through her actions, she embodies the integrated model of sustainability and the ethos of compassion, courage, and fierce intelligence we hope to pass on to our students.

Wangari Maathai may not have known that day she planted 9 seedlings in her yard how this small act would become an international movement; how it would restore the ecological health of the land; how it would be an equalizing social endeavor; or how it might bring newfound economic prosperity to women in villages and towns all over Africa. She just knew that right was right.⁴

Our students will leave 8th grade deeply knowing that "right is right," that we are an interconnected community, acting with integrity in our relationships with one another and with the natural world, and that to act otherwise is to contribute to an unsustainable future for all. Through our school's interdisciplinary, inquiry-based and exploratory approach to learning, students learn to recognize that, in fact, the whole world *is* interconnected and that "when we try to pick out anything by itself, we find it hitched to everything else in the universe."⁵ Using the "lens of sustainability"⁶ students will dig deeply into ideas and questions, leading them to ask more questions and formulate new ideas. They will use creative thinking to adapt their ideas to new contexts that will, through service-learning projects, have implications beyond the classroom. Further, the personalized instruction we offer supports diverse learners, and means that students have the space to fully explore their ideas through to a meaningful end where knowledge goes beyond rote understanding.

II. COMMUNITY NEED AND SUPPORT

During the research and writing phases of this application process, the directors of Center for Resilience (formerly Resilient Kids), Community MusicWorks, Downcity Design, and The Center for Leadership and Educational Equality (which runs the RIDE-approved Principal Residency Network), have offered their support and broad base of knowledge. West Broadway Neighborhood Association, West End Community Center, and City Councilman Bryan Principe have also been consulted and conversations have been initiated with staff at the Providence Public School Department, Farm FreshRI, and Providence Children & Youth Cabinet.

³ "The National Education for Sustainability K-12 Student Learning Standards, Version 3." US Partnership for Education for Sustainable Development 2009. Web. (www.uspartnership.org)

⁴ Winter, Jeanette. Wangari's Trees of Peace: A true story from Africa. New York: Harcourt, Inc., 2008.

⁵ Muir, John. My First Summer in the Sierra. Boston: Houghton Mifflin, 1911.

⁶ Shelburne Farms. "The Guide to Educating for Sustainability." The Sustainable Schools Project, 2011. Print.

III. GOALS

Using Rhode Island's Charter School Performance Review Handbook as a guide, Maathai Community School will ensure, through our strong school leadership, commitment to our mission and our Board of Directors' careful oversight, that our school will meet or exceed all targets outlined within the three standards of accountability: academic success, appropriate conditions for success, and viability of the organization. As evidenced by this application, Maathai Community School has or plans to create systems for achieving those targets. Each of the clearly stated Standards, Sub-standards and Indicators will direct our school Accountability Plan. We understand adherence to these Standards will be crucial to our school's healthy growth and long-term success. We further understand that we will be assessed by RIDE each year of our charter term to track progress and to determine if we are meeting or exceeding targets.

Academic Goals

GOAL 1: Students will grow their proficiency in Reading and Writing standards as outlined in the CCSS by the end of each academic year.

Measurement:

80% of students will be considered proficient in Reading and Writing as measured by: locally developed common assessments, standardized assessments such as STEP, and informal daily assessments (utilized to build an understanding of comprehension over time.)

Measurement:

Any student that has not attained proficiency will show growth of more than one year as measured by STEP and MAP scores, and locally created and nationally normed referenced assessments.

GOAL 2: Students will grow their proficiency in Math standards as outlined in the CCSS by the end of each academic year.

Measurement:

80% of students will be considered proficient in Math as measured by: locally developed common assessments, standardized assessments, and informal daily assessments (utilized to build an understanding of comprehension over time.)

Measurement:

Any student that has not attained proficiency will show growth of more than one year as measured by STEP and MAP scores, and locally created and nationally normed referenced assessments.

GOAL 3: Students will grow their proficiency in science as informed by the Next Generation Science Standards.

Measurement:

80% of students will be considered proficient in Science standards as assessed by New England Common Assessment Program (NECAP) in 4th and 8th grades, and locally created and nationally normed referenced assessments.

Mission Goals

GOAL 1: Students in all grades will contribute work to their portfolio demonstrating academic progress.

Measurement:

100% of all students will develop an Individual Learning Plan (ILP) with their teacher that reflects the work they expect to accomplish for the trimester.

Measurement:

100% of all students will demonstrate growth toward their individual learning goals.

GOAL 2: Each year, every student will work within a group to develop an annual project that centers around the ideas of stewardship, sustainability, and civic engagement. This project will draw upon their academic work and time will be set aside for these projects on a weekly basis.

Measurement:

100% of the students will participate in a group that develops a plan of action in the community.

Measurement:

100% of the groups will present their final projects at a culminating event at the end of the year. Audience members will include parents, peers, community members and leaders.

Organizational Goals

GOAL 1: Maathai Community School will demonstrate fiduciary and financial responsibility.

Measurement:

Reviewed quarterly by the Board Finance Committee, our budget will reflect an effective allocation of resources as measured by the balanced budgets submitted to RIDE.

Measurement: External, annual audit reports demonstrate that our school meets or exceeds professional GAP accounting standards.

IV. EDUCATIONAL PROGRAM

Philosophy:

Central to the founding of The Wangari Maathai Community School is the strong belief that education may indeed be the missing link between our West End community's vitality and its sustainability. Our educational program has been conceived with this in mind. Speaking from an environmental perspective, Baba Dioum,⁷ in a 1968 speech said, "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." If, as we envision, each student is to become an active, engaged citizen and responsible steward of the environment they must first come to understand and know their "place."

"Place-based education" (PBE) and the complementary philosophy of "educating for sustainability" (EFS), both hold the notion that learning rooted in one's immediate world, among familiar people and sites, leads children to better understand their place in the world, develop a sense of responsibility for that place, and grow their capacity for empathy and action to care for the whole planet. Done thoughtfully, PBE and EFS have the potential to impact an entire community. At Maathai Community School, this means spending as much time as possible out in the world to re-introduce students to their surroundings. Like most of us, they may walk or bike or drive past the same landmarks, the same beauty, the same broken sidewalks every day without really *seeing* them. Like the leaky faucet you learn to live with, after a while it just doesn't register in your consciousness. We want to reawaken students, to bring a different meaning to what is right in front of them. We will do this by connecting their learning to their lives.

We will create a curriculum aligned to the Common Core State Standards (CCSS), grounded in EFS and linked with the community and natural world just outside our doors. While our instructional program, which includes inquiry- and project-based learning, will provide students with a strong foundation in all core subject areas, we are especially excited about how EFS and PBE can enhance learning in science. We feel that, with only 9% of urban students in Rhode Island achieving proficiency in science,⁸ there is vast room for improvement. The Wangari Maathai Community School will thoughtfully address this achievement gap by providing direct, authentic learning experiences with urban ecology. As the writers of the RI Environmental Literacy Plan state, "lessons implemented out of the classroom will help to strengthen scientific content knowledge along with building positive experiences in urban landscapes that ultimately develop stewardship and civic responsibility."⁹

Complementing our instructional methodologies and focus on PBE and EFS, will be the incorporation of an in-depth social-emotional learning (SEL) curriculum and an attention to

⁷ Senegalese environmentalist; more information about his work can be found here: www.fsincop.net/community/members/member-detail/en/c/85717

⁸ Rhode Island Environmental Literacy Plan, p. 22

⁹ RIELP, p. 11

developing 21st Century competencies.¹⁰ When students are given the tools to self-regulate their emotions, to make responsible decisions and recognize their own strengths, 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. Maathai Community School will provide both. There will be opportunities on a daily basis to practice these skills and more - cooperation, collaboration, problem-solving, creativity, and self-awareness - which we believe to be foundational to a productive and successful life.

IV (a). Guiding Principles

- 1. Diversity:** *We are all unique individuals with different gifts and needs.*
- 2. Exploration:** *We are curious teachers and learners, who ask questions, seek experiences, and shape our own education.*
- 3. Interdependence:** *We are an interconnected community, acting with integrity in our relationships with one another and with the natural world.*
- 4. Responsibility:** *We are stewards of ourselves, our school, our neighborhood, our community and our world.*

Diversity: *We are all unique individuals with different gifts and needs springing from our cultures, histories and personal and collective experiences. They may be: social, cultural, economic, developmental, physical, emotional, cognitive, intellectual and creative.*

We will celebrate and actively engage the many forms of diversity present in our school, and will nurture the multiple forms of intelligence that spring from those unique backgrounds and experiences. We recognize that diversity encompasses ways of *being* and ways of *knowing* as we strive to nurture the whole student.

In the natural world, diversity makes ecosystems resilient and complex, and lack of diversity makes them vulnerable. Similarly, in human social communities, an environment that gives prominence to some kinds of cultures, histories and lived experiences while ignoring others, undermines the learning environment for all. It separates many students from the specific ways of knowing that reside in their own experience and cultures. Research has shown a direct correlation between low academic outcomes and a lack of congruence between the cultures of the students' families and communities and the cultural norms embedded in the structures and practices of school.¹¹ In order to achieve educational, social and cultural equity for all children, we will embed cultural competency and responsiveness into all school systems. The result will be a community of complex, independent thinkers, capable of a high degree of self-confidence, self-awareness, empathy and inclusivity.

¹⁰ The Partnership for 21st Century Skills, <www.p21.org>, has developed a "Framework for 21st Learning" that includes a series of competencies believed to be central to student success in the new global economy. See Appendix F

¹¹ Northwest Regional Educational Laboratory Dec. 2005. Print.

Our commitment to inclusivity and diversity will be seen in our efforts to involve family and community members in programs and activities, in school-wide events celebrating and learning about the rituals, festivals and holidays of all our students, and the integration of everyday personal stories and cultural forms from home into the assignments and school day activities of students. Our educators will engage in reflective self-analysis to examine their own attitudes toward different ethnic, racial, gender, and social class groups as a part of their training and professional development. Creating curricula through a culturally responsive, standards-based lens, teachers will be able to draw out the familial traditions and forms of knowledge and skills in our students, and connect these personal and cultural strengths to academic content areas.

Exploration: *We are curious teachers and learners, who ask questions, seek experiences, and shape our own education.*

Children are inherently explorers of the world around them; when this quality is nurtured they are irrepressibly driven to understand the world through their five senses and through curiosity-driven discovery. This is the root of empowered, student-driven learning and the basis for self-reliant, complex thinking skills. We will cultivate this drive in our students and teachers alike with real-world, inquiry-based, project-based learning. These methods will encourage students to follow their own minds and senses while linking their individual discoveries to collective areas of study in traditional academic areas.

As a place-based school we will begin in our own “backyard” by exploring deeply the layers of information embedded in the streets, human communities, and natural and human-made systems that comprise the neighborhood. For example, students may embark on a project to learn about the water infrastructure that results in the drinking-water fountain in the school’s hallway. From there they might generate a series of questions: where does this water come from? How was this system of water transport invented? Where does the water go next? How do we know it is safe to drink? Their inquiry might lead them to fieldwork - exploring the Scituate Reservoir and the water treatment plant on school field trips. They may meet and interview workers from the Providence Water Department and ecologists from Save the Bay. They may find blueprints and maps of the water infrastructure of the school’s neighborhood, and do a mapmaking project of their own and walking tour of the area. Doing so will utilize map and measurement skills, visual thinking and drawing, science lessons to understand watershed ecosystems and water treatment issues, and allow them to reflect and communicate creatively through the production of documentation and publication for the neighborhood. Most importantly, they will never look at a water fountain or a sidewalk in the same way again - they will look further than the surface, understanding the complex layers of information, history, science, and story embedded in every space and object around them.

The Green School in West Greenwich, RI is a local model and inspiration for us for their work in Expeditionary Learning and fieldwork-based learning as is The Compass School in Kingston, RI. The Brooklyn New School (a public school in New York City), The Juniper Hill School for Place-Based Education (an independent school in Alna, ME) and Greenwoods Charter School in Philadelphia are regional models. We will also find resources and professional development opportunities at the Buck Institute for Education, specialists in project-based learning, the

Galileo Educational Network, specialists in inquiry-based approaches, and Antioch University New England's Center for Place-based Education.

Interdependence: *We are an interconnected community, acting with integrity in our relationships with one another and with the natural world.*

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. In this web of interdependence, students can see their significance to others and to the planet, just as every organism contributes to the overall health and well-being of a forest.

In pursuing inquiry and project-based learning with consistent real-world applications, students see how everything they learn about the world has direct implications in their own family, school and neighborhood in the present moment and through time. Abstract concepts are rooted in the observable world and made relevant to their lives.

Teachers will actively model interdependence as they not only teach but learn from their students, and will reflect back to the students what they are learning on a regular basis. Our value of diversity is linked to interdependence - we rely on each student's and teacher's unique history, gifts, and what they know and understand from their culture and background, and we publicly acknowledge the ways in which this diversity of knowing and being makes us stronger together. We actively model collective intelligence as an outgrowth of individual contribution - what results is greater than the sum of its parts. Because of our interdependence, we can do great things.

The principle of interdependence will guide the development of our social-emotional learning curriculum and be related to values dictating our school's Code of Conduct. When students are taught to depend on one another, when they are given ways to notice and understand that their actions can and do affect everyone else around them, they will be intrinsically motivated to act with care, and better able to address feelings which might otherwise result in actions detrimental to the school community. When they act with integrity - with their teachers, peers, and families - they will ensure that social equity and trust is achieved and maintained within our school community. As they get older, following Wangari Maathai's example, they will be able to use this self-knowledge and awareness to find ways, big and small, of promoting social equity, economic prosperity, and environmental sustainability beyond the school community.

Responsibility: *We are stewards of ourselves, our school, our neighborhood, our community and our world, sharing responsibility and creativity on behalf of all living beings.*

Young people thrive when they know they are significant. As small people in a big world, they crave authentic recognition and positive affirmation that their actions, their caring, their creativity, humor and flexible learning minds *matter*. Too often the adults around them focus on what they can do better, on what they still need to learn. In fact, young people can and do make a difference to those around them every day; any parent, grandparent, or teacher

recognizes that the young people they are closest to open their hearts and minds in unexpected ways on a regular basis.

Children's inherent sense of responsibility and caring can be easily disrupted, not only by harsh treatment but by a daily and more subtle sense that their significance and power is not seen and respected as such. At Maathai Community School we will foster a deep sense of responsibility in students by recognizing and celebrating the responsibility they already take in their own lives.

Central to our principle of responsibility is the active engagement with stewardship as a concept and practice. From the youngest grades, students will be entrusted with a stewardship role in relation to their classroom communities and their urban ecosystem. Kindergarteners might work together to plant a garden and nurture it from seed to harvest over the course of the year, extending the school year curricula into summer gardening programming. By second grade, they may be involved in a community initiative to de-pave unused parking lots with Groundwork Providence as they learn about storm water runoff issues in the community and heat islands that can result in neighborhoods with many impervious surfaces. By fourth grade they might design and build a rainwater garden which utilizes storm water runoff from the roof of the school building. By sixth or eighth grade they may speak at city council meetings in support of better policies in defense of the health of our watershed. All along the way, their real-world projects will be given the time and space to show results; students will see, hear and know that their stewardship and responsibility results in a healthier, safer, more joyful world for them and their loved ones. The concrete skills and information they learn in school will prepare them for a life of work in which their labor has meaning; they will enter the workforce as adults who know how to take full responsibility as leaders and participants in civic society.

As Wangari Maathai discovered, empowerment is key to taking responsibility; and as with every principle described here, recognition and utilization of the unique gifts that come from our diversity as a community of learners will form a basis of confidence and empowerment for students who may normally be disenfranchised from civic participation. In creating structures that make this kind of participation available to all of our students, we create access to social responsibility, equitably, for all young people in our midst.

IV (b). Curriculum and Coursework

The curriculum at Maathai Community School will reflect our belief that children learn better and more deeply when they are active, not passive, learners.¹² Teachers will "scaffold children's building of understanding by asking guiding questions and providing opportunities for certain experiences"¹³ rather than play the traditional role of lecturing to a whole class. Our curriculum will support personalizing time and tools that help students explore, reflect, question, problem-solve, make mistakes and try again as they learn and apply the skills and concepts outlined in

¹² A main tenet of the Reggio Emilia philosophy.

¹³ Grotzer, Tina. "The Keys to Inquiry, Section 1: Inquiry-learning and Learning From One's Own Experience." *Project Zero, Harvard Graduate School of Education*. Web. 20 Dec. 2014. <<http://www.harvard.edu/ECT/Inquiry/inquiry1.html>>

the standards. The curriculum will support authentic and challenging work stimulating high levels of thinking in order to look at issues, problems and questions from multiple directions and perspectives. This will encourage our students to be nimble and creative thinkers, to be thoughtful collaborators and ultimately teach them that the learning process is about “tak[ing] necessary risks and [not] worry[ing] about failure because each mistake becomes a chance to learn.”¹⁴ The process is just as important (perhaps even more so) as the end result.

"One of the core objectives [of place-based education] is to look at how landscape, community infrastructure, watersheds, and cultural traditions all interact and shape each other."¹⁵ As a school that prizes place-based education, the content of our curriculum will be developed with inspiration from our immediate surroundings and community. For our youngest learners, that means the school building, yard, and neighborhood explored through walks. By the time our students are in middle school, their community will have expanded to include all of Providence and Rhode Island. Students at The Wangari Maathai Community School will develop and demonstrate proficiency of learning standards by applying them to projects in and about their community. We believe that grounding the content of our curriculum in our place makes learning more meaningful and engaging to students and develops them into citizens who are passionate and active in their community.

Curriculum Development:

We will develop our own curriculum using the Sustainable Schools Project’s (SSP) “Big Ideas of Sustainability”¹⁶ as a framework for organizing core content across disciplines and grade levels. During our planning year, SSP will be hired to help guide this work, along with the team at Antioch University New England's Center for Place-based Education. We also expect to identify a Co-Director of Instruction and potential staff who will be hired as consultants to develop a comprehensive curricular scope and sequence for each subject area that aligns with RI state standards, the NGSS and CCSS. We will view this scope and sequence as a starting point and “work in progress”, weaving in sufficient flexibility for teachers to adapt and personalize the curriculum once our staff is hired.

All curriculum planning, prior to opening and then once our school is established, will be done collaboratively and follow the ‘backwards design’ process as described in *Understanding by Design*¹⁷ starting with the intended outcomes: (i.e. student proficiency on the grade level standards), and working backwards to create aligned assessments, instructional materials, and learning experiences for students.

A key component of this design process includes regular assessment of student proficiency as well as teacher efficacy. This will ensure that standards are being met, students are reaching

¹⁴ Krakovsky, Marina. “The Effort Effect.” *Stanford Alumni Magazine* Mar./Apr. 2007. Web. 20 Dec. 2014. <https://alumni.stanford.edu/get/page/magazine/article/?article_id=32124>

¹⁵ Sobel, David. *Place-Based Education: Connecting Classrooms and Communities*. Great Barrington, MA: The Orion Society, 2004, 13.

¹⁶ See Appendix G and

¹⁷ Wiggins, Grant P., and Jay McTighe. *Understanding By Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2005.

their learning targets, and teaching methods are being differentiated to reach all learners. Data collection and analysis will be aligned to the standards being taught during specific units so that teachers can accurately assess their students' proficiency on any given skill and content area. Results will inform what, when and how to re-teach, with additional guidance and input from the Co-Director of Instruction. Curriculum will be refined as teachers and students work through the unit, but we will also prioritize team reflection time at the end of each unit or project to revise for future teaching.

Curriculum Plan: Standards and Resources

	ELA	Math	Science/ Engineering	Social Studies	Arts
K-2	Standards: - CCSS Resources: -Teachers College Reading and Writing Project -Words Their Way -Making Sense of Phonics	Standards: - CCSS - Financial Literacy standards (TBD)	Standards: - CCSS -NGSS Resources: -FOSS Kits -Engineering is Elementary program	Standards: - CCSS - RI GSE's for Social Studies -National Curriculum Standards for Social Studies	Standards: -RI GSE's in the Arts -National Core Arts Standards
3-5	Standards: - CCSS Resources: -Teachers College Reading and Writing Project	Standards: - CCSS - Financial Literacy standards (TBD)	Standards: - CCSS -NGSS Resources: -FOSS Kits -Engineering is Elementary program	Standards: - CCSS - RI GSE's for Social Studies -National Curriculum Standards for Social Studies	Standards: -RI GSE's in the Arts -National Core Arts Standards
6-8	Standards: - CCSS Resources: -Teachers College Reading	Standards: - CCSS - Financial Literacy standards (TBD)	Standards: - CCSS -NGSS Resources: -FOSS Kits	Standards: - CCSS - RI GSE's for Social Studies -National Curriculum	Standards: -RI GSE's in the Arts -National Core Arts Standards

	and Writing Project		- Engineering Curriculum TBD	Standards for Social Studies	
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Teachers will curate resources from a variety of Open Educational Resources (OERs). The following are a sample of the content sources: The Buck Institute for Education, Teachers Pay Teachers, Better Lesson, Learnzillion.

English Literary Arts/Literacy

Guided by the philosophy of the **Teachers College Reading & Writing Project**, all Maathai Community School students will be deeply engaged in authentic reading, writing, listening and speaking activities on a daily basis, laying the foundation for them to become lifelong readers, competent writers who can communicate their ideas clearly and creatively, active listeners and articulate speakers. This balanced literacy approach is standards-based and follows a workshop model of instruction ensuring that students read and write in a variety of contexts including reading and writing with the teacher, and reading and writing independently.

In addition to the resources published by Lucy Calkins and the Teachers College Reading and Writing Project, our literacy instruction will be informed by the work of Katie Wood Ray, Sharon Taberski, Carl Anderson, and Irene Fountas and Gay Su Pinnell. Teachers will use a Balanced Literacy Framework and the CCSS to develop differentiated literacy instruction to meet the needs of all of our students. Students will move through a variety of instructional experiences that meet their unique needs. Instructional experiences will include, but are not limited to, the following modalities and experiences:

- **Reading Workshop**: Reading Workshop will occur daily for 45 minutes. This time will primarily be used for all students to read authentically and independently. During the workshop teachers will hold individual reading conferences and small guided reading groups to support all readers’ growth. Teachers will individualize decoding, vocabulary, and comprehension instruction in response to student needs, in addition to encouraging students to read widely across genres and develop a strong sense of their interests as readers. Beyond the Reading Workshop block, our classrooms will be text-rich with content aligned books in each content center. Children will be taught to be active researchers, seeking out answers and inspiration for their inquiry work in the texts that surround them. Independent reading will increasingly become an important element of our Project Time as our students become older and are able to read more complex content texts independently.
- **Independent Writing**: Independent writing will be present in many areas of our weekly schedule and we believe that an integrated approach to writing instruction will teach students to be strong communicators in many genres. Each classroom will have a dedicated writing center and writing will be a central element in centers across the content areas. During our daily “Centers Block 1” (45 minutes), teachers will focus on writing instruction by holding individual writing conferences, using blended learning methods to extend personalized writing practice time and feedback, small group

strategy lessons, and guiding students to write about the work they are doing in content centers. Independent writing workshops with writing mini-lessons and conferences will also be regularly present during “Project Time” as students write about, and in response to, the projects and topics they are studying. These writing experiences will be guided by the CCSS and will allow our students opportunities to write extensively in information, opinion, and narrative genres through books, articles, research posters, scripts, presentations and many other forms of authentic writing.

- **Read Aloud:** All of our classrooms will spend at least 30 minutes each day engaged in Interactive Read Aloud. Teachers will use the CCSS to plan lessons that develop strong comprehension skills and encourage critical analysis of texts, grounded in textual evidence. We also seek to expose our students to a wide variety of literary and informational texts, guided by the text exemplars in Appendix B¹⁸ of the CCSS. Continuing the emphasis of the Providence Talks¹⁹ initiative, vocabulary development and speaking skills will be a strong focus of this time as well, as we seek to ensure that all of our students develop the vocabulary skills necessary to be strong readers, writers, and speakers. Read Aloud will be a strong and often daily component of our Project Time as well, with a particular focus on reading non-fiction to our students.
- **Word Study:** We believe that children learn to decode in many different ways and will provide flexible and individualized word study instruction to best support each of our learners. Many of our students will successfully learn to read through a Whole Language approach that is part of the Reading Workshop model. However, students who learn best through explicit phonics instruction will receive that during our daily 45 minute “Centers 1 Block”. This phonics instruction may be integrated into writing instruction or can be taught through individual or small group direct phonics instruction. Teachers will use *Words Their Way* by Donald Bear and *Making Sense of Phonics* by Isabel Beck to develop lessons to support individual students. All students will benefit from Sound Cards displayed in classrooms, inspired by the phoneme-spelling pattern cards used at Edward Brooke Charter Schools in Boston but developed in house by our teachers and students. We will additionally support our ELL students in this area by placing a strong emphasis on developing phonemic awareness and vocabulary and utilizing this time to give students individual instruction in these areas. As our students move into the later elementary grades, teachers will use *The Power of Grammar* by Mary Ehrenworth as a resource to teach all of the language and foundational standards laid out by the CCSS. We also plan to offer an online program such as Reading Eggs or Accelerated Reader to support the development of decoding skills.

¹⁸ http://www.corestandards.org/assets/Appendix_B.pdf

¹⁹ Program initiated in January 2014 by Providence Mayor Angel Taveras, with financial support from Bloomberg Philanthropies, to address the word gap facing our nation’s children. Web. 20 Feb. 2015.

<<http://www.npr.org/2013/12/29/257922222/closing-the-word-gap-between-rich-and-poor>>

- **Shared Reading:** Shared reading will be a regular component of Morning Meeting and Project Time. During shared reading, students have access to the text and teachers model appropriate phrasing, fluency, and expression. In the lower grades, teachers will typically lead shared reading experiences with poems, songs, and big books. In the upper grades, students will read and discuss a wider variety of texts using this method and teachers' instruction will be guided by *Text Savvy* by Sarah Daunis, who has also consulted on the development of this application.
- **Interactive Writing:** Interactive writing is an important component of writing instruction as it allows students to "share the pen" with the teacher. Interactive writing supports phonics, spelling, grammar, writing conventions and content development by allowing children to work alongside a teacher on a shared product. Although this is a particularly central element in the lower grades, we find it to be a useful approach in upper elementary grades as well. Guided by *Interactive Writing* by Andrea McCarrier, teachers will use this instructional method during Morning Meeting, Writing Workshops and Centers, Math and Project Time.

Math

Essential Ideas of the Maathai Community School Math Program

- **Constructivist:** We believe in inquiry-based and constructivist math learning that emphasizes classroom discourse as an essential component of teaching and learning math concepts. Students not only need to reason mathematically, they must be able to communicate that reasoning in order to more deeply learn. We will use the example of Math Circles²⁰ to develop practices of deeply exploring mathematical concepts. Mathematical tasks and projects will give children the space to create, invent, experiment and develop their own understanding of mathematical concepts, while also working in partnership with their classmates and teachers.
- **Applied Mathematics:** We believe that math is most meaningful when integrated into other subject areas. Application of mathematical concepts into engineering, science, art, and music will be an important element of our Project Time and the work children do in centers. Our teachers will give students regular and authentic experiences using math in daily life (i.e. starting and running a small business or laying out a garden bed.)
- **Common Core Standards for Mathematical Practice:** We will incorporate the CCSS for Mathematical Practice into our curriculum. These standards detail the habits of mathematical thinking and communication that we will cultivate in our students through both teacher-developed and student-created tasks.
- **Computational Fluency:** While our constructivist curriculum strives for deep conceptual understanding, we also believe that it is important that children have computational

²⁰ <<http://www.themathcircle.org/>>

fluency to allow them to solve problems and work with numbers efficiently. After students demonstrate conceptual proficiency on a skill, they will work to develop automaticity of math facts (addition/subtraction and multiplication/division) and learn algorithms to solve problems more quickly. We will use the “Fact Power” approach at Edward Brooke Charter School as inspiration for developing our own routines for practicing these skills.

- **Financial Literacy:** We believe that financial literacy is a critical skill that all students need in order to be prepared for a financially stable adulthood. Students at Maathai Community School will demonstrate proficiency in developmentally appropriate financial skills beginning in kindergarten through direct instruction, centers-based learning, and integration of financial literacy skills into Project Time.

Math/Centers Block 2: In keeping with our commitment to competency-based education (CBE) and individualized learning, our math instruction will be delivered in small groups and through blended learning to best meet the needs of each of our students. Math will primarily be taught during the daily 45 minute Centers Block 2 during which teachers will lead mathematical explorations and lessons to small groups of students. These groups are flexible and allow for students to progress through the curriculum at different paces. During this time students will have the opportunity to practice previously taught concepts, access math instructional programs on the computer, and apply mathematical concepts to content work at different classroom centers. In the lower grades, Calendar Math is an important part of the Morning Meeting routine where teachers will regularly practice foundational math skills with all students. Our students will regularly apply mathematical concepts to the projects they engage in during Project Time, whether they are building models for an engineering project, designing garden beds, or using shapes and measurement while woodworking. This is the richest opportunity for our students to demonstrate proficiency and gain a deep understanding of why math is meaningful and important in their lives.

Resources: We believe that no single math curriculum is best to meet the needs of all learners, and as a result we plan to develop a curriculum in keeping with the essential ideas laid out above. The CCSS provide the basis for our curriculum and we are considering the following as main sources of our curriculum development: *TERC Investigations*, *Contexts for Learning*, and Marilyn Burns’ *Math Solutions*. Our Financial Literacy curriculum will be guided by Jumpstart²¹ or the National Standards for Financial Literacy. A core resource for teachers will be the book, *Classroom Discussions in Math* by Suzanne H. Chapin & Catherine O’Connor which will guide our staff in facilitating rich, inquiry-based math explorations. Students’ individualized learning plans in math will be further enriched by the use of online programs such as *Mathseeds* and *Khan Academy* to ensure that each child is able to practice and move forward with mathematical learning at his or her own pace.

²¹ <http://www.jumpstart.org/assets/files/2015_NationalStandardsBook.pdf>

Project Time - Integrated Science, Engineering, Social Studies, and Arts

Our curriculum is grounded in inquiry and we will dedicate approximately 1 hour daily to project-based learning, an approach described in more detail in section IV(c). The Big Ideas of Sustainability will provide overarching themes within which students' interests and our place in the West End will guide the development of projects. Teachers will use national and state standards and curriculum resources to develop projects that integrate science, engineering, social studies, and arts instruction. Reading and writing will be integral aspects of our projects and math will be interwoven whenever possible. The sections that follow detail our philosophy for each of these subject areas and some of the resources we plan to use in developing our curriculum.

- **Science:** We plan to use the standards-based **Full Option Science System (FOSS)** kits and the East Bay Educational Collaborative as a resource not only for securing kits but also for Professional Development needs. SSP's "Big Ideas of Sustainability," Rhode Island's Environmental Literacy Plan and the Next Generation Science Standards (NGSS) adopted by Rhode Island, will each be integral to further developing 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. As stated by the researchers charged with creating The National Science Academy of Sciences' *Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*, "students cannot comprehend scientific practices, nor fully appreciate the nature of scientific knowledge itself, without directly experiencing those practices for themselves."²² Indeed, research done in the Detroit Public Schools to assess the benefits of inquiry-based science instruction on urban students found that it especially "engage[d] at-risk urban male learners"²³ and increased all students' standardized test scores in comparison to their peers who did not participate in the study.

- **Engineering:**

If we, as a society, expect to grow future scientists and engineers who can solve the major societal and environmental challenges we will face in the decades ahead, an early introduction to engineering concepts is essential.²⁴

In some ways, children are natural engineers. They spontaneously build sand castles, dollhouses, and hamster enclosures, and they use a variety of tools and materials for their own playful purposes....Children's capabilities to design structures can then be

²² National Research Council (NRC) 2012. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Committee on a Conceptual Framework for New K-12 Science Education Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. p. 30

²³ Geier, Robert et al. "Standardized Test Outcomes for Students Engaged in Inquiry-Based Science Curricula in the Context of Urban Reform." Nov. 2004, p. 24

²⁴ "Next Generation Science Standards," last modified 2015, <<http://www.nextgenscience.org/>>

enhanced by having them pay attention to points of failure and asking them to create and test redesigns of the bridge so that it is stronger.²⁵

Aligning nicely with our inquiry-, project- and place-based models of instruction, the Five Engineering Design Habits of Mind - Ask, Imagine, Plan, Create, Improve²⁶ - will also be integrated into and applied across disciplines in developmentally appropriate ways. Following the NGSS's *Framework*, in which engineering design is elevated to the same level of importance as scientific inquiry, our students will be given regular opportunities to think like engineers while using the **Engineering is Elementary (EiE)** kits developed by The Boston Museum of Science. 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. For example, the FOSS unit "Balance and Motion" (grades 1-2) can be used to extend students' creative thinking and problem-solving skills when combined with the EiE unit "To Get To The Other Side: Designing Bridges."

- **Social Studies:** Place-based education and social studies are both grounded in the community. As students study the history, government systems, geography, and economics of our West End community, they will be engaging in projects that have the potential to profoundly impact the lives of those around them. They will learn to navigate city and state agencies, apply for grants with local non-profit organizations, and work with community leaders. This real-life application will help all students find their voice, develop their writing and communication skills, and feel comfortable in a typically adult-centric world. The rich cultural diversity of the West End, and Providence more broadly, provides ample opportunities for students to develop these deep connections in both local traditions and cultures from around the world. At our school, students will become active citizens who are deeply engaged in the world around them, extending far beyond the bounds of a traditional social studies curriculum.

We plan to integrate the RI GSE's for Social Studies and the National Curriculum Standards for Social Studies with "The Big Ideas of Sustainability" to ensure that strong and comprehensive social studies instruction is a part of every project. 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 the literacy instruction in the content areas during our Project Time. We will utilize the rich resources provided by local museums and historical societies, such as Brown University's Haffenreffer Museum, Slater Mill, and the Rhode Island Historical Society. Partnerships with these organizations and consultation with local experts in the many disciplines that make up social studies will ensure that our program is simultaneously teaching our students to be both inquisitive scholars and engaged citizens.

²⁵ NRC, 2012, p. 70

²⁶ Boston Museum of Science

- **The Arts:** Artists are vibrant and vocal community members, responding to and interacting with the community around them through their art form. We have many world-class artists in the West End and Providence, with a wealth of arts expertise that our teachers can draw upon as they introduce the arts into daily instruction at Maathai Community School. We believe that by integrating and infusing the arts into our project-based curriculum, we allow our students to use the arts as another way to explore and respond to the world around them. Creation and appreciation of music, visual art, dance, and theater is a way for children to be civically engaged, explore diverse cultures in our community, and develop individual passions. We embrace this at Maathai Community School and will hire a full-time, certified Art Teacher to coordinate with, and guide, classroom teachers' efforts to integrate arts instruction into core content teaching. Students will also spend weekly blocks in the Art Studio learning to use a variety of media for 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 classroom centers will seek to support students in arts exploration, including well-stocked art studio spaces, music centers with listening equipment and instruments, and theatrical centers in which students can create dance and theater performances. We will also utilize the rich arts culture of Providence by working with local arts organizations during the school day and in after school programs. 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.

Spanish:

We feel strongly that learning a second language at a young age will have a life-long impact on our students and although we cannot, at this time, offer a two-way dual language immersion program, we nevertheless believe that an early introduction to another language can only be beneficial. Beginning in Kindergarten, all students will have a daily Spanish language class. Starting in the early grades with building vocabulary and speaking, they will progress to writing and reading so that by the time they graduate from 8th grade, they will have a strong foundation in a second language. For native Spanish speakers, emphasis will be on developing reading and writing skills to deepen academic fluency and proficiency in Spanish. 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-to-peer pairings. Blended instruction will further support diverse learners and those at varying levels of proficiency.

In keeping with our culturally responsive teaching philosophy, we will strive to offer ways (both during Spanish lessons as well as regular instruction time) for native Spanish speakers to share their knowledge with classmates. Celebrating their bilingualism will allow these students to shine and provide a safe, nurturing space for them to grow as leaders.

Social-emotional Learning:

At Maathai Community School, we strongly believe that the emotional well-being and health of each individual is directly connected to the overall well-being and health of our school. We further believe that students, like seeds, have all the essential information inside of them to become creative, self-aware thinkers, engaged citizens and responsible stewards of their environment; they just need the right supportive, stimulating environment and experiences to unlock their capacity for growth. Embedding an internally-designed social-emotional learning (SEL) curriculum, that integrates mindfulness practices, into daily routines will ensure a healthy and safe learning environment for all and support personal growth, confidence, resilience and academic achievement. A 2011 meta-analysis of 213 research studies on school-based SEL programs found that, when well-implemented, 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 performance on achievement tests and grades.”²⁷

Taught mainly through direct experience, the curriculum is based on standards developed by the Collaborative for Academic, Social and Emotional Learning (CASEL), which focus on building five capacities:

- Self-awareness
- Social-awareness
- Self-management
- Responsible decision-making
- Relationship skills²⁸

Two of the CASEL capacities — self-awareness and social-awareness — are taught using multiple modalities, including techniques and practices borrowed from yoga and mindfulness, and direct teaching about emotions. This awareness building is an essential first step toward recognizing options and seeing choice. What follows naturally is the territory of the last three capacities - self management, decision-making, and social (or relationship) skills and taught through a combination of team-building and listening games, activities, challenges and discussions. The goal is to have students regularly be practicing these skills so that, over time, "mindful awareness becomes a positive way of being in the world for students — whether learning and interacting at school, at home, or in the community.”²⁹

²⁷ 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.

²⁸ <www.casel.org>

²⁹ Meiklejohn, John et.al. “Integrating Mindfulness Training Into K-12 Education: Fostering The Resilience of Teachers and Students.” *Mindfulness*, Vol.1, 1, (March 2010): 10

IV (c). Learning Environment and Pedagogy

Driving the design of our school's learning environment and pedagogical practices are three of our guiding principles: *diversity, exploration* and *responsibility*.

Diversity: We recognize that students bring with them a diversity of experiences, skills, learning styles and needs which we must honor and support. From the instructional methods and resources we will use, to the materials found in each classroom, our choices reflect our commitment to diversity. Viewing our school as it's own eco-system, nested within the other eco-systems of the community, means understanding and fostering diversity as an essential component of a healthy and sustainable community.

Exploration: Curiosity is the driving force behind the pursuit of learning and if we nurture this in children not just before they enter school, but throughout their formal education, we will be creating life-long learners. We want all our students, teachers, and staff to continuously ask questions, seek experiences and ultimately shape their own education.

Responsibility: We expect all students to share responsibility for the sustainability of our school, neighborhood, community and world.

Thoughtfully using a combination of the following research-based instructional methodologies to deliver curriculum to our students, we will successfully differentiate learning to meet each of our students where they are:

Blended Learning:

Defined by The Alvo Institute as "a true integration, a blending, of the very best of traditional instructional practice with the very best of innovation from technology and online curriculum and content; blended learning is the deepest way to bring differentiation to life."³⁰

A differentiated classroom is one in which the teacher successfully matches learning to learner need and where all students show growth.³¹ In a blended classroom, technology expands the teacher's ability to deliver more varied and personalized learning experiences for each student. Using real-time data to track student progress, teachers can immediately adjust their instruction to meet the needs of individual students whether they are right at grade-level, struggling, or advanced. Technology in a blended classroom helps the teacher select instructional experiences that "function in what psychologists call a child's zone of proximal development—to stretch what the child can do with a little assistance."³² Given this support, as well as a degree of autonomy when working independently, students in turn, are empowered and learn both how to manage their time effectively and begin to understand their personal strengths and weaknesses. Ultimately, we expect to use blended methodology as a pathway to

³⁰ Definition given by Rebecca Tomasini, the late Founder and CEO of The Alvo Institute, in a promotional video.

³¹ Tomlinson, Carol Ann. *How to Differentiate Instruction in Mixed-Ability Classrooms*. 2nd Ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2001. Print.

³² National Research Council (NRC), 2000. *How People Learn: Brain, Mind, Experience and School*. Expanded Ed., Commission on Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. p. 20

not only traditional differentiation, but to true personalized learning in which every student has their own Individual Learning Plan (ILP.)

At Maathai Community School, our adoption of blended learning will likely begin with the Station-Rotation model: small groups of students rotating through different “stations” in the classroom for teacher facilitated instruction, small group work, and student-directed work. We plan to begin with mobile computer labs that can be shared by multiple classes. As our school grows and as funds allow, we will reassess our technology needs and increase our technology available to students.

During our pre-opening planning months, we will seek advice on our instructional design from the local Highlander Institute and other blended specialists. All technology and online curriculum will be carefully selected to ensure students are receiving quality instruction and will be seamlessly blended with our other instructional methodologies. We will likely start using blended learning to enhance a single content area, such as literacy or math, and as we grow, will extend across the curriculum. Another avenue we would like to explore during our planning year is how to use technological tools in a meaningful way to enhance our students’ learning (i.e. using digital cameras to document personal stories or iPhones for geo-caching projects) as well as our data collection and management processes.

Competency Based Education:

“In a proficiency system, failure or poor performance may be a part of a student’s learning curve, but it is not an outcome.” (Proficiency-Based Instruction and Assessment, Oregon Education Roundtable)

In line with our core values of *Diversity* and *Exploration*, the central idea of Competency Based Education (CBE) is that education must be personalized so that all students succeed. Following the model of New Hampshire and other school districts around the country, the students at Maathai Community School will advance through the standards when they demonstrate proficiency. This approach allows students who need more time on a particular standard to have that, while also supporting students who are able to move through standards more quickly. Our instructional approach of flexible, small group instruction and blended learning support CBE.

Key principles of CBE include:

- Privileging growth measures in balance with finite outcomes, students advance upon mastery;
- Competencies include explicit, measurable, transferable learning objectives that empower students;
- Assessment is meaningful and a positive learning experience for students;
- Students receive timely, differentiated support based on their individual learning needs;

- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.³³

Student-directed learning and agency is an important theme in CBE and is one that we fully embrace. Every student at Maathai Community School will have an ILP which will be developed by the student, his or her teachers, and parents during an ILP conference at the beginning of each school year. The ILP will contain individualized standards-based goals for the trimester, along with goals in the areas of social-emotional learning. A key element of the ILP will be “personal passion” goals, where children will identify an area of interest that they will pursue during the trimester. ILPs will be revised at each trimester family conference throughout the year and will be the primary road map for a child’s education during the school year.

Project Based Learning:

Regarded as the exemplary project-based institute in the country, The Buck Institute for Education has defined Project Based Learning (PBL) as a transformative teaching method “in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge.”³⁴

Starting with an “essential question,” PBL challenges students to make real connections between subjects while engaging in complex tasks and problem-solving that encourage a deeper understanding of skills and content. Student-centered and student-directed but teacher-guided,³⁵ the best 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 projects 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.”³⁶

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 while at the same time challenging students to develop skills across learning styles. The deep understanding of a topic that is gained through authentic 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.

At Maathai Community School, PBL will be grounded firmly in a place-based approach to education and designed within the framework of “Educating for Sustainability” (EFS). It will be the primary vehicle for bringing to life our mission of connecting students with their community

³³ Web. 2 Mar. 2015. <<http://www.competencyworks.org/about/competency-education/>>

³⁴ Web. 24 Nov. 2014. <http://bie.org/about/what_pbl>

³⁵ See Appendix H for a list of Key Components

³⁶ Web. 2 Mar. 2015. <<http://galileo.org/teachers/designing-learning/articles/what-is-inquiry/>>

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,"³⁷ through well-designed PBL, is the most direct way to do so. Projects, then, cannot be just isolated experiences that happen once in a while, but should be carefully constructed ongoing opportunities for substantive and potentially life-changing learning. At the culmination of every project there will be a public unveiling or performance of student work, thus creating another opportunity for connection between students and their community.

We believe that helping students to make connections between CCSS-aligned content and their own lives will foster a love of learning and deepen their ability to transfer their knowledge to new situations in school and beyond. When students understand *how* what they are learning is useful and applicable in their daily lives, they are more likely to be engaged and focused on learning. Not only can projects based on place help students construct meaning in their personal lives, they will ultimately encourage civic engagement, and teach students the importance of stewardship for a sustainable world.³⁸

Creative City Charter School in Baltimore, MD, The Greene School in West Greenwich, RI, along with High Tech High and Thrive Public Schools in San Diego, CA will serve as models of successful PBL. Additional resources for PBL planning and implementation as well as professional development will come from The Buck Institute for Education and other online sources.

Inquiry Based Learning:

Canada's Galileo Education Network defines Inquiry as "a dynamic process of being open to wonder and puzzlement and coming to know and understand the world. As such, it is a stance that pervades all aspects of life and is essential to the way in which knowledge is created."³⁹ In an inquiry-based classroom both teaching and learning are interactive and build on what the student already knows. It is a place that values student interests and encourages real work to answer student questions. It is a community of learners doing "rich, engaging work - work that inspires, develops insight and stirs the imagination."⁴⁰ This is the school we wish to build!

Allowing students to begin an inquiry from a place of comfort, of prior knowledge, honors the different experiences each brings to the classroom. It gives them the confidence and emotional space to work through a problem or question without fear of failure. Rather, "failure" is seen as part of the process of arriving at a deeper understanding of the concepts being studied and only enhances what the student is learning. For an inquiry to be most effective, teachers must "be

³⁷ Sobel, p.12

³⁸ See Appendices J and K for a look at how EFS can be taught across grade levels and content areas.

³⁹ Galileo Educational Network. Web. 2 Mar. 2015. <<http://galileo.org/teachers/designing-learning/articles/what-is-inquiry/>>

⁴⁰ Galileo Educational Network. Web. 2 Mar. 2015. <<http://galileo.org/teachers/designing-learning/articles/why-inquiry/>>

equipped to facilitate investigations and conversations that help students to analyze instead of recall, to justify instead of define, and to formulate instead of list.”⁴¹

Inquiry Based Learning at Maathai Community School will be implemented across grade levels and subject areas and will complement our EFS framework. Using the “Big Ideas of Sustainability” as a starting point, teachers will develop a series of Essential Questions that will link to each Idea that in turn, will guide student inquiry and projects. (See Table 1.1 for an example from The Guide to Educating for Sustainability, The Sustainable Schools Project, 2011.) Inquiries into “Community” could take students on a Neighborhood Investigation walk to *Dexter Training Ground Park* where they can begin to discover answers to the question “Who lives in our human and natural communities?” Following successful models of expeditionary learning (such as The Greene School, West Greenwich, RI), we will bring students out of the classroom and into the world to give them the authentic experiences they need to connect their lives and schoolwork. These kind of Neighborhood Investigations will most likely lead to more questions which may ultimately form the basis of a service-learning project that has the potential to directly impact the neighborhood.

Table 1.1⁴²

Big Idea of Sustainability	Essential Question(s)
<p>COMMUNITY: A group of living and non-living things sharing a common purpose or space.</p>	<ul style="list-style-type: none"> • What is a community? • What is our community made of? • How can we help our community? • What makes a sustainable community? • What is your responsibility to our community? • Who lives in our human and natural communities?

Classroom size/set-up/structure/design:

Each classroom:

Kindergarten (3 classes of 16)

5th/6th (5 classes of 19-20)

1st/2nd (6 classes of 16)

7th/8th (5 classes of 19-20)

3rd/4th (5 classes of 19-20)

⁴¹ 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.

⁴² See Appendix I for a full list of Big Ideas and Essential Questions from The Sustainable Schools Project.

Multi-Age Classrooms:

At Maathai Community School, we believe that multi-age classrooms will best support our diverse learners and allow us to fully embrace Competency Based Learning. Multi-age classrooms have a buzz of energy, deep engagement and excitement as students are leading, collaborating, and exploring along individualized learning paths while also developing a strong sense of responsibility towards their classmates, particularly those younger than they are. Based on the highly successful groupings in Montessori schools, our classrooms will be grouped as follows:

Kindergarten	Ages 5-6	Elementary II	Ages 10-12/Grades 3-4
Primary	Ages 6-8/Grades 1-2	Secondary	Ages 12-14/Grades 7-8
Elementary I	Ages 8-10/Grades 3-4		

Multi-age classrooms provide significant benefits to all learners. As competency-based educators, we are committed to providing each student with an individualized learning plan and ensuring they gain proficiency on each standard on a timeline that is right for each child.⁴³ Children's uneven developmental patterns and differing rates of progress are natural in a multi-age classroom and flexible groupings are the norm, whereas in a traditional single grade classroom students who need more time often experience a stigma of failure.⁴⁴ Students who need more time to become proficient on some skills and concepts remain with chronological peers and retaining children becomes less necessary.⁴⁵ "Dozens of studies have found that retaining students actually contributes to greater academic failure, higher levels of dropping out, and greater behavioral difficulties, rather than leading to success in school. Students who are held back do worse in the long run than comparable students who are promoted, in part because they give up on themselves as learners."⁴⁶ In a multi-age classroom, academic ability does not define a child, as all students are working at different levels across different subjects and areas of interests. This is especially beneficial to special populations of students such as English language learners, special education students, and advanced students.

Although the academic benefits of a multi-age classroom are many, the social-emotional benefits may be greatest. In general, research has shown that students in multi-age classrooms develop leadership skills, nurturing behaviors, and a greater sense of community. They also are more accepting of individual differences.⁴⁷ In a group of children of different ages, competition

⁴³ Gausted, Joan. "Building Support for Multiage Education." *ERIC Digest*. ED409604. Eugene: ERIC Clearinghouse on Educational Management, June 1997. <http://www.ed.gov/databases/ERIC_Digests/ed409604.html>

⁴⁴ Miller, Bruce A. "What Works in Multiage Instruction." *The Education Digest* 61.9 (May 1996): 4+.

⁴⁵ Hime, Debra, and Carolyn Moore. *Multi-Age Classrooms*. Ed. Karen Gutloff. National Education Association, 1995.

⁴⁶ Darling-Hammond, Linda. "Avoiding Both Grade Retention and Social Promotion." *The Education Digest* 64.3 (Nov. 1998): 48-53.

⁴⁷ Goularte, Renée. *Multi-Age Classrooms*. Ed. Karen Gutloff. National Education Association, 1995.

is reduced and the atmosphere is generally collaborative.⁴⁸ "When groups of children ranging in age from seven to nine years or from nine to eleven years were asked to make decisions, they went through the process of reaching a consensus with far more organizing statements and more leadership behavior than children in same-age groups."⁴⁹ Older children, and those further along in their social-emotional maturity, serve as behavioral and academic models and build their self-confidence, while younger children are constantly learning from what they see the older children doing. Younger children can also help older children who are struggling socially. They are "particularly helpful in reducing the isolation of socially withdrawn older children."⁵⁰

Teachers and parents experience many advantages in schools with multi-age classrooms. Continuity over two years allows strong relationships to develop, where parents and teachers are working in deep partnership to support a child through the many peaks and valleys of their academic and social-emotional development. Each year, a teacher would typically have half of his/her class return from the previous year and would receive only 8-9 new children to get to know and acclimate into the classroom environment. Those children join a stable and established environment full of role models who can demonstrate routines, model new academic goals, and provide encouragement. This translates to a significant increase in learning time, as teachers and students are able to "hit the ground running" at the beginning of each school year. At Maathai Community School, we will give our teachers a great deal of professional development and support around best practices for multi-age classrooms. Our school will also transition into this model slowly, because in Year One we will have traditional kindergartens and multi-age classrooms with only two grades (1st and 2nd.)

Classrooms Are Workshops:

At Maathai Community School, our classrooms are workshops, places to invent and build, collaborate and explore, or just get lost in a great book. Our multi-age, competency-based classrooms require a flexible environment that allows students to pursue individual learning while also being an effective space for full-class projects and lessons. As schools across the country work to implement these same philosophies, and libraries adapt to become spaces of 21st century learning, we have ample inspiration for our classroom setup. We will incorporate the following elements into our classrooms:

- **Thematic Centers:** Our classrooms will have centers representing a wide variety of subject areas with rotating content throughout the year. These centers will support and extend upon instructional work being done in lessons with teachers, allowing students diverse practice opportunities towards ILP goals. Centers will also offer ample opportunity for student-directed exploration and learning. Teachers will create centers in response to student needs and interests, however classroom centers will typically

⁴⁸ Hime, 1995.

⁴⁹ Katz, Lillian G. "The Benefits of Mixed-Age Grouping." *ERIC Digest*. ED382411. Eugene: ERIC Clearinghouse on Educational Management, May 1995. <http://www.ed.gov/databases/ERIC_Digests/ed382411.html>

⁵⁰ Pratt, David. "On the Merits of Multiage Classrooms." *The Multiage Classroom: A Collection*. Ed. Robin Fogarty. Palatine: IRI/Skylight Publishing, 1993.

include an Art Studio, Tinkerspace/Makerspace, Performing Arts center (music, dance, theater,) Writing center, Nature/Sustainability center, Classroom Library, and Math center. Literacy, math, technology, and Spanish will be richly and purposefully integrated into all centers.

- **Gathering Spaces:** Our classroom workshops will have a variety of gathering spaces for small and large groups, doing a wide variety of activities. We will not have student desks, but rather students will have cubbies where their personal belongings can be stored. Work in our classroom will be done at tables, on beanbags in the classroom library, on whiteboards and clipboards and laptops, or at the easel and large rug that can accommodate the full class. The tables in our classroom will have wheels and be easily movable so that our space can be flexible. Our tables will be arranged differently depending on the task(s) at hand and will work for independent, small group, and large group meetings.
- **Literacy Rich:** Our classrooms will be full of books, 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.

IV (d). Specific Populations

The student-centered and integrated approach to learning that defines Maathai Community School will benefit *all* students. Our multi-age groupings, culturally responsive teaching and use of project-based, blended, and inquiry-based learning (See section IV.(c) Pedagogy for more details) ensure students' individual experiences, learning styles and pace of learning are honored, nurtured and given time to develop while meeting learning goals and state standards. Individualized instruction in our mixed-ability classrooms is built-in to our model and monitored through regular data-driven assessments allowing teachers to support the needs of all students. For specific populations (struggling students, students with disabilities, English Language Learners, and advanced/gifted students), focused attention will be given throughout each day when the class divides into small groups, works in pairs or one-on-one with the teacher, and individually on computers. To ensure extra support for those students needing it, all Kindergarten classrooms, starting in Year One, will have a dedicated Associate Teacher; in 1st/2nd grade every two classrooms will share an Associate Teacher; and in 3rd – 8th grades, every two – three classrooms will share an Associate Teacher.

All teachers at Maathai Community School will be expected to do ongoing formal assessment across content on a weekly basis as well as do informal assessments throughout each day to make sure the needs of all students are being met. They will be trained to use the data collected to provide targeted skill-development and will have sufficient instructional planning time to create lessons that address the needs of individual students as well as time to collaborate with colleagues. As discussed further in Section V.(f), creating the time and space for teachers to participate in shared learning as part of a Critical Friends Group (CFG) is a priority and will be a regular, institution-wide practice aimed at delving into a range of teaching/learning topics, including strategies for supporting specific populations. More formal

professional development will be scheduled as needed; coordination with learning specialists and special education teachers will be ongoing as indicated in our RtI plan below.

For students identified as part of a specific population (struggling, students with disabilities, English Language Learners, and advanced/gifted students), their experience at Maathai Community School will be one of inclusion. With high expectations and clearly communicated learning goals for all our students, every child will be on the same trajectory toward success with no visible stigma attached to those struggling. Further, imbuing our school with a culture of mindfulness and respect for differences will ensure that school is a safe place for learning and all that implies: collaborating, problem-solving, trying out ideas and theories, failing and trying again.

Struggling students:

We will follow a tiered Response to Intervention (RtI) process of identifying and supporting students who are struggling:

Tier 1:

- Teachers use research-based curriculum to deliver high-quality core instruction that is differentiated to meet the needs of all students.
- A variety of instructional methodologies are used (project-based, blended, inquiry-based) to accommodate different learning styles: visual, auditory, kinesthetic, individual and collaborative.
- All students are given ample time to practice skills during the day with and without teacher guidance and feedback.
- Daily and weekly informal assessments (internally created list of benchmarks - decoding, reading habits, etc...), teacher observations, classwork and homework), as well as more formal testing (i.e. STAR, DIBELS), will track student progress and be monitored by the classroom teacher. The School Leader will also monitor this data at regular intervals. Regular adjusting of teaching methods and re-teaching of specific skills should help most students stay at or above grade-level.
- When basic adjustments to instruction do not seem to be working for a particular student, classroom teachers may appeal to their CFG for new ideas and strategies. Further data is gathered to track student progress. Each new strategy will be given at least two weeks, but not more than four, to assess efficacy.
- Parents will receive updates from teachers on their child's progress each trimester unless an area of concern arises, in which case, more frequent communication will occur. Student data will be charted into graphs to visually show parents and students areas of growth and areas needing work. All conversations with parents regarding their child's academic status will be documented.

Tier 2:

- When a careful analysis of all available data indicates a student is not making sufficient progress, the classroom teacher initiates an evaluation of the student's existing data by the Student Support and Intervention Team. This group will be comprised of one Co-Director (Y1-2), a Special Education teacher (Y1), a Learning Specialist (Y2) and two other experienced teachers.
- A comprehensive plan will be written by the Student Support and Intervention Team detailing how the classroom teacher can, with coaching from the Special Education teacher or other Learning Specialist, support the student; what additional interventions, such as intensive tutoring, could be beneficial; what additional assessments are needed; and within what timeframe this should be accomplished (not more than a grading period.)
- At this pre-IEP referral point, extra assessments (for example DIBELS to assess reading comprehension) will be planned for the student to determine what specific interventions are needed. Interventions intensify and time dedicated to interventions increases.
- Data collection is managed by the Co-Director overseeing instructional design and formally shared with the classroom teacher and family of the student at regular intervals. The Co-Director overseeing instructional design will track students' weekly progress based on data collected to determine the efficacy of a particular intervention.
- Intervention strategies will be continuously evaluated and refined by the Student Support and Intervention Team. This information will be archived to be used as a future resource. We recognize that strategies will need to be tailored to individual student needs and will remain flexible in our approach.
- A designated member of the Student Support and Intervention Team will oversee coordination of communication and implementation between classroom teacher, family and other members of the Team. Time will be built-in to weekly grade-level meetings for classroom teachers and either the Special Education Teacher or Learning Specialist to connect about specific students and their progress.
- Students not making adequate progress during the agreed upon timeframe will be moved into Tier 3 for increasingly intensive intervention.

Tier 3:

- The Student Support and Intervention Team meets at the student's transition to Tier 3 to determine what increasingly intensive intervention to provide. Time dedicated to intervention at this Tier will increase and services will be delivered to a smaller group than in Tier 2.

- Progress monitoring will continue and every 6-8 weeks, the Student Support and Intervention Team will meet to reassess what interventions are still needed. If a student is making adequate progress, interventions may be kept in place or, if enough progress is being made, the student could be bumped back down to Tier 2.
- At the 6-8 week check-in if a student is not making adequate progress, The Student Support and Intervention Team will decide, with the family's input, whether this lack of progress indicates further, more comprehensive testing to determine if a student meets the eligibility requirements for special education services.
- In accordance with the Individuals with Disabilities Education Act of 2004, the student's family is formally contacted and a meeting is scheduled to discuss next steps. Decisions will be made about what kind of testing is needed.
- After testing, the whole team, including parents, comes back together to go over the tests to determine if there is indeed a disability. If a student does not qualify with a disability requiring an IEP, students will be placed back into our Rtl process as needed. If they do qualify, their needs will be addressed as outlined below.

Interventions:

Our strategies for intervention begin with our approach to personalized learning. We expect to have fewer students in the Rtl categories because we are providing every student with a personalized learning plan and corresponding personalized support. Peer tutoring, blended learning methods, such as using a flipped classroom to make "homework" personalized, meaningful and relevant and the use of Learning Partners (existing staff and/or additional, trained volunteers) are some of the ways we will address our students' needs. Various combinations will be utilized when working with students struggling in reading/writing and math. Interventions, when necessitated, will be administered by the general classroom teacher in most cases, who will be supported by Associate Teachers or Specialists.

In addition to the programs and curriculum outlined above (See Curriculum, IV(b).), for Tier 2 and 3 students struggling with reading and writing, programs such as the research-based and CCSS-aligned **Fundations: Wilson Language Basics for K-3** or **Read Naturally** will be utilized. For Tier 2 and 3 students struggling in math, a program such as **Touch Math**, which teaches number sense and basic arithmetic through a multisensory approach, will be utilized. Once students acquire these math foundations, they can more easily move into the inquiry-based model.

For those struggling with social skills and or behavioral issues we expect that teachers' adoption of the Responsive Classroom protocols will mitigate most serious problems and that our school culture of mindfulness will assist students in self-regulating their own emotions. When such students do not respond to these early intervention and prevention strategies, and are moved into Tier 2, Learning Partners may be called upon to offer one-on-one or small group instruction in specific SEL topics so that students have more time to practice skills.

A special 30-minute “Centers Block/ILPs” has been incorporated into our school day, following the afternoon Project Time Block. During this part of the day, all Tier 2 and 3 interventions will take place for struggling students to allow for targeted instruction and practice time. For advanced/gifted students, as well as those meeting grade-level proficiency, this will be a time for working on the goals of their ILPs. Classroom teachers, in consultation with the Student Support and Intervention Team, will determine the frequency and length of intervention time (i.e. some students may need 20 minutes a day of drilling on a specific skill, others may benefit from 40 minutes a week devoted to comprehension-building.)

Students learning English:

With a high concentration of Hispanic families (many of them recent immigrants), a growing contingent of African refugees, and a number of Southeast Asian families all living in the West End neighborhood we will mainly be serving, it is likely that we will enroll a significant number of ELL students.⁵¹ We believe that the educational philosophy of our school which celebrates diversity of experience and knowledge, coupled with our differentiated instructional methodologies, will advance student achievement for all students and will be particularly beneficial for ELLs. In particular, our ELA curriculum, based on the Teachers College Reading & Writing Project, emphasizes reading, writing, speaking, and listening, all skills crucial to ELL mastery of English. Further, the culturally responsive approach to teaching that guides classroom discourse and projects will be especially key to the success of our ELL students. Connecting learning tasks to students’ “cultural frames of reference and their personal experiences”⁵² not only demonstrates to students that their stories and experiences matter, but it contextualizes their learning in a meaningful way.

Our identification process:

- A Home Language Survey is filled out and submitted with an application for our lottery. Information from this survey *will in no way* affect a student's admittance through our lottery system. If a language other than English is indicated as the home’s main language, after the student is admitted we will begin the formal process of identification.
- In accordance with section L-4-3 of the **Rhode Island Regulations Governing the Education of English Language Learners**, “parents shall be informed in writing, in a language they understand, about the procedures used in the identification, assessment, and placement of ELL students.” Next, an interview with the family will be scheduled and conducted, followed by a formal assessment.
- The World-Class Instructional Design and Assessment (WIDA) Access Placement Test (W-APT) will be administered by a certified ESL instructor to newly enrolling students identified as potential ELLs. This screening tool is aligned to the WIDA Summative ELPs and the ACCESS for ELLs and will help our school provide appropriate instruction to

⁵¹ See Demographics Map, Appendix B

⁵² Lachat, Mary Ann. “Standards, Equity, and Cultural Diversity.” Providence, RI: The Education Alliance LAB at Brown University, 1999, p.17. Print.

individual students. Results reveal a student's level of English language acquisition as recognized by RIDE: Entering, Beginning, Developing, Expanding, Bridging, Reaching.⁵³

For incoming Kindergartners, we will use WIDA's MODEL (Measure of Developing English Language) to ensure we don't under or over-identify students. We will also use any existing school records and a native language assessment (when possible) to inform our planning for instruction.

Instructional program:

We will use a model of Sheltered Content Instruction to teach all ELL students and will follow the definition by the Education Alliance at Brown University that states:

"Sheltered English instruction is an instructional approach that engages ELLs above the beginner level in developing grade-level content-area knowledge, academic skills, and increased English proficiency. In sheltered English classes, teachers use clear, direct, simple English and a wide range of scaffolding strategies to communicate meaningful input in the content area to students. Learning activities that connect new content to students' prior knowledge, that require collaboration among students, and that spiral through curriculum material, offer ELLs the grade-level content instruction of their English-speaking peers, while adapting lesson delivery to suit their English proficiency level."⁵⁴

Sheltered Content Instruction at Maathai Community School will be taught by the general classroom teacher and happen as part of the regular curriculum. Students will have ample time to practice their language skills during the normal differentiation of learning that happens throughout the day (one-on-one time with the teacher, small group, and technology-assisted). For those needing additional support, time has been set aside in the afternoon of every day for more intensive work.

All school activities and events will be accessible to all students, including enrichment and extracurricular after school programs through bilingual staffing when called for. Additionally, all materials that are sent home will be translated for families. For languages other than Spanish, we will connect with community partners who may have staff with additional language skills.

Staffing:

Teachers at Maathai Community School will be specifically trained in Sheltered Content Instructional methods as part of a school-designed professional development plan. Additionally, we will take advantage of the state-offered ELL professional development workshops that happen 4-7 times a year. As mentioned above, teachers will also have internal supports built-in through the school's monthly Critical Friends Group meetings where they can share best practices.

⁵³ Web. 25 Mar. 2015. <https://www.wida.us/standards/RG_Performance%20Definitions.pdf>

⁵⁴ The Education Alliance at Brown University. Web. 30 Mar. 2015. <<http://www.brown.edu/academics/education-alliance/teaching-diverse-learners/what-sheltered-instruction>>

They will also bring an awareness of cultural diversity and the needs of urban students to their teaching and will ideally bring experience teaching ELL students. We will advertise in our job descriptions, the preference for bilingual applicants and ELL certification and will ensure that we have at least one ELL-certified teacher on staff for every 30 ELL students. Because we won't know exactly how many ELL students we will be serving in any given year, we will continually advertise ELL certification as a preferred qualification and carefully assess our staffing needs each year.

For Year One, we anticipate having one ELL-certified teacher on staff, potentially one ELL-certified Associate Teacher, and bilingual support staff including a front desk clerk. In Years Two through Five, staffing will increase based on the number of ELL students identified after the lottery while remaining at a basic 1:30 ratio, but rarely will our teachers be using traditional whole class direct instruction. In our blended model, the opportunities for students to work in small group instruction with teachers will be greater than traditional models.

Evaluation:

For those identified as English Language Learners (ELLs), we will ensure that they have the appropriate support and resources to achieve proficiency in English and successfully meet Rhode Island's Grade Level Expectations (GLEs) and Grade Span Expectations (GSEs) in all subject areas by the end of their third year of Sheltered Content Instruction. In accordance with the English Language Proficiency Standards (ELPs) of the WIDA Consortium, all ELL students will be annually assessed using WIDA's ACCESS for ELLs.⁵⁵

Evaluation of our ELL program will be ongoing and be led by the Co-Director overseeing instructional design in collaboration with classroom teachers and staff directly involved with the teaching of ELLs. We will use the Sheltered Instruction Observation Protocol (SIOP) as a guide for this evaluation. Thirty important elements of a successful Sheltered Content Instruction program are outlined under eight broad categories:

1. Preparation (see example in Table 2.1 below)
2. Building Background
3. Comprehensible Input
4. Strategies
5. Interaction
6. Practice/Application
7. Lesson Delivery
8. Review and Assessment⁵⁶

⁵⁵ From the Rhode Island Regulations Governing the Education of English Language Learners

⁵⁶ The Education Alliance at Brown University. Web. 30 Mar. 2015. <www.brown.edu/academics/education-alliance/teaching-diverse-learners/what-are-components-sheltered-english-instruction>

Table 2.1

a. Preparation

<p>WHAT</p> <p>Content and language objectives, aligned to state and local standards, frame each lesson. Teachers incorporate supplemental materials to assist ELLs in the lesson.</p>
<p>WHY</p> <p>Sheltered lessons help students make connections between new knowledge and prior experience. Teachers plan meaningful, relevant learning activities to enable those connections.</p>
<p>HOW</p> <ul style="list-style-type: none">• Consult state and district content standards and state or national language benchmarks.• Develop thematic units to lead to essential understandings.• Develop content and language objectives, aligned with standards and unit goals, for each day's lesson for content and language.

Students with Disabilities:

Maathai Community School is an inclusive school that does not discriminate on the basis of disabilities as outlined in the Individuals with Disabilities Education Act (IDEA), Section 504, and Rehabilitation Act of 1973. We will adhere to all regulations of Rhode Island Special Education laws:

- a. To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- b. To ensure that the rights of children with disabilities and their parents are protected;
- c. [T]o provide for the education of all children with disabilities; and
- d. To assess and ensure the effectiveness of efforts to educate children with disabilities.⁵⁷

As discussed above for struggling students and ELLs, the regular instructional program at Maathai Community School offers built-in academic supports for all students; our culture of

⁵⁷ Web. 29 Mar. 2015.

<<http://www.ride.ri.gov/StudentsFamilies/SpecialEducation/SpecialEducationRegulations.aspx>>

inclusivity, respect for diversity, and culturally responsive teaching make it a safe and supportive social environment as well. We believe that our inquiry-based learning approach will be especially supportive of students with disabilities because 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.”⁵⁸

Identifying students:

- Following the school’s RtI process, when a Tier 3 student is identified as not making adequate progress after a 6-8 week assessment, the Student Support and Intervention Team, in collaboration with the student’s family, may refer the student for further comprehensive testing.
- In accordance with IDEA, the student's family is formally contacted and a meeting is scheduled to discuss next steps. Decisions will be made about what kind of testing is needed and consent will be sought from parents. We acknowledge a parent’s right to request testing at any point regardless of recommendations from the classroom teacher and Student Support and Intervention Team. Testing would then occur within 10 days of the request.
- A member of the Student Support and Intervention Team will conduct academic testing using the Woodcock Johnson Battery (WIAT); specialized testing (speech, psychological, Occupational Therapy, etc...) will be conducted by contracted outside specialists. After all such testing, the whole team, including parents, comes back together to go over the results to determine if there is indeed a disability.
- If a student does not qualify with a disability requiring an IEP, students will be placed back into our RtI process as needed. If they do qualify, their needs will be addressed according to their specific disability and an IEP will be generated. Parents of special education students will annually receive a document, in their native language whenever possible, outlining their rights and responsibilities.

Resources:

- Special education students will be served in the general classroom as much as possible and be supported similarly to when they were in RtI - through small group and one-on-one targeted teaching. Once a specific disability has been identified, how they are taught, and by whom, will be modified.
- As a school that believes in inclusion, we will strive to have students served in their own classroom, perhaps working directly with the Special Education teacher or Learning

⁵⁸Galileo Educational Network. Web. 3 Mar. 2015. <<http://galileo.org/teachers/designing-learning/resources/creating-essential-questions/>>

Specialist in a one-on-one situation or in a small group on specific skills. However, we recognize that sometimes their needs may indicate a different approach, in which case the student or students may go to a resource room for a short period to work on those skills. A child in need of occupational therapy may still be able to stay in his/her regular classroom if the therapist can use regular class activities to address that student's needs (for example, practicing holding a pencil during writing exercises). If the needs are more severe, it may be in the child's best interests to be separated; this will be determined on a case by case basis.

- Support will happen at different times of the day depending on the need of the student. For example, Morning Meeting time or the Centers Block 3 at the end of the day could be utilized for one-on-one coaching.
- We will contract with specific therapists as needed through a company such as CBS Therapy (<http://cbstherapy.com>.) They may also be hired to help with testing services. All outside providers will meet once a week with classroom and Special Education teachers once a week to give reports on student progress.
- Classroom and special education teachers, as well as any Learning Specialists or paraprofessionals, will meet during weekly grade-level meetings to discuss student progress and success and to address any concerns.
- In Year One, the school will hire a full-time social worker and one full-time teacher certified in special education who will also handle administrative duties related to student IEPs. In Years Two through Five, staffing levels will depend on our student population and needs but we expect to add at least one additional, dedicated special education teacher. For additional intervention support, we will look to our Associate Teachers and consider hiring 2-3 trained paraprofessionals. By Year Three we anticipate hiring a full-time Special Education Director, and, in Year Four we will hire a school psychologist.
- All teachers will participate in monthly professional development focused on meeting the needs of all learners, including those with disabilities.

Evaluation:

Evaluation of our Special Education program will become part of an annual school-wide conversation to determine, among other things, if:

- our schedule is set-up to effectively manage and support the academic needs of our students;
- we are complying with all state and federal laws and regulations;
- we are over- or under-testing;
- we have the appropriate number of trained staff.

It will also be important to track the number of students who have been tested and how many have IEPs. The Co-Director of Instruction will lead this evaluation and make adjustments as indicated until we have a Special Education Director in place.

Students will have an annual review as part of the IEP process and parents will be formally invited/notified by the special education teacher (or Director after Y3). Parents will then be called to set-up date. During this meeting with parents and all involved teachers and specialists, student goals and progress will be discussed and adjusted as necessary. Every three years, there is a triennial review and formal testing is done to re-evaluate a student's status. If they no longer meet the criteria for a disability, they will exit the IEP.

Gifted/advanced Students:

Gifted or advanced students should thrive at Maathai Community School because they will be offered ample time for enrichment above and beyond grade-level curriculum. While there is no specific test to determine if a student is gifted or advanced, the regular data collected by teachers will indicate whether or not a student is progressing ahead of grade-level expectations. With data continuously being analyzed, there should be no reason for a child to become bored - the teacher will automatically be differentiating learning to meet them at their higher level of comprehension.

Because differentiated learning is the norm at our school, all teachers will be charged with creatively addressing the needs of all students, including those who are advanced. Our project- and inquiry-based instructional models should further challenge these students. Professional development on integrating instructional models and regularly meeting with Critical Friends Groups to share ideas and best practices among colleagues will contribute to our teachers' ability to serve our students who are gifted or advanced.

IV (e). Assessment System

Diagnostic and Formative Assessments

Brigance K-1 Screen III: In September of our first year of operation, all students in grades K-1 will be assessed in literacy, numeracy, fine motor, and gross motor development using the Brigance K-1 Screen III. This screen allows teachers to quickly (10-15 minutes per student) assess a variety of early childhood skills, including school readiness. This assessment is aligned to the Common Core State Standards and was updated with new national norms in 2013. Research has demonstrated that this test has strong reliability and validity.⁵⁹ This screen will be an important component in the development and revision of students' Individual Learning Plans throughout the school year. Starting in our second year of operation, only incoming kindergarteners and new first graders will be assessed using the Brigance K-1 Screen III because we will have end-of-year data on all returning first grade students from the previous school

⁵⁹ Web. 24 Mar. 2015. <<http://www.curriculumassociates.com/lp/brigance-early-childhood-screens-iii-infographic.aspx#.VRiklvnF-8A>>

year. All kindergarten and first grade students will be assessed at the end of each trimester to determine progress and inform revisions of Independent Learning Plans at family conferences.

NWEA MAP Assessments: The MAP assessment is a computer adaptive interim assessment in math, literacy, and language usage for grades 2-12.⁶⁰ MAP provides a personalized assessment for each student by adapting questions based on student responses and provides teachers with assessment data within 24 hours. This personalized approach to assessment is highly supportive of the data needs in our multi-age and competency based classrooms. The suite of assessments offered by NWEA offer Common Core alignment for grades K-12, early childhood assessments in English and Spanish for grades K-3, and Science assessments beginning in grade 3. This assessment offers national achievement and growth norms, along with comprehensive data at the individual, class, and school level to inform instructional decisions. Beginning in 2nd grade, we plan to administer this assessment four times per year - at the start of the school year and at the end of each trimester. In 3rd grade, our students will also take the Science Map assessment 2-3 times per year. NWEA offers two assessments that target early childhood (CPAA and MPG) which we will consider using in conjunction with the Brigance Screen as needed. MAP assessment data will be an important component in the development and revisions of ILPs at family conferences.

STEP Assessment: We are considering using the STEP reading assessment as a supplement to the Brigance and MAP assessments for literacy in grades K-3. This assessment is used at a number of charter schools with strong academic achievement, such as Blackstone Valley Prep in Cumberland, RI and Edward Brooke Charter Schools in Boston, MA. STEP provides comprehensive information about students' literacy development, from pre-reading skills to comprehension and critical thinking. This assessment is available in English and Spanish, which is a benefit as we seek to support Spanish-speaking students in native language literacy development.⁶¹

Performance Assessments: Teacher teams will work collaboratively with the Co-Director overseeing instructional design to develop performance assessments for each project-based content unit. Performance assessments will occur during and at the end of units and will take a variety of forms, but will always seek to meet the following requirements:

1. It is relevant to real-life
2. It is engaging and of interest to students and teachers
3. It is aligned to standards
4. It requires critical thinking and a synthesis of the content explored during the project/unit

The results of performance assessments will become part of student portfolios and will help determine proficiency on Individual Learning Plan goals and will serve as a main source of reflection and analysis as teaching teams revise upcoming lessons or the full unit for future instruction.

⁶⁰ Web. 24 Mar. 2015. <<https://www.nwea.org/assessments/map/>>

⁶¹ Web. 23 Mar. 2015. <https://uchicagoimpact.org/page/step_story>

Portfolios: The most important element of assessment at Maathai Community School will be our portfolios, developed by students and teachers to demonstrate growth and standards proficiency according to ILPs. Portfolios will contain a variety of student work samples across all disciplines and teacher observations, particularly in the area of social-emotional development. Portfolios will also contain Performance Assessments from class-wide projects and individual projects that investigate areas of student interest. Teachers, students, and parents will use rubrics to assess demonstrated student proficiency and revise the student's ILP accordingly at family conferences. The portfolio will also include student reflections as they analyze their growth, learning styles, strengths and areas of challenge.

Comprehensive School Climate Inventory: The National School Climate Center's CSCI measures twelve dimensions of school climate, bucketed into the following categories: Safety, Teaching and Learning, Interpersonal Relationships, Institutional Environment, and Staff Only (work environment/relationships.)⁶² School personnel, families, and students (beginning in 3rd grade) will take the CSCI survey twice a year, in the fall and the spring, and the results will be used at the school and classroom level to target areas of improvement for our school climate and to formulate plans to address those areas.

Summative Assessments

Rhode Island State Assessments: All eligible students in grades three to eight will take the annual PARCC exams in literacy and math. In addition, fourth and eighth grade students will take the NECAP Science exam. As a public school, we will comply with all mandated testing requirements and will ensure that all eligible students take the exams when they are scheduled and provide accommodations for all students as stipulated on their IEPs.

IV (f). Promotion and Graduation Policy

We believe that our normal practice of differentiated teaching, use of various instructional methodologies, and multi-age classroom groupings, will make retention very rare. In addition, our 16:2 teacher to student ratio (one lead, one associate) in Kindergarten, 16:1.5 (one lead, one associate shared between two classes) in the early grades, and 19:1.5 in the upper grades, will ensure every student has the level of support they need to be promoted each year. Students in the K, 2nd, 4th, and 6th grades (moving into a new multi-age cohort) will receive extra support if, at the midpoint of the second trimester, data shows they are not making adequate progress toward meeting their ILP goals and grade-level expectations.

We recognize that there will be instances when a child is just not ready to be promoted, either socially, developmentally, or academically and we will work closely with the child's family to plan the best solution for that child. This may involve attending an intensive summer tutoring program,⁶³ after-school tutoring or, being retained. Parents will be involved and aware of their

⁶² Web. 30 Mar. 2015. <<http://www.schoolclimate.org/programs/csci.php>>

⁶³ We will consider the need for providing this to our students; it will depend on funding/staffing.

child's academic progress at regular points throughout the year and attend parent-teacher conferences at the end of each trimester. Families may also request a meeting with the Co-Director of Instruction at any point if they are concerned and don't feel like their child's teacher is offering the appropriate supports.

At Maathai Community School, middle school will begin in seventh grade. As part of the promotion process from sixth to seventh grade, students will be required to present 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, examples of personal writing and creative expression, as well as evidence of the student's character growth (persistence, resilience, etc...). The panel, in consultation with the student's classroom teacher and using an agreed-upon rubric, will then either suggest revisions or recommend that student to middle school. A similar project will be required of graduating 8th graders but may also include work completed during an internship.⁶⁴

IV (g). School Culture

Our school's guiding principles – exploration, interdependence, responsibility, and diversity – will provide the foundation for creating a healthy learning and working environment for all. Conceiving of our school as an interrelated system mirroring that of a natural eco-system, we recognize that every member of our educational community (teachers, students, staff, parents, board) is essential and that the strength of our relationships with one another will directly impact our success and long-term survival. We value respect, community, and safety (both physical and emotional.) Informed by our guiding principles, these values will permeate the culture of our school.

Respect:

Respect for self and others will become regular practice for all and be taught through the tenets of the **Responsive Classroom** program in which all our teachers and administrators will be trained. A well-designed, research and evidence-based approach to establishing and promoting teacher effectiveness, 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. One of the primary ways Responsive Classroom promotes learning-ready classrooms is through a structured Morning Meeting that serves as a way to check-in with one another, share ideas, do a group activity and prepare for the day ahead. Morning Meetings at Maathai Community School will be classroom-based; once a week, we will hold a school-wide Meeting.

Simple mindfulness practices will be incorporated into this routine and be used throughout the day at times of transition, thus giving both students and teachers time to pause, refocus, and

⁶⁴ The nature and protocols of a possible internship program, and the graduation requirement, will be discussed and refined as we approach our five year renewal.

move on to the next task. Professional development in mindfulness techniques⁶⁵ will be scheduled for all staff and reflects our commitment to creating a non-stressful environment for all. A Closing Circle at the end of the day will similarly serve as a chance to reflect on the social and academic learning of the day and prepare students to leave the realm of school and re-enter the realm of home. We believe these practices to be foundational to student success in school - a child who is able to focus is much more receptive to learning; a child who has the tools to self-regulate their emotions is less likely to act out in negative and disruptive ways.

Community:

In addition to Morning Meeting, the whole school community will come together on Fridays for All School Meetings. We will also build community through regular celebrations of student projects (art gallery openings, performances, etc...), seasonal celebrations and school “work” days. These will involve all school stakeholders: students, families, teachers, staff, board, community members. Our seasonal celebrations, in particular, will be open to all in the larger neighborhood surrounding the school in order to foster those connections to our “place.”

Leadership:

Growing leaders at all levels is another hallmark of the school culture at Maathai Community School. To that end, and as they become comfortable with the routine, students will gradually take over the planning and leading of Morning Meetings. Older students will also have opportunities to lead and support younger students when project work occurs across classrooms. Teachers, staff and families will be given opportunities to lead - through committees, teaching teams, developing and leading teacher trainings, sharing talents, hobbies and expertise within our project framework.

Safety & Discipline:

All students will be well-versed in our school's guiding principles of *exploration*, *interdependence*, *responsibility* and *diversity* and understand how they relate to creating a healthy learning environment for all. We believe that as students develop their own self-awareness through regular mindfulness training and SEL, they will understand how their actions and words can and do affect the people around them and will be better able to regulate their behavior. Our school culture supports a child-centered and non-punitive approach to misbehavior that includes the three categories of consequences taught through Responsive Classroom: you break it, you fix it; loss of a privilege; and thinking time.⁶⁶ Each classroom will develop their own set of “class rules.” Social-emotional and behavioral goals will be an

⁶⁵ 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, (www.resilientkids.org) and staff have been consulted on this application.

⁶⁶ Horsch, Patricia, Jie-Qi Chen, and Donna Nelson. “Rules and Rituals: Tools for Creating a Respectful, Caring, Learning Community.” *Phi Delta Kappan*. (1999) Web. 30 Mar. 2015.

important component of all children’s ILPs, allowing teachers to frame discussions around behavioral choices in the context of ILP goals and progress.

In crafting an official School Discipline Policy to comply with all federal, state, and local laws and regulations, we will follow the above framework. We will also apply the principles found within the philosophy of restorative justice/discipline where misconduct is viewed “as a violation against people and damaging to relationships in the school and throughout the community.”⁶⁷

The three main goals of restorative justice are:

- **Accountability:** Restorative justice strategies 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:** Restorative justice recognizes 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:** Restorative justice seeks to increase the pro-social skills of those who have harmed others, address underlying factors that lead youth to engage in delinquent behavior, and build on strengths in each young person.⁶⁸

Dress Code:

Students at Maathai Community School will wear uniforms to school. It is our hope that our school attracts a socio-economically diverse student body and uniforms are important for allowing all students to focus on learning, not on what types of clothing their family can or cannot afford. Our uniform is casual and appropriate for outdoor explorations.

- **Green Top:** Green polo shirt or t-shirt with school logo - we will contract with a company to have these made and ensure that they are available to families at a reasonable price. In cold weather, navy blue sweaters (zip up or buttoned cardigans) or green sweatshirt/hoodie or fleece with school logo are allowed.
- **Blue Bottoms:** Navy blue pants or shorts (cotton/cotton blend or corduroy) or blue jeans. No leggings. Navy blue knee length skirts with white or navy tights are allowed, but often will not be the best choice for our outdoor activities.
- **Sneakers:** Closed toe sneakers (no light-up sneakers) or dark colored, rugged hiking shoes.
- **Accessories:** Students are expected to keep jewelry and hair accessories understated and to a minimum. School staff will ask students to remove accessories that are interfering with the student’s ability to focus.

⁶⁷ Ashley, Jessica and Kimberly Burke. *Implementing Restorative Justice: A Guide for Schools*. Illinois Criminal Justice Information Authority (ICJIA), p.6. Web. 27 Mar. 2015.

<<http://www.icjia.state.il.us/public/pdf/BARJ/SCHOOL%20BARJ%20GUIDEBOOK.pdf>>

⁶⁸ ICJIA, p.6; See Appendix L

- Our students will be spending a significant amount of time outside in all types of weather, and will therefore need appropriate outdoor clothing. This includes raincoats and rain boots, snow pants and snow boots, winter coats, hats, and gloves. We will work to collect donated outdoor gear to ensure that all students are appropriately dressed for learning and exploring in nature in all weather.

V. PERSONNEL

V (a). Establishing Persons or Entities

The Southside Community Land Trust (SCLT), a nationally recognized leader in Urban Agriculture, is this application's non-profit sponsor. Since their founding, 35 years ago, SCLT has tirelessly worked to provide 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. Through partnerships with individuals, City departments, and other non-profits, SCLT has championed the transformation of Providence's landscape while empowering community members to become leaders. Their organizational vision for a sustainable, more equitable food system that nurtures healthy, powerful communities is realized in the more than 52 Community Gardens dotting Providence. SCLT owns or directly manages 21 of those gardens and provides expertise and support to new growers through their Community Growers Network as well as workshops and the annual Urban Agriculture Kick-off.

SCLT's City Farm, an oasis of green on the Southside, is an intensively planted urban farm that serves as both an educational center and a source of income to support their programming. Scores of local children have tasted their first farm fresh tomato here, learned how to harvest garlic, plant peas and manage a successful compost pile. Equally important, they have learned to become keen observers of the world around them, reflecting, and strengthening their capacity for problem-solving. SCLT shares Maathai Community School's belief that reconnecting people, especially children, to the land and bringing together people of all backgrounds binds communities and families more closely, making all grow stronger, more hopeful, confident, and healthy. Their extensive history of community building, knowledge of sustainable urban farming practices, and dedication to increasing access to land and creating a healthy food system for all, offers our potential school a wellspring of resources to draw upon.

V (b). Applicant Group

Following many discussions over many months, the members of this applicant group were brought together through personal and professional networks centered in the West End. What started out as a small group of trusted advisors, has since evolved into a broader, more diverse group of thinkers who have brought a range of expertise to this application. During the visioning process two "school design" meetings were held to elicit input from those with backgrounds in education, social work, sustainability, non-profit management, and the arts. These conversations added substance and shape to the original vision and have been invaluable. Many other conversations have been initiated with some of the non-profits and

neighborhood groups serving the more western reaches of the neighborhood and those relationships will continue to be tended. More community meetings and outreach will be planned for this fall/winter and immediately following our potential preliminary approval so we can involve even more members of the community. In addition, several advisors who could not make the time commitment at this stage of the endeavor, have agreed to continue acting in an advisory capacity.

Siobhan Callahan, the proposed Co-Director of External Affairs, is a graduate of Smith College (BA) and Duke University (MALS), and has lived in the West End for over thirteen years. Deeply committed to this neighborhood and staying in Providence with young children, she began volunteering with the West Broadway Neighborhood Association (WBNA) almost as soon as she moved in and co-owns Healing Paws, a Veterinary Rehabilitation Center, as well as the newly-opened Armory Animal Hospital, both run by her veterinarian husband and located on Westminster Street. Trained as a musician and documentary photographer, she has worked in a series of non-profits (mainly arts organizations), assuming a host of roles and responsibilities. Most recently, she helped found, and currently serves as Co-President of, The West Side Play Space, a cooperatively-run indoor play space for children 0-5 years old which brings families together during the cold parts of the year, Nov. - Apr., when they can't play at *Dexter Training Ground Park*. Prior to that, she worked at FirstWorks where she created and ran a successful Arts in Education program, connecting over 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. Watching her two little boys explore, play in, and eat everything in the garden has inspired her to bring the same wonder and joy of discovery to other children living in the city who may not have their own gardens. She co-taught two after-school gardening programs at Vartan Gregorian (two spring seasons) and Asa Messer Elementary Schools (one year) in the years before her second son was born. Most recently, she was hired by Southside Community Land Trust as a Community Educator for the Providence After School Alliance (PASA) summer camp. "Farm to Fork" was the theme for the inquiry-based, and STEM-focused curriculum she co-wrote and taught to middle school students. This school will be the embodiment of her belief that every child should have access to nature and be able to taste the sweetness of a freshly-picked tomato!

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. She has also succeeded as a small business owner. Formerly, Margaret served as Director of Special Projects at Michigan Department of Human Services, Chief of Staff at Michigan State Housing Development Authority, and Vice President for Real Estate and Development at Mexicantown Community Development Corporation. Margaret holds a BA in Metropolitan Studies from Michigan State University and an MBA from the University of Michigan, Ann Arbor. She is the Vice President of the Rhode Island Land Trust Council. She was honored as one of Detroit's Most Enterprising Women by the Detroit Historical Society, listed as one of Crain's

Detroit Business 40 Under 40 and selected as Staff Person of the Year by Community Economic Development Advocates of Michigan.

Megan Heinze is an active resident of the West Side of Providence and a founding member of the West Side Play Space. A photographer, writer and educator by training, Megan has focused her professional work through a community-minded lens. Whether serving on the Board of the WBNA, or working at Providence Preservation Society (PPS) and The Revolving Fund, she has consistently advocated for and brought attention to the unique features of our city's landscape and cultural richness. She was instrumental in establishing a local historic district within the West End, helping to preserve its unique sense of place and as Education Coordinator at PPS she worked with Providence public school children to explore and discover, through architecture, urban landscapes, historic documents, and oral histories, the stories of their neighborhoods. A lover of cities, and the inherent vibrancy, diversity and wealth of experiences they foster, Megan made her home in many cities throughout the world before settling in Providence. She is struck and inspired by the energy and persistence of her neighbors in their efforts to make the West End a great place to live for all its residents. A mother of two, Megan spends a lot of her time meandering through the neighborhood with her children seeking out treasures. They have found many.

Nirva LaFortune is an Academic Affairs Administrator in the School of Engineering at Brown University. She holds a bachelor's degree in Communications from Temple University's School of Media and Communication and she is currently pursuing her graduate degree in Urban Education Policy at Brown University. Nirva moved back to Providence from Philadelphia in 2014, where she was the Assistant Director for the Center for Public Policy, and the Center for Science, Technology and Society at Drexel University. Nirva's dedication to education is supported by over a decade of professional experience in higher education, which includes program development for retention and support; and educational access and resources.

Sarah Leibel is lecturer on education and master teacher-in-residence in English Language Arts for the Harvard Teacher Fellows Program. Prior to coming to the Harvard Graduate School of Education (HGSE), Leibel was the visiting director of elementary education at Brown University. She earned both her M.A.T. in secondary English and her B.A. in comparative literature from Brown. She has served as a mentor teacher and methods instructor with The Brown Masters in Teaching Program, and has led professional development for new urban teachers. Her work as a teacher educator is informed by: her six years teaching English Language Arts at a public urban charter school; her experience teaching academic writing to predominantly first generation college students; her work administering a school-based mentoring program for high need middle school students in San Francisco; and leading outdoor adventures to connect children ages six through seventeen to farm, wilderness, and each other. Leibel's belief in the power of relationships, relevance and rigor guides her teaching practice at all levels. She is honored to be joining the founding faculty of the Harvard Teacher Fellows Program.

Caitlin Porter has been a teacher, literacy specialist, and curriculum developer in urban public and public charter schools since 2005. Currently, she is a Literacy Consultant at Alma Del Mar Charter School in New Bedford, Massachusetts and Data Specialist, Alumni Affairs at Teach For

America. She 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 CS 44 in the Bronx for two years where she 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, Massachusetts where she also 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. Caitlin lives in Riverside with her husband and three children aged 6 years, 4 years, and 2 years.

Amy Walsh, is an artist, educator, and former Executive Director of the Apeiron Institute for Sustainable Living, as well as a mother to a 2nd grader and proud resident of the West End. As a sculptor and community-based artist she has both exhibited in traditional art world institutions as well as initiated several participatory, community-based arts and cultural projects regionally and nationally. She is a founding cultural agent of the new US Department of Arts and Culture, a grassroots alliance of community-engaged artists. Amy has taught university art courses for nine years, recently developing curricula on Art and the Environment for both the Visual Arts and Sustainability Studies majors at Roger Williams University. As Director of the Apeiron Institute, Amy convened the Sustainable Schools Network and organized the Sustainable Schools Summit, coordinated afterschool programming and trained teachers in Apeiron's extensive after school environmental education curricula and is still generally immersed in Rhode Island's sustainability movement and environmental education world.

V (c). Board Development and Duties

The Wangari Maathai Community School Board of Directors is directly charged with management and control of the school. The Board will support the school's Administrative Team, oversee the hiring of all personnel, provide guidance on management issues, and hire and evaluate the school's two Co-Directors. The Board will include at least two parents, at least two members of the neighborhood we serve, and at least one representative from another, local non-profit. Our Board should not exceed thirteen members as detailed in our draft by-laws. To avoid any conflict of interest in the governance of the school, staff members of the school will not be voting members but can, and will be encouraged to, serve on a committee. We will also seek to fill committee spots with other non-Board members. These members, like school staff, will not have voting powers but can help shape policy and offer the strategic thinking and expertise needed to run a charter school.

The Board will hold the school's administrative staff accountable for student achievement. Evaluations of Directors will be done annually and include a self-evaluation, interview with members of a specially-formed Evaluation Committee (to include the Board President,) and input collected from various segments of the school community (to include parents, students, and teaching staff.) The job descriptions of the Co-Directors will inform the creation of a goals document to which each will be held accountable. At the end of the review process this document will be revised/amended as appropriate.

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

Executive Committee: Comprised of the Board President, Vice President, Secretary and Treasurer. This committee is responsible for overseeing the integrity of the Board; 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 and submitting 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 school's Co-Directors.

A review process, to be fully written once we receive preliminary approval, will include an interview with the Board President and at least one of the school's Co-Directors; 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 on the Board and will pay particular attention to filling positions with people who have legal, financial, development/fundraising, community outreach, and social service experience. A two-thirds vote of the Board at our Annual Meeting and Retreat in August will either approve or reject the appointment of potential new members.

Finance Committee - Responsible for ensuring that Maathai Community School is in good financial health by: creating and reviewing procedures to maintain appropriate fiscal controls; developing an annual budget to be reviewed quarterly by the whole Board; hiring an auditor as needed and overseeing the auditing process. This committee will also assist with and support fundraising activities of the school. At least one member of this committee will have finance/ or fundraising experience; the Board Treasurer will also sit on this committee.

Teaching and Learning Committee - Responsible for ensuring the best possible learning environment for both our teachers and students. This committee will ensure: that learning goals are being met through a review of student assessment data each trimester; that the core curriculum is being delivered in alignment with our mission; that teachers are being supported through the appropriate professional development; and that procedures for giving and receiving feedback on curriculum and instructional design are in place. At least one member of this committee will be an educator.

Facilities Committee - Prior to Year One, this committee will be responsible for guiding the search for a building to lease and for ensuring all regulations regarding safety are met. After Year One, this committee will oversee management of our school facilities and begin

strategizing around long-term goals and needs, including research and recommendations for new construction or rehabilitation of an existing building.

The Board will have the following officers, positions still to be filled: President, Vice President, Secretary, Treasurer. Each committee will have a chair and an Officer may assume that position if they choose, although it is not required. Chair positions will be filled by current Board members, however, committees may be filled by non-voting community members.

Founding Board members have been involved in the visioning process and as editors, advisors, and supporters of this application (See resumes p. 81.) They include:

Amber Day is Associate Professor in the Literary and Cultural Studies Department at Bryant University. She is the author of the book *Satire and Dissent: Interventions in Contemporary Political Debate*, and has published numerous articles on the intersections of media and politics. Her current research is on small collectives and Do-It-Yourself hobbyists who are aiming to create political change. Amber is an active west side resident and parent of two children; she is also a founding member of the West Side Play Space.

Thomas J. Delle Donne is a graduate of the Johnson and Wales culinary program and has worked under master chefs around the country cultivating his craft. In 2007, he earned a Master's degree in Foodservice Education from the University's Alan Shawn Feinstein Graduate School. He is a contributing writer for *41 degrees north* magazine, *Yankee Magazine*, *dinnertools.com*, and for *Flavor & The Menu* magazine, where he is also the Executive Chef for its annual conference, "Flavor Experience." T.J. consults with multiple companies throughout the United States, has guest lectured at Massachusetts Institute of Technology, Harvard University and the Escola de Formacao Turistica e Hoteleira. In 2010, he was promoted to Director of Culinary Events and is now an Associate Instructor for the University and personal chef to the University Chancellor. T.J. is an avid faculty member in the Wellness & Sustainability program at the university where students will work with local, seasonal and sustainable seafood, produce and livestock. T.J. is a Certified Executive Chef through the American Culinary Federation.

Robert Pilkington is a leader in the charter school movement and has been instrumental in the creation of several of our state's charters. He is the founder and Superintendent of Village Green Charter School, an innovative e-learning high school in Providence and is one of the founders of RI Nurses Institute Middle College Charter High School. Dr. Pilkington was also a key partner in forming Textron Academy (now ACES), the first charter school in RI. As Principal and Turnaround Specialist, he was responsible for the successful restructuring of Beacon Charter High School for the Arts in Woonsocket when it was in danger of facing closure. He was a founding member of the RI League of Charter Schools and served as its first President.

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 a term-appointed Assistant Professor in the Industrial Design department. The mother of two young

children, she also is one of the founding members of West Side Play Space, a co-op run community-based play space/organization dedicated to families and children between 0-5 years old.

Amy Walsh: See above.

V (d). Staffing Plans

The Board of Directors of The Wangari Maathai Community School will hire two Co-Directors who will share responsibility for overseeing the integrity of our mission. One will serve primarily as the school’s instructional leader, overseeing the academic and student support staff; one will serve primarily as the school’s external advocate, overseeing operations, and family and community partnership staff. Both will be responsible for hiring decisions and they will share annual employee review duties.

	Year One 112 students	Year Two 160 students	Year Three 208 students	Year Four 256 students	Year Five 304 students
Lead Classroom Teachers	(7) Seven: 3 K 4 Gr. 1-2	(10) Ten: 3 K 5 Gr. 1-2 2 Gr. 3	(13) Thirteen: 3 K 6 Gr. 1-2 4 Gr. 3-4	(16) Sixteen: 3 K 6 Gr. 1-2 5 Gr. 3-4 2 Gr. 5	(18) Eighteen: 3 K 6 Gr. 1-2 5 Gr. 3-4 4 Gr. 5-6
Associate Teachers (in-training)	(5) Five: 3 K 2 Gr. 1-2	(7) Seven: 3 K 3 Gr. 1-2 1 Gr. 3	(8) Eight: 3 K 3 Gr. 1-2 2 Gr. 3-4	(10) Ten: 3 K 3 Gr. 1-2 3 Gr. 3-4 1 Gr. 5	(11) Eleven: 3 K 3 Gr. 1-2 3 Gr. 3-4 2 Gr. 5-6
Art	1	1	1	1	1
Music	0	0	1	1	1
Physical Ed./Spanish	.5/.5	1/1	1/1	1.5/1.5	1.5/2
Special Education Teacher/Administrator	0 *	1	1	2	2

Co-Director	2	2	2	2	2
Director of Special Education	0	0	1	1	1
Director of Operations	1	1	1	1	1
Dean of Climate and Culture	0	0	1	1	1
Operations Associate	0	0	0	1	1
Family & Student Support Coordinator	1	1	1	1	1
Development Associate	0	0	.5	1	1
School Nurse	.5	.5	.5	1	1
Social Worker/Psychologist	1	1	1	2	2
Learning Specialist	1	1	2	2	2
Administrative Coordinator	1	1	1	1	1.5
Front Desk Clerk	1	1	1	1	1

* During Year One, we plan to hire at least one classroom teacher with Special Education Certification, or an outside consultant, to cover administrative needs pertaining to IEP's.

V (e). Leadership

The Co-Director of External Affairs shares leadership responsibilities with the Co-Director of Instruction under the direction of The Wangari Maathai Community School Board of Directors. Working collaboratively, both leaders will ensure the smooth operation of the school and develop a school culture defined by integrity, rigor, inspiration, and motivation for all students and staff. Both leaders will possess a passion for the mission and philosophy of Maathai Community School and its place in the West End of Providence.

Described above in section V (c), is the evaluation process for the school's Co-Directors. In addition to the Co-Directors, the school's leadership team in Year One will include an Operations Manager and a Manager of External Affairs. In Year Three, this will grow to include a Director of Special Education.

Lead applicant, Siobhan Callahan, will fill the role of Co-Director of External Affairs at Maathai Community School. 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, both in the

neighborhood and the larger City of Providence, 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 (See Attachment on p. 107 for Job Description.)

A Co-Director of Instruction has not yet been identified (See Attachment on p. 109 for Job Description) but a search will begin in earnest as soon as preliminary approval is granted. Word of mouth will play a large role in this search as will contacts at The Center for Leadership and Educational Equity here in Rhode Island who have worked with and trained numerous educational leaders. In addition, we will post job descriptions through our connections at Brown, URI and RIC. We will advertise more broadly through: RI's Sustainable Schools Network, RI Community Jobs listserv, RI Environmental Educators Association, the Green Schools National Network, Antioch New England alumni network and Harvard's Graduate School of Education hiring fair. All candidates for this position must have experience working within an urban school district and have the appropriate Rhode Island Department of Education certification.

All employees will possess the following qualities in addition to job-specific qualifications:

- Dedication of time, energy, and passion to developing a cohesive and highly-functioning community of learners and colleagues;
- Unswerving belief in the school mission and guiding principles;
- 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 to further education;
- Strong written and verbal communication skills;

Leadership and Support Personnel Job Descriptions:

The Director of Operations will report directly to the Co-Director of External Affairs. Annual evaluations will include a self-assessment, written assessment by the Co-Director and interview.

Director of Operations – will work closely with Co-Director of External Affairs to ensure that appropriate reporting, accounting, fiscal management, record-keeping and facilities-related functions are implemented successfully; will serve as lead supervisor and coordinator of school operations and will be the primary point of contact for the school's outside vendors (including human resources/payroll firm, bus company, food service provider, landlord, etc...); will create and update as needed, the Employee Handbook and Health and Safety Handbook. This person will directly oversee, and be responsible for the evaluation of, the Administrative Coordinator and the Front Desk Clerk and, beginning in Year Four, a full-time Operations Associate.

Qualifications to include: Demonstrated ability to multi-task, pay attention to numerous details, and facilitate collaboration; must have a financial background and/or at least two years' experience in non-profit management, have excellent communication skills,

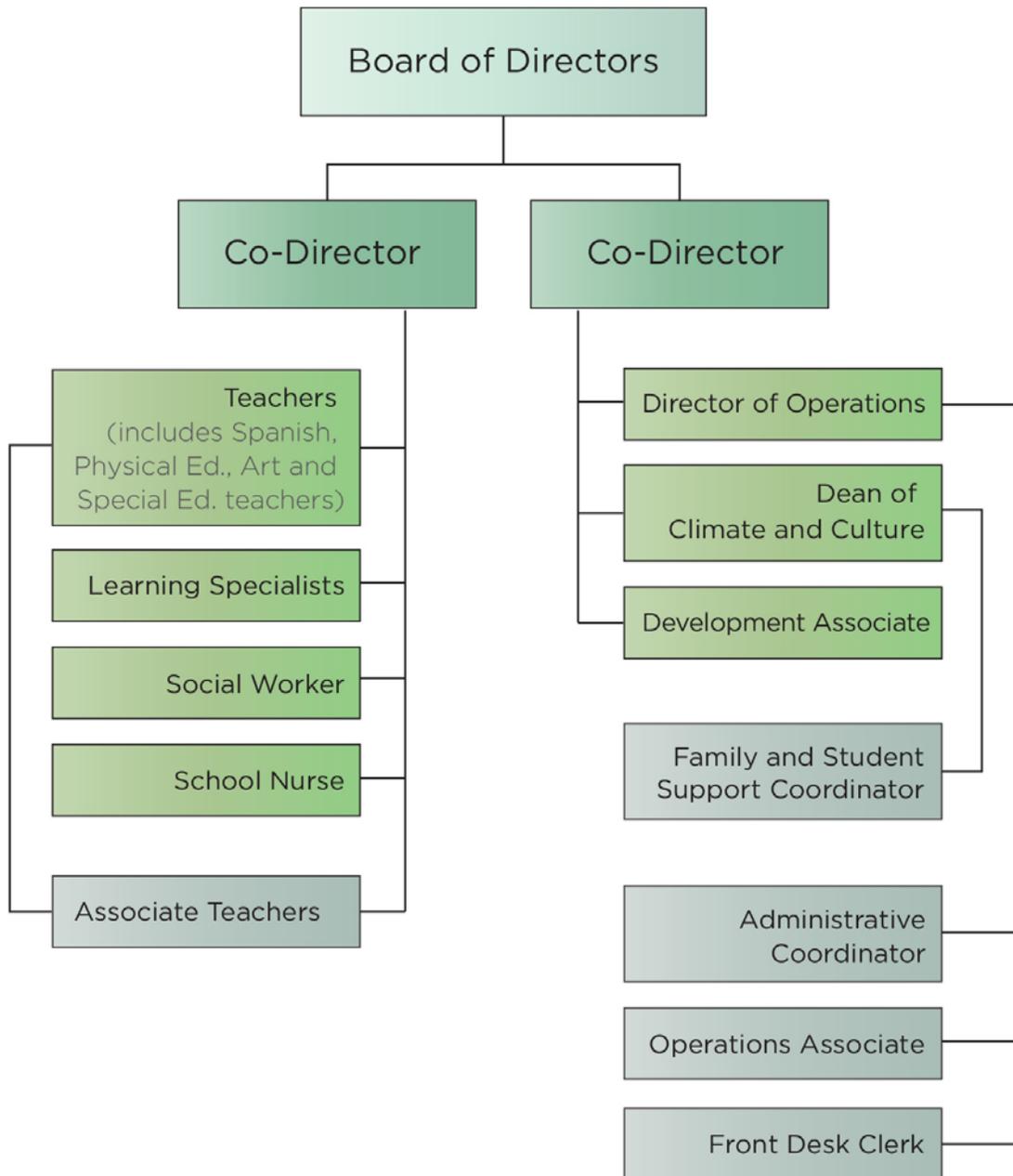
and a deep commitment to the school mission; minimum of a Bachelor's Degree required, Master's Degree desired; prior experience in a charter school and knowledge of Uniform Chart of Accounts (UCOA), a plus.

Family and Student Support Coordinator – will report directly to the Co-Director of External Affairs until Year Three when reporting will shift to a Dean of Climate and Culture; will ensure that families and students feel supported and included in the culture of the school through regular communications and planning of events and programs specifically around family engagement (this will include providing appropriate translators as needed during the school day and at events); will maintain a welcoming and hands-on Family Resource Room; will be the primary point of contact for student recruitment and enrollment (externally for families and internally for staff); will provide support, as needed, to teachers onsite and during off-site excursions; will coordinate, in conjunction with other staff, after-school programming; will coordinate staffing to ensure smooth student drop-off and pick-up, including coordination of the Walking School Bus program.

Qualifications to include: Ability to easily interact with and relate to a range of people/personalities; strong organizational, written and communication skills; deep commitment to the school mission; Bachelor's Degree preferred or at least three years' work experience, ideally in a school setting or non-profit organization; must be bilingual in Spanish; knowledge of, and training in, restorative justice practices, a plus.

Organizational Chart

The Wangari Maathai Community School



V (f). Teachers

Specific qualities:

Lead classroom teachers should have at least three years' experience⁶⁹, ideally in an urban school; experience working in multi-age classrooms a plus but not required. New graduates, or those switching careers, may apply to be Associate Teachers through our Teacher Residency Program. 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 and guiding principles:

Diversity: Teachers should have experience teaching students of diverse linguistic, ethnic, cultural and socio-economic backgrounds; commitment to culturally responsive pedagogy; skills to differentiate instruction to support students with diverse learning styles and needs; and knowledge of blended learning practices.

Exploration: Teachers should be passionate about and have experience guiding inquiry- and project-based learning; have the patience to foster students' natural curiosity; and demonstrate a commitment to lifelong learning.

Interdependence: Teachers will demonstrate a love of the natural world/passion for ecology; and be willing and able to work collaboratively and cooperatively with colleagues.

Responsibility: Teachers should be able to model healthy and sustainable relationships to their students; and be committed to sharing in the care of our school community and neighborhood.

Recruitment process:

Applicants will be required to submit a cover letter and resume for the first round of screening. Top applicants will receive an interview in person or via Skype with at least one Co-Director and 1-2 others. 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 consist of at least one Co-Director, one teacher, one Board member, and one upper grade student (fifth grade or above.) Once candidates are selected for hire, their names will be given to the Board for final hiring approval.

Assisting us in our goal of becoming a true neighborhood school, our strong community connections and partners will help us to advertise open positions so that we can hire staff from within the neighborhood whenever possible. We will also advertise through our connections at Brown, RISD, Bryant, Johnson & Wales, as well as at Salve Regina, Providence College, URI and RIC. We will advertise more broadly through: RI's Sustainable Schools Network, RI Community

⁶⁹ After our start-up year when a seasoned staff will be crucial to our success, this requirement will be lowered to two years' experience.

Jobs listserv, RI Environmental Educators Association, the Green Schools National Network, Antioch New England alumni network, the Teach for America alumni employment website, Teach for America alumni newsletters in RI and South Coast MA, Harvard's Graduate School of Education hiring fair, and schoolspring.com.

Teaching Program:

The day for teachers at Maathai Community School will begin at 8:00 a.m. and conclude at 3:30 p.m. Although students may be dropped off at 8:00 a.m. for breakfast, the teacher's instructional day will commence at 8:30 a.m.; lunch will be twenty minutes; dismissal will be at 3:30 p.m. (M, T, Th, and F) although families may pick-up until 4:00 p.m. Every Wednesday, students will be dismissed at 1:00 p.m. and teachers will meet for school-wide professional development and grade-level meetings until 4:00 p.m.⁷⁰ After-school programming will be available until 5:30 p.m. everyday. Teachers can apply and be compensated to serve as after-school staff but this is not required.

The school calendar for Maathai Community School will be similar to that of the Providence Public Schools 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, with veteran teachers joining in the second half of the first week. Extra time at the end of the school year will be scheduled for curriculum development/refinement as needed and/or when building a new grade-level curriculum. We are absolutely 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.

Terms/conditions of employment:

Teachers will be hired for one year contracts that will be reviewed and renewed at the end of the second trimester (February/March). Compensation will be reviewed at the same point and will be determined by: 1) experience, 2) performance, 3) local district salary-range, and 4) extra time devoted to teaching in our slightly extended day. Employees will be given competitive benefits closely aligned with those in Providence Public Schools.

Teacher retention, support, and evaluation:

Teachers at Maathai Community School will be certified. They will be valued for their passion, creativity, professional knowledge, and commitment to youth. Newer teachers will be in mentoring relationships and veteran teachers will be leaders. Our teachers will be supported in becoming teacher leaders who will provide professional development to share best practices with other teachers outside of our school. All of our teachers will have the autonomy to design their curriculum so that it meets CCSS, aligns with the school's mission and connects to their

⁷⁰ This extended time commitment to staff planning and professional development will promote collaboration among teaching staff and contribute to staff retention. Edward Brooke Charter School also carves out a half day once a week for similar planning and training.

own passions and interests. Curriculum will be reviewed and revised within professional learning communities called Critical Friends Groups.

Our strategy for teacher retention and support includes the following:

- **Teacher Residency Program:** As previously mentioned, the school will include a Teacher Residency Program so that new graduates can serve as classroom assistants. This structure naturally provides support and training to new teachers and opportunities for mentoring and leadership from veterans.
- **Mentoring relationships:** Experienced teachers who are newly hired to our school and assistant teachers moving into lead teacher roles will each be assigned a veteran mentor. Initially, veterans will observe new hires 2-4 times per month and share lunch to debrief these observations.
- **Critical Friends Groups:** once a month, our staff meetings will use the “Critical Friends Group” process developed by the Annenberg Institute. This process, built on reflection and cooperative adult learning, honors teachers as leaders of their own learning. At each Critical Friends Group meeting, a teacher will bring an artifact of his or her teaching (most commonly this will be a unit plan or a summative assessment assignment with a sampling of student work.) The teacher will present the work with a guiding question when applicable and the group will provide feedback based on a protocol. This process allows teachers to peer into each others’ classrooms and pedagogical practices and to develop professional relationships grounded in meaningful exchange of ideas.⁷¹
- **Professional development:** In addition to Critical Friends Group serving as professional development, our professional development plan will be data-driven in that a committee consisting of at least one teacher, one student and one Co-Director 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 as professional development.
- **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 Teacher Residency Program and 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 partnering with our local public schools (Asa Messer, West Broadway MS, Fortes, Lauro, and Lima.)

Teacher evaluation:

Formal and informal observations of teachers will happen at least 30 times throughout the year and feedback on strengths and areas of weakness will be given immediately. Teachers will be formally evaluated by the Co-Director of Instruction at the middle and end of the school year.

⁷¹ Web. 20 Mar. 2015. <<http://www.nsrffharmony.org/>>

These evaluations will be informed by a *Teaching Standards* rubric we will create that incorporates our focus on sustainability and competency based education and follows the example of schools like Edward Brooke Charter School, Teach for America's *Teaching as Leadership* rubric, and the RI Professional Teaching Standards guide. Evaluations will also include a consideration of students' state test scores and classroom outcomes. In addition, we will consider the use of videotaping as a means to evaluate teaching methods/strategies as practiced at Edward Brooke.

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

V (h). Family-School Partnership

At The Wangari Maathai Community School, we value our families and believe them to be the experts regarding their children. As such, open communication between families, teachers, support staff, and administrators will be expected and provided through: email, phone calls/text messages, in-person visits. We also plan to provide monthly electronic newsletters with school updates and events reminders and will be setting-up a web-based portal for parents to check on their child's academic progress. Those families without online access will be welcome to use the computers in our Family Resource Room set-up for that purpose. In addition to having free parenting materials and resources, we also see this room functioning as an informal meeting place for families to gather. To further make families feel welcome in the school building, we will have signage in multiple languages, provide translators when necessary, and hire as many bilingual Spanish staffers as possible, including our front desk clerk.

Before the school year begins, all newly-enrolled families will receive a home visit 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 truly care about them and their child(ren). Families will be invited to a series of annual events to celebrate the seasons and other special occasions, beginning with a Welcome Event at the start of each year and ending with Field Day. We will also plan regular Potlucks to coincide with some of these events. Families will be welcome to visit the school anytime and will have daily access to our Family Resource Room.

Once the school year begins, families will be encouraged to be involved in multiple ways:

- As chaperones on field trips and Neighborhood Investigation walks
- As classroom helpers
- As guest/resident artists (performers, writers, dancers, musicians, visual artists, design/builders)
- As garden stewards
- As fundraisers and advocates for the school
- As Board members
- As members of the Family-School Council

- As participants in family education initiatives (including workshops on parenting themes, curriculum, how to support their child academically and emotionally, preparing for state assessments, etc...)

VI. SCHEDULE AND CALENDAR

The school year at Maathai Community School will be divided into trimesters and include 184 days of instruction. We will follow the holiday schedule of Providence public schools as closely as possible. The school day at Maathai Community School will be slightly extended, from 8:30 a.m. to 3:30 p.m., with arrival beginning at 8:00 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.

Students will have 95 minutes of dedicated literacy time and 45 minutes of dedicated math time each day. Because all instruction and practice will be personalized using children’s ILPs, the minutes of instruction are not purely “seat time,” they are true learning minutes. However, the nature of our program integrates both literacy and math into all subject areas, extending the practice time they will have on a daily basis. This will be seen especially during Project Time when students will be reading and analyzing both fiction and non-fiction, and writing in relation to a topic being studied in social studies, science, engineering, and the arts. To accommodate extra support time for students in the Rtl process, students with disabilities, or students needing enrichment or time to do homework, we have scheduled a 30 minute Centers Block twice a week.

Wednesdays will be special days at Maathai Community School when classrooms spend the entire school day (8:30-1pm) on Neighborhood Investigations, which represent the core of our school’s mission. Students will spend most, if not all, of the day outside in the neighborhood (weather permitting.) In many cases, this time can be conceived of as the weekly “field work” block for classroom projects (i.e. planting a garden, interviewing community members.) Although our daily Project Time will offer extensive hands-on opportunities, this longer block of time makes certain activities more feasible. This will be an ideal time to visit or host partner organizations and experts who are supporting our project work. Literacy and math instruction will be richly integrated into each Neighborhood Investigation, with students having the opportunity to read, write, and apply mathematics in our field work. Students will also spend part of this time in unstructured play and exploration.

Sample Daily Schedule for Kindergarten

	Class One	Class Two
8:00 - 8:30	Arrival, Breakfast, Morning Play	
8:30 – 8:45	Morning Meeting	

8:45 - 9:30	Reading Workshop	Reading Workshop
9:30 - 10:15	Outside Play (unstructured)	
10:15 – 10:45	Writing/Centers Block 1	Math/Centers Block 1
10:45 - 11:30	Math/Centers Block 2	Writing/Centers Block 2
11:45 - 12:05	LUNCH	
12:05 - 12:25	Read Aloud	Read Aloud
12:25 - 1:10	Outside Play (structured physical education)	Art
1:10 - 2:10	Project Time (integrated science/social studies/arts)	
2:10 – 2:40	Spanish	Centers Block 3/ILP
2:40 – 3:10	Centers Block 3/ILP⁷²	Spanish
3:10 – 3:25	Closing Circle	
3:30 – 4:00	Dismissal/Outside Play	

Sample Weekly Schedule for Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Arrival, Breakfast and Morning Play				
8:30 – 8:45	Morning Meeting				
8:45 - 9:30	Reading Workshop	Reading Workshop	Neighborhood Investigations	Reading Workshop	Reading Workshop

⁷² Centers Block 3 will be dedicated time for all students to work on their ILPs in centers; for some this is RtI, for others, more personalized tasks.

9:30 - 10:15	Outside Play (unstructured)		(this will include read aloud time, writing, math, and some Spanish)	Outside Play (unstructured)	
10:15 - 10:45	Writing/ Centers Block 1	Writing/ Centers Block 1		Writing/ Centers Block 1	Writing/ Centers Block 1
10:45 - 11:30	Math/ Centers Block 2	Math/ Centers Block 2		Math/ Centers Block 2	Math/ Centers Block 2
11:45 - 12:05	Lunch	Lunch		Lunch	Lunch
12:05 - 12:25	Read Aloud	Read Aloud	Lunch, Dismissal at 1:00	Read Aloud	Read Aloud)
12:25 - 1:10	Outside Play (structured physical education)	Art	Afterschool programming begins at 1:00 for students not being picked up (will include time for work normally done in Centers Block 3/ILP)	Outside Play (structured physical education)	Art
1:10 - 2:10	Project Time (integrated science/ social studies/arts)			Project Time (integrated science/ social studies/arts)	
2:10 - 2:40	Spanish	Spanish		Spanish	Spanish
2:40 - 3:10	Centers Block 3/ILP	Outside Play		Centers Block 3/ILP	Outside Play
3:10 - 3:25	Closing Circle			Closing Circle	All School Friday Meeting
3:30 - 4:00	Dismissal			Dismissal	

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. Teachers will have approximately 225 minutes of instruction time each day. All teachers will participate in Wednesday Professional Development, which includes 90 minutes of Full Staff Professional Development from 1:00 - 2:30 and 90 minutes of Grade/Subject Level Planning from 2:30-4:00. Lead Teachers will have at least 2 hours of planning/preparation time daily. Associate Teachers will have at least 1 hour of planning/preparation time daily. 45 minutes of daily planning time will occur during students’ PE classes, allowing co-planning between the Lead and Associate. To further increase planning time, Lead and Associate Teachers will alternate leading the class Read Aloud Block and supervising the morning Outside Play time. Because we prize an environment of constant observation and feedback, teachers will also use one planning period per week to observe and give feedback to a teacher in another classroom. Additionally, the Co-Director of Instruction will informally observe each teacher weekly (and often much more than that) and will use planning periods as needed to discuss observations and individual professional development goals.

Sample Lead Teacher Schedule

Note: Associate Teachers’ schedules will look very similar to Lead Teachers’ schedules, except that they will supervise breakfast from 8:00-8:30 each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:30	Planning	Planning	Planning	Planning	Planning
8:30 – 8:45	Morning Meeting				
8:45 - 9:30	Core teaching: Reading Workshop	Core teaching: Reading Workshop	Core teaching: Neighborhood Investigations	Core teaching: Reading Workshop	Core teaching: Reading Workshop
9:30 - 10:15	Outside Play	Outside Play	*We will ensure that each teacher has at least 30 minutes of preparation time on Wednesday mornings, but the specific schedule will be flexible and dependent upon the Investigation that day.	Outside Play	Outside Play
10:15 – 10:45	Core teaching: Centers Block 1 (Writing)	Core teaching: Centers Block 1 (Writing)		Core teaching: Centers Block 1 (Writing)	Core teaching: Centers Block 1 (Writing)

10:45 - 11:30	Core teaching: Centers Block 2 (Math)	Core teaching: Centers Block 2 (Math)		Core teaching: Centers Block 2 (Math)	Core teaching: Centers Block 2 (Math)
11:45 - 12:05	Lunch				
12:05 - 12:25	Planning: Read Aloud	Core teaching: Read Aloud		Planning: Read Aloud	Core teaching: Read Aloud
12:25 - 1:10	Planning: PE Lead/Assoc. Common	Planning: Art Lead/Assoc. Common		Planning: PE Lead/Assoc. Common	Planning: Art Lead/Assoc. Common
1:10 - 2:10	Core teaching: Project Time	Core teaching: Project Time	Weekly Professional Development 90 minutes staff PD 90 minutes grade-level team co-planning	Core teaching: Project Time	Core teaching: Project Time
2:10 – 2:40	Core teaching: Centers Block 3/ILP	Core teaching: Outside Play		Core teaching: Centers Block 3/ILP	Core teaching: Outside Play
2:40 – 3:10	Planning: Spanish	Planning: Spanish		Planning: Spanish	Planning: Spanish
3:10 – 3:25	Core teaching: Closing Circle	Core teaching: Closing Circle		Core teaching: Closing Circle	Core teaching: All School Meeting

VII. STUDENT ENROLLMENT, OUTREACH, AND DEMAND

We will enroll 48 students at each grade level, starting with grades K-2 in our first year and building one grade each year after, to grade 6 at the end of our first charter term. It is our

intention to grow The Wangari Maathai Community School through 8th grade, for a total enrollment of 400 students by the end of Year Seven and a full capacity of 432 students by the end of Year Nine⁷³. We will remain a small school which we believe will foster a strong sense of community among all groups - students, families, teachers, and staff - and allow us to fully support each student’s individual learning needs. Students will be known well by multiple adults within the school community, something not always possible in larger schools. We feel that our students will thrive with this extra attention.

Grade	2016-17 Year One 112 (K-2)	2017-18 Year Two 160 (K-3)	2018-19 Year Three 208 (K-4)	2019- 2020 Year Four 256 (K-5)	2020- 2021 Year Five 304 (K-6)	2021- 2022 Year Six 352 (K-7)	2022- 2023 Year Seven 400 (K-8)
K	48	48	48	48	48	48	48
1	32	48	48	48	48	48	48
2	32	32	48	48	48	48	48
3		32	32	48	48	48	48
4			32	32	48	48	48
5				32	32	48	48
6					32	32	48
7						32	32
8							32

Outreach:

We will focus our outreach efforts on the West End and Federal Hill neighborhoods and, once we have secured a facility, will heavily recruit within the area surrounding the school building. Bilingual informational fliers will be posted in corner markets, other local businesses, Knight Memorial Library, West End Community Center, at Dexter Training Ground Park, Wiggin Village Community Center, doctors’ offices/health centers, and distributed through other non-profit partners and friends who serve youth in the West End and Federal Hill (including Community MusicWorks, DownCity Design, Southside Community Land Trust, West Elmwood

⁷³ In Year One, we will only enroll 32 1st and 2nd graders instead of 48 because we feel demand for spots in these grades may not be as high as for Kindergarten. As these original cohorts graduate in 2024 and 2025, incoming cohorts of 48 Kindergartners will bring our total enrollment up to 432 by Year Nine.

Housing Development Corporation, John Hope Settlement House, and Federal Hill House), through projects of the WBNA (West Side Play Space, Halloween events, Block Party, Neighbor Day), and through tabling at the Armory Farmers Market and the Sankofa Market. We will also plan to hold a series of Informational Nights at neighborhood organizations (WBNA, WECC, etc...) to attract families specifically interested in our school as an option for their child's education.

Electronically, the same information will be sent to the 100+ families who are members of the West Side Parents Google group, posted on our own school website, and posted on various Facebook pages, including that of The Friends of Bucklin Park. And finally, we will go door to door within a 10 block radius of our proposed school building to ensure all members of the community learn about the opportunity to send their children to our new school.

Enrollment Process:

Following the Providence School District's own policy, we would like to request special consideration to enroll 80% of our students from within the West End neighborhood (as designated by the City of Providence), with the remaining 20% coming from anywhere within the City of Providence. The premise of our school is "connecting students with their community" in order to develop their sense of place. To do this effectively, and to make a real impact both on students' lives (academically and socially) *and* the community, students need to live near the school. Our proposal is a real opportunity to positively impact the West End and the families and residents who call this part of the City home. Community-building at its best happens naturally when kids and families feel connected to one another because they all go to school together, when they see their teachers walking down the street or at the Farmers Market. Ownership, responsibility, pride and true engagement are the powerful results.

In the event that we do not reach full capacity at each grade level using the 80/20 enrollment model, we would fill our seats from applicants living in other parts of the City. Should we receive more applications than we have seats, a lottery will be held to determine admission using the Charter School Lottery Application provided by the Rhode Island Department of Education. Maathai Community School will adhere to all local, state and federal laws in regard to the lottery and application process. Families accepted through the lottery will be notified in writing within a week of the lottery; families must then confirm their decision 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. They will remain on our waiting list for one year and if not accepted, must reapply during the next application year. Children of founding members, current teachers and staff, and current Board members will be accepted regardless of where they live. Our application and lottery process will be fair and non-discriminatory.

If this 80/20 enrollment preference is deemed unallowable, we will restrict enrollment to residents of Providence and follow the same steps as above for a lottery and preferences for children of founding members, current employees and current Board members.

VIII. FACILITIES

The Wangari Maathai Community School plans to secure a building space within the West End neighborhood of Providence (bordered by Huntington Avenue, Westminster Street, Route 10, Elmwood Avenue.) Once we receive preliminary approval from RIDE, we will begin the search in earnest. A Facilities Committee will be formed, drawing on expertise in real estate, building and design, and architecture readily found within this neighborhood. The Board will oversee the whole process to ensure we are working within an appropriate budget.

We recognize that this will be one of the most challenging parts of opening a school and will try to think about space needs creatively while adhering to all RIDE and DEM regulations. We anticipate, given the area in which we are focusing our search, that there may be environmental issues to be taken into consideration and we will utilize the resources at RIDE to help us determine site suitability, and to address concerns during a possible construction phase. We believe we will have to decide upon a temporary space for at least the first two-three years of operation. That timeframe should give us time to determine more fully what needs we have for a more permanent home as well as time to fundraise.

Once an appropriate space is identified, we will provide The RIDE Office of Charter Schools with the terms and conditions for use of a facility, including draft lease or purchase agreements. Facility reporting and compliance with regulations will depend on whether the space is rented from the City, State, or privately but will adhere to the appropriate regulations regardless.

We will consider, with coaching and support from others who have successfully negotiated charter school leases, to have all maintenance needs and supplies rolled into the lease amount. The Director of Operations will handle all day-to-day communications with the property owner; the Board Facilities Committee will oversee the terms of the lease.

Facility projections for our initial five-year charter:

Year One: 3 classrooms (approx. 1,100 sq. ft. each for Kindergarten), 4 classrooms (approx. 875 sq. ft. each), 1 Art Studio (approx. 1,000 sq. ft.), 3 offices (approx. 500 sq. ft. each), Common Gathering Space, including kitchen (approx. 2,500 sq. ft.), Nurse's station (approx. 600 sq. ft.), Teacher Planning Room (approx. 700 sq. ft.), 4 Bathrooms, including two for adults only (approx. 1150 sq. ft. total), Parent Resource Room (approx. 600 sq. ft.). We will seek outdoor space either on the property or close-by to accommodate gardens and an outdoor classroom (size is flexible but should be at least 1000 sq. ft.) = **TOTAL of 14,850 sq. ft.**

Year Two: We will add 3 classrooms (approx. 875 sq. ft. each), everything else will remain the same. = **TOTAL of 17,475 sq. ft.**

Year Three: We will add 3 classrooms (approx. 875 sq. ft. each), 2 offices (approx. 500 sq. ft.), and everything else will remain the same. = **TOTAL of 21,100 sq. ft.**

Year Four: We will add 3 classrooms (approx. 875 sq. ft. each), we will need to increase our Common Gathering Space (by approx. 750 sq. ft.), we will add an extra office (approx. 500 sq. ft.), we will add another adult bathroom (approx. 300 sq. ft.), add a multi-purpose room (approx. 750 sq. ft.). = **TOTAL of 26,025 sq. ft.**

Year Five: We will add 2 classrooms (approx. 875 sq. ft. each), and add an extra workspace (approx. 650 sq. ft.), everything else will remain the same. = **TOTAL of 28,425 sq. ft.**

IX. OPERATIONS

School Safety: To ensure full compliance, Maathai Community School will adhere to the Rules and Regulations for School Health Programs (R16-2-SCHO.) The School Emergency Planning Guide created by the Rhode Island School Safety Steering Committee 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. Maathai Community School will be responsible for the safe operation of our school and the welfare of our students and staff.

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 Four. 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 plan to hire a full-time social worker in Year One and a full-time school psychologist in Year Four.

Our curriculum for physical education will be aligned with the Rhode Island Physical Education Framework standards and students will receive 45 minutes of physical education twice a week for a weekly total of 90 minutes. Students will also have 45 minutes of scheduled unstructured outdoor play each day (M, T, Th, F) for a weekly total of 3 hours of additional exercise. 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.⁷⁴ It will be a priority for us to provide this opportunity in all weather.

Food and Nutrition Services:

Maathai Community School 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 contract with a service such as Sodexo, to provide meals and

⁷⁴ 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.

snacks for our students. However, we are committed to providing as much locally-sourced, farm fresh food as possible and will work with our provider to accomplish this.

Transportation:

In recognizing the potential life challenges some of our families may be facing, we hope to institute our own Walking School Bus program to help all our children get to school regularly and on time. We will model it on the successful Providence Children's Initiative program at six area schools and use guidelines set forth by the national advocacy group, Safe Routes to School. Prior to starting our own program, and following the Safe Routes to School evaluation guidelines, we will consider current conditions of walking routes, parent and community member attitudes about walking to school that may influence their behavior, and determine our assets (funding, volunteers.) A successful program will provide the following benefits to our students and our community:

- More children walking and bicycling to and from school
- Increased bicycle, pedestrian and traffic safety
- Decreased traffic congestion
- Improved childhood health
- Reduced childhood obesity
- Encouragement of healthy and active lifestyles
- Improved air quality
- Improved community safety
- Reduced fuel consumption
- Increased community security
- Enhanced community accessibility
- Increased community involvement
- Improvements to the physical environment that increase the ability to walk and bicycle to and from schools
- Improved partnerships among schools, local municipalities, parents and other community groups, including non-profit organizations⁷⁵

For students not living within walking/biking distance to the school (more than a mile), buses will be provided.

⁷⁵ Web. 15 Feb. 2015. <www.guide.saferoutesinfo.org>

We will create a well-thought out plan for arrival and dismissal procedures once we know our location, as that will determine the specific details. Families will be provided with clear instructions about protocols regarding safety which will include instructions on when they can drop-off/pick-up, where, and with whom. School staff will be 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 family handbook with all of our school policies, including arrival and dismissal procedures, will be given to each family at the beginning of the year and will be reviewed at every trimester family-teacher conference.

Human Resources, Payroll, and Purchasing Functions:

Pending preliminary approval, Maathai Community School will begin conversations with several companies offering services to manage human resources, payroll, and purchasing functions. Once we are open, the Director of Operations will oversee this relationship to ensure the appropriate information is released to the contracted company and that services are rendered in a timely manner. This staff person will also remain in close contact with the Board regarding HR/Payroll issues. Prior to opening, the Board will be responsible for the process of vetting, and contracting with the appropriate company.

Information Technology and Data Management:

We will evaluate and select a Student Achievement Data Management System to ensure accurate and scalable management of the various student data. We will evaluate systems like Illuminate Education, School City, SchoolNet and other similar systems that integrate Student Information Systems with Achievement Data systems.

X. START-UP TIMELINE

Siobhan Callahan, assuming the role of Co-Director of External Affairs, will be leading these efforts with input and support from other members of the applicant group and already-identified potential Board members. Once a Board President, Vice President, Treasurer, and Secretary have been identified, some of the following tasks will be appointed to others as appropriate.

September - December

- Submit final application to the RIDE Office of Charter Schools
- Plan and hold 1-2 community information meetings to discuss our potential new school
- Conduct survey of West End families (to gauge family priorities around education)
- Convene applicant group to prepare for our capacity interview
- Continue to search for, and interview, potential Board members; identify Board President, Vice President, Treasurer, and Secretary
- Begin conversations with realtors/developers/builders about potential buildings to lease

- Begin conversations with potential consultants (The Sustainable Schools Project, Highlander Institute and Antioch New England)
- Create a recruitment plan
- Attend all required meetings at RIDE, including capacity interview
- Prepare for and appear at Public Hearings
- Research potential private funding sources
- School Board votes on preliminary approval

January– February

- Apply for 501 c (3) status and draft bylaws to be approved by Board
- Attend all required meetings at RIDE, including a Readiness Orientation
- Apply for federal startup funding and any other appropriate grants
- Post job opening for Co-Director of Instruction and hire as consultant prior to final charter approval
- Hire consultants
- Convene education team to begin writing curriculum scope and sequence
- Convene facilities committee to activate the building search

March – April

- Post job openings for all staff
- Meet all RIDE readiness criteria, including securing a building and recruiting students
- Design recruitment materials
- Implement recruitment plan
- Draft final charter per instructions from RIDE

April – September

- Final charter approval is given
- Sign lease
- Officially hire all staff
- Enroll students
- Plan summer orientation for students

- Plan summer staff orientation and work sessions
- Purchase all furniture and equipment
- Open school

XI. VARIANCES – not applicable

XII. FINANCE and BUDGET

Budget Assumptions:

In constructing the Five Year Budget Projection, the only funding sources that have been assumed are the per pupil amounts coming from the state and federal government, appropriate funds through Title I, III, and IDEA, and federal start-up funds through the Charter School Program Grant. While it is our intention to pursue further funding through private foundations and individual donors, we have not budgeted based on that possibility and therefore, our projections rely solely on publicly funded resources.

Salaries:

- A large proportion of our budget is dedicated to salaries and benefits of instructional staff in order to support the small class size and individualized instruction we envision most benefitting our students. In Year One, we have budgeted a slightly higher Teacher salary (see below) with the intention of starting out with strong, seasoned educators to develop our program. For new Teacher hires after Year One, we have taken the average of Providence’s Step 2, 3, & 4 Base Salary, plus a Master’s degree (\$48, 141.) We are committed to growing master teachers through our innovative Teacher Residency Program. New graduates serving as Teacher Associates will gain confidence and valuable hands-on teaching and classroom management experience that they can begin implementing as Lead Teachers within our school. Those who do not find a position available within our school at the end of their residency will leave the program with solid teaching experience they can offer to other schools in RI and beyond.
- Average salaries in Year One for full-time employees are as follows:
 - Lead teachers (including all specials) - \$51,170 (this is an average of Providence’s Step 3, 4, & 5 Base Salary, plus a Master’s degree)
 - Associate teachers - \$32,500 (this number remains level across the Five Year Projection since each year there will be a new cohort of Associates training in our Teacher Residency Program)
 - Co-Directors - \$76,000 (the Co-Direction of Instruction will be compensated as a Master Teacher with a Principal’s license since administrative responsibilities will be shared with the Co-Director of External Affairs)
 - Director of Operations - \$50,000
 - Family and Student Support Coordinator - \$38,500
 - Administrative Coordinator – \$38,000

- Front Desk Clerk - \$32,000
- We have assumed an average 3% cost-of-living increase per year for all employees.
- We have budgeted 31% of FT salaries for fringe benefits.
- Once FT staff have worked a full two years, we will contribute 3% to a retirement fund.
- Under Pupil Support (line 30), we have added \$10,500 in Year One (and increase it by \$500 every year) to staff an after school program. We also plan to work with community partners and volunteers to provide a varied program to our students.

Business Operations: We have assumed \$45,000 in Year One for outsourced services including auditing, payroll, finance and human resources support. This line item will drop in Year Four when we hire an Operations Associate; we anticipate being able to move a few of these external services under the purview of the Director of Operations at that time.

Field Trip Transportation: Assumes 3 field trips per year.

Library, Media and Furniture: We have chosen, at least for the first 5 year Charter term, to forgo a school library and media center. Rather, we have assumed \$20,000 to set-up classroom libraries with books, bookcases, chairs, tables, etc...(no other line item was identified for classroom furniture.)

Pupil-Use Technology, Hardware and Software: We will be setting up three mobile computer carts with three laptops each for Year One and add one cart for each new grade being added. Each classroom will have a Smart Board; the remaining funds will cover software costs, printers, digital cameras, etc...

Instructional Materials and Supplies: We are planning to purchase: 2-3 FOSS kits and 3-4 Engineering Is Elementary kits per year plus supplies to replenish kits as needed (to be shared among classrooms); materials from the Teachers College Reading & Writing Workshop; teacher reference books for individual classrooms as well as shared resources; clipboards for every student, pencils, markers, art supplies (\$1-2K/per classroom per year), equipment for listening to music (headphones, etc...) and gardening tools.

Lease/Maintenance: As stated above in section VIII, we will aim to have all maintenance needs and supplies rolled into the lease amount. Our budget assumes leasing a 15,000 sq. ft. space in Year One, at a cost of \$15.50/sq. ft. to cover these extra costs. This estimate is on the lower end of similar arrangements due to the fact that we plan to find a building located some distance from the more expensive real estate market in downtown Providence.

Financial Management Plan:

The Board Finance Committee will manage and oversee finances at the school. The Operations Manager 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. An annual budget and cash flow statement will be created and a copy sent to the RIDE Office of Charter Schools. An annual audit

will be conducted by an external firm and copies will also be submitted to the RIDE Office of Charter Schools.

Monthly financial reports will be organized and provided to the Board prior to regular Board meetings and the Director of Operations 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.

REQUIRED ATTACHMENTS

SIOBHAN M. CALLAHAN

7 Gilbert Street ■ Providence, RI 02909

Home: (401) 421-4848 ■ Mobile: (401) 419-6778 ■ Email: gilbertstzoo@hotmail.com

JOB EXPERIENCE

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

Development Assistant

Providence, Rhode Island

August 2003–July 2004

- Supported development staff in all administrative tasks including preparing and mailing donor thank-you letters, maintaining GiftMaker Pro database, taking minutes at various Board meetings, and preparing regular mailings to Board members.
- Designed annually produced Trustee Handbook as well as promotional ads for school fundraisers.

Durham Arts Council

Project Manager, Development & External Affairs

Durham, North Carolina

February 2002–June 2003

Marketing:

- Instituted new centralized process for tracking and placing organization-wide advertising in the Durham Herald-Sun newspaper.
- Created and managed seven person marketing committee with representatives from all departments to plan ad schedule and determine upcoming marketing needs for the organization.
- Managed contracted graphic designer and printing representatives.

Special Events:

- Member of creative team charged with planning, promoting and executing Durham Arts Council's special events. Primary responsibilities included editing and layout for letters, flyers, ads, email solicitations, applications and promotional materials using PageMaker, Word and PhotoShop. Coordinated all professional design work.

CenterFest Arts Festival: annual street arts festival featuring 130 artists, over 20 performers, 25 food vendors, 15 – 18 non-profits as well as children’s activities within a dedicated Kids’ Area; serving an average of 60,000 people over the weekend.

Edible Arts: Festival of Food and Art: annual fundraiser to support the programs of the Durham Arts Council featuring signature bites from more than 25 area restaurants and silent auction of over 125 items; generating \$20,000.

ArtsAlive!: a new series of gallery openings staged throughout the year to increase traffic in our galleries and support and promote the exhibiting artists; 150 – 250 attendees in three galleries.

Development:

- Managed conversion of Blackbaud Raiser’s Edge database containing confidential information on more than 5,000 donors. Coordinated database audit and implemented Blackbaud analyst recommendations. Maintained Raiser’s Edge database; prepared all solicitations and acknowledgements for the United Arts Fund campaign generating \$800,000 annually from Individual, Corporate and Government sources.
- Member of creative team responsible for redesign of all United Arts Fund promotion and solicitation materials including new letterhead, campaign brochure, and presentation folders.

Durham Arts Council
Events Assistant

Durham, North Carolina
June 2001–February 2002

- Assisted in planning, promoting and executing Durham Arts Council’s annual CenterFest Arts Festival and Edible Arts: Festival of Food and Art.
- Assisted in recruitment, cultivation and scheduling of volunteers for both events.
- Maintained Access databases for visual/performing artists, vendors, non-profits and volunteers. Prepared and edited all letters and applications sent to visual/performing artists, vendors, non-profits and volunteers. Fielded telephone and email requests for event information.

COMMUNITY INVOLVEMENT

West Side Play Space
Founding Member/Board Co-President

Providence, Rhode Island
November 2012-present

- Co-founded volunteer-run cooperative play space that provides a safe, creative environment in which children ages 0-5 can be active during the colder months of the year (Nov.-Apr.)
- Responsible for grant research, writing, and reporting; writing and updating volunteer handbook and orientation script; writing content for, and updating website; communicating regularly with our fiscal sponsor (WBNA); setting and implementing co-op policies in cooperation with Board; organize and run Board meetings.

Community MusicWorks
Board Member

Providence, Rhode Island
August 2005-2011

Southside Community Land Trust
Event Committee member

Providence, Rhode Island
March 2008-September 2008

West Broadway Neighborhood Association
Volunteer
Event Committee Co-Chair

Providence, Rhode Island
August 2003-2010
September-October 2008

- Lead volunteer committee through stages of planning two Halloween-themed events: *Goblins & Gremlins Parade* and a *Ghouls’ Gala* to support neighborhood programs.
- Responsible for writing press releases and generating press for these two events.

EDUCATION

Duke University, Durham, North Carolina
Master of Arts in Liberal Studies, December 2000
Concentration: Documentary Photography

Smith College, Northampton, Massachusetts
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

Megan E. Heinze

107 Messer Street, Providence, RI 02909 • 401.556.6955 • megan.heinze@gmail.com

Education

The New School, New York, NY

BA, May 1995

Bachelor of Arts, Eugene Lang College (Education/Writing and Literature)

Minor in Photography/Fine Arts, Parsons School of Design

Experience

Brown Play School, East Providence, RI

August 2015- Present

Studio Art Teacher (Atelierista)

- Provide a stimulating environment for children and staff to work on long-term projects and provide a wide range of “intelligent” materials giving children the opportunity to express themselves through as many “languages” as possible
- Follow children’s learning and interests and provide daily provocations to engage students’ curiosity and encourage their creative expression.
- Through studio art materials, assist students in project-based learning, helping them to express their learning through visual art and material manipulation. Follow children’s learning and interests and provide daily provocations to engage students’ curiosity and encourage their creative expression.
- Display children’s work and create documentation including photographs, transcribed conversations, video, etc. of the processes and reasoning involved in its creation.
- Develop and maintain a visually stimulating, accessible, well-stocked, organized art studio for students’ use. Ensure that this space is welcoming and engaging for students and their families.

Bainbridge Preschool, Providence, RI

September 2013- June 2015

Substitute Teacher / Admissions and Marketing Coordinator

- Serve as substitute teacher on an as needed basis for a preschool program which draws from elements of Montessori, Reggio Emilia, Waldorf and Enki philosophies . Co-teach class of 8-10 children ranging in ages from 2.5 years to 5 years old. Assist with all aspects of the school day.
- Worked with School Director to develop a formalized admissions process; designed application packet and informational materials for the school. Handled correspondence with prospective families.

French American School of Rhode Island, Providence, RI

January 2013- June 2015

Art Teacher (volunteer)

- Met weekly with Pre-K and Kindergarten students in a Reggio Emilia inspired program to explore art and visual expression. Collaborated closely with classroom teacher to develop lessons that complemented the interests and inquiries of the children. Each week began with an artists’ circle, where we met as artists and discussed our plans for the project, researched other artists, examined artwork examples and learned about the materials to be used. Projects followed the children’s learning and curiosity and often times led to explorations in Art History or the trying of various methods and media. At the culmination of each project children helped to display their work and document the story of its creation.

Providence Revolving Fund, Providence, RI

December 2008- June 2010

Program Manager, Neighborhood Loan Programs and Home Owner Education

- Managed the organization’s Neighborhood Loan Program, a program offering low-interest loans and technical assistance for exterior restoration in designated historic neighborhoods in Providence. Responsible for guiding neighbors through all phases of the loan and restoration processes, from assisting with the application process, representation during the approval process, guidance through the closing process, and serving as liaison to the construction manager during the restoration phase. Handled administrative aspects of this program, including loan generation, monthly billing, loan servicing, and weekly review and approval of payments to contractors. Marketed this program through neighborhood meetings, writing and designing monthly newsletters, and updating website. Assisted in developing educational workshops that focused on topics of interest to urban, historic home-owners.

Providence Preservation Society, Providence, RI

June 2004- January 2006

Education Coordinator

- Oversaw PPS Heritage Education program, an educational initiative introducing children in grades 4-8 to Historic Preservation through walking tours focusing on Providence’s history and architecture. Responsibilities included: researching and designing neighborhood walking tours and educational materials which told the story of Providence neighborhoods through architecture, urban design, place markers and written and oral histories; collaborating with RI teachers and school administrators to insure that the program aligned with RI curriculum standards; training, supervising and evaluating a volunteer staff of 25 docents;; overall administration of the program.

The New School, Department of Housing, NY, NY

August 2002-November 2003

Assistant Director of University Housing/Residence Life Manager

- Planned and coordinated a comprehensive residence life program supporting the mission of the university. Promoted educational and cultural programming, including living-learning initiatives. Encouraged and guided community building in all aspects of residential life.
- Oversaw student success early intervention program by maintaining close relationships with academic and student services partners and identifying students who required extra support. Collaborated with these partners to develop a plan of support for each individual student. Met regularly with students to monitor their progress and well-being and develop a plan for their success.
- Managed the department's emergency on-call system involving directors, residence hall directors, graduate assistants and resident advisers. Participated in the director on-call rotation for after-hours crisis response and management.
- Organized and coordinated all aspects of the Resident Advisor In-Service Workshop series, Resident Advisor Selection, Resident Advisor Training and Resident Advisor Evaluation programs.

Parsons School of Design, Paris, France

July- August 2016 2002

Coordinator of Housing and Student Life (Summer Program)

- Designed and administered orientation programs, weekend field trips, and weeknight social activities for high school and college students in Paris, France. Responsible for all disciplinary and counseling cases. Selected, trained and supervised a four person Resident Advisor Staff. Provided counseling and mediation for students with personal, academic and housing concerns.

The British Council, Rome, Italy

September 2001- June 2002

English Teacher

- Taught English as a Foreign Language to groups of children and adolescents at the beginner level of English. Created an interactive curriculum that focused on the interests of the students.

The New School, Department of Housing, NY, NY

June 1997-June 2001

Residence Hall Director

- Responsible for the supervision, operation and administration of two residential buildings which housed a total of 210 students. Supervised building maintenance, cleaning, security and front desk staff. Selected, supervised and evaluated a 7 person Resident Advisor staff. Managed budget for staff, programming, supplies and maintenance expenditures. Provided personal, academic and administrative counseling and advisement to building residents.
- Staff advisor for REPRESENT, an annual University Wide event which showcased the varied talents of New School students through writing, visual art, music, dance and theater.

Girls, Inc., Lynn, MA

January 1997-June 1997

Program Specialist

- Designed, developed and supervised enrichment after school program for 30 girls aged six to 12 at a satellite location. Selected, trained and evaluated two full time employees and one high school intern. Created and taught art, art history, and poetry classes.

Firehouse Center for the Arts, Newburyport, MA

September 1995-January 1997

Assistant to the Director

- Coordinated gallery exhibits and openings, selected artwork, developed promotional materials, managed all aspects of gallery.
- Maintained press relations, drafted press releases, gathered information and scheduled press interviews for upcoming art openings and theater performances.
- Selected, trained and supervised a corps of 40 box office and usher volunteers. Facilitated monthly volunteer meetings. Introduced and taught new ticketing computer system to box office volunteers.

Legacy School for Integrated Studies, New York, NY

January 1993- June 1995

Student Teacher

- Taught literature and creative writing to 7th graders. Developed syllabus for this class; created lessons, chose books, articles and poems, invited guest speakers and organized field trips. Established and maintained relationships with parents. Attended and participated in weekly faculty meetings. Helped students to create WORD, Legacy's first literary magazine. Involved students in the fundraising, editing, design and printing aspects. Organized Legacy's first Art Opening and Literary Reading.

Community Involvement

French American School of Rhode Island, Providence RI

January 2014- present

Parent Association, Chair

West Side Play Space
Events Committee Member
Founding Board Member

November 2012- present
September 2014- present
November 2012- September 2014

West Broadway Neighborhood Association, Providence, RI
West Side Education Committee Member
Board Member

January 2005- present
January 2015- present
January 2005- December 2008

References

Available upon request.

Nirva Rebecca LaFortune

67 Duncan Ave, Providence, RI 02906 | Telephone: 215-460-5071 | nirva.lafortune@gmail.com

Driven, results-oriented academic affairs administrator with expertise in program management, academic advising, marketing, recruitment and community engagement. Skills include:

- *Academic Advising*
- *Workshop/Course Instructor*
- *Program Management*
- *Consulting*
- *Strategic Planning*
- *Community Outreach*
- *Board of Trustees Member*
- *Fiscal Administration*
- *Account management*
- *Proficient in Banner, Degreework, Nolij, RightNow, Hyperion, Wimba, Blackboard, Web Finance, SAP*

PROFESSIONAL EXPERIENCE

BROWN UNIVERSITY SCHOOL OF ENGINEERING

July 2014-Present

Academic Programs and Student Affairs Manager

- Provide leadership, vision, and oversee all areas of technology, systems, mass communications and reporting functions associated with the Office of Academic Programs and Student Affairs.
- Develop and maintain institutional data and analytics infrastructure; handle all internal and external requests for institutional data.
- Oversee and administer budget for Academic Affairs.
- Develop and execute college-based student support programs such as: graduate and undergraduate orientation, recruitment fairs, academic progress and integrity initiatives.
- Cooperate with School of Engineering dean, associate deans, faculty and external stakeholders in providing a strategic vision for the Academic Programs and Student Affairs unit.
- Member of the School of Engineering Community and Program Committee.

DREXEL UNIVERSITY

December 2009- June 2014

Assistant Director

- Advised graduate students in the MS in Public Policy, STS, and Environmental Policy programs.
- Restructured the Center for Science, Technology and Society program to enhance collaboration, research and student/faculty engagement.
- Managed and maintained content in university and program database and centers' websites.
- Managed 300k in research grants, 450k account budget and all financial transactions; prepare annual budget reports, business activity reports, and financial position forecasts of both Centers.
- Worked with program directors to develop strategic plan to grow and expand programs.
- Strategically restructured marketing and recruitment operations to optimize growth performance.
- Maximized market visibility by planning and producing exhibition, conference, and event promotional initiatives.
- Resourcefully developed program to recruit international and domestic prospective students.
- Editor of *Policy Notes* journal publication.

Interim Department Administrator/Program Coordinator

- Worked with registrar's office to update and amend course galley.
- Prepared and process faculty contract and new hire paperwork.
- Served as primary budget/administrative contact for the office of the dean.
- Managed and document financial transactions.

Academic Advisor

- Represented IST by giving in-person and virtual presentations at various events such as university open houses, information sessions and orientation.
- Accountable for the academic advising/counsel/retention of 300+ computing, engineering and technology undergraduate, graduate, and doctoral students.
- Created and facilitate academic success workshops such as "A Guide to Success" to increase college retention rate and university resources amongst minority students.
- Managed and advise School Library Media students to ensure proper placement in Public School Libraries, eligibility for state certification and grant/fellowship application.
- Advocated and mediate student concerns related to grades, degree plans, and instructor issues.
- Improved student retention rate by tracking progress of students through program and counsel.
- Instructed Freshman University 101 and Transfer INFO 120 lecture to Engineering, Computer Science, Information Science and Technology students.

Nirva Rebecca LaFortune

67 Duncan Ave, Providence, RI 02906 | Telephone: 215-460-5071 | nirva.lafortune@gmail.com

TEMPLE UNIVERSITY FOX SCHOOL OF BUSINESS, Philadelphia, PA

Center for Undergraduate Advising, Administrator

October 2006 – December 2009

- Facilitated new student orientation workshops for entering freshmen and transfer students.
- Developed and implemented student registration tutorial to increase awareness of university registration re-numbering system.
- Assisted current and prospective students with academic planning and minor selection.
- Assisted students in updating curriculum sheets for majors.
- Designed training and academic material for international students to enhance academic and professional productivity.
- Responsible for data integrity management: course registration, demographic and communication history.
- Managed all student records including evaluating student requests for academic advising support and working closely with academic advisors on remediation.
- Developed and facilitate team-building activity to ensure office efficiency.

EDUCATION

Brown University, Providence, RI

Masters of Arts in Urban Education Policy, May 2018

Temple University, Philadelphia, PA

Bachelor of Arts in Communications, Awarded August 2009

PUBLICATIONS/PRESENTATIONS

- Author, *"An Unresolved Issue for the New Mayor,"* The Brown Daily Herald. (2014)
- Facilitator *"A Guide to Success for Ethnic Minority Graduate Students,"* Drexel University Graduate Student Day (2010-2014)
A panel discussion for current ethnic minority graduate students. A workshop that identifies strategies to support students in meeting the intellectual and emotional challenges of academia, and direct students to resource materials to further help them anticipate, understand and successfully engage in the academic world and experiences ahead.

COMMUNITY/ PUBLIC SERVICE

Providence Public Schools

October 2014-June 2015

High School Design Team Member

- Collaborated with design leaders, students, teachers and community to design two new innovative, high schools in Providence, Rhode Island, with a focus on personalized instruction, Common Core State Standards and mastery skills.

11th Street Family Health Services of Drexel University, College of Nursing & Health Professions

Teens in the Kitchen Blogging Facilitator

May 2011-January 2014

- Collaborated with outreach associate to create and execute nutrition/ healthy food access mapping program for teens in North Philadelphia, 11th Street corridor and Fairmont Boys and Girls Club. Introduced teens to blogging and how to use as an advocacy tool, facilitated workshops on nutrition, health and access to sustainable resources in urban communities. Developed and maintain blog website. Served as public relations liaison to media outlets, community representatives, and medical professionals to assist in enhancing program mission.

Africa Cultural Alliance of North America, Inc.

Educational Consultant

April 2012-April 2013

- Provided Educational Resources to entering and current first generation college students.
- Created and facilitate college resource presentations and workshops.

ORGANIZATIONAL AFFILIATIONS

- Board Member: Montessori Community School of Rhode Island
- Board Member: We The Village
- Board Member: Temple University School of Media and Communication Alumni Association Board
- Board Member: Independence Charter School Board of Trustees

LANGUAGE

- French – conversant
- Haitian Creole-fluent

Sarah Roskam Leibel

Home address:
231 Lafayette Street
Pawtucket, RI 02860
401.699.8719
sarah_leibel@gse.harvard.edu

Education

M.A.T. Secondary English. Brown University. Graduation: May 2006.

B.A. Comparative Literature. French and English. Brown University.
Graduation: May 1998.

Teacher Education Experience

- | | |
|------------------|--|
| 2015-
present | Master Teacher In Residence/Lecturer on Education. Founding faculty, Harvard Teacher Fellows. Harvard Graduate School of Education. Cambridge, MA. |
| 2013-
2015 | Supervisor/Visiting Director. Elementary Education Program. Brown University. Providence, RI. |
| 2011-
2013 | English Mentor Teacher. Brown Summer High School. Brown University. Providence, RI. |
| 2011-
2012 | Literacy Workshop Series Co-leader. Blackstone Academy Charter School. Pawtucket, RI. |
| 2011 | English Collaborating Teacher. Brown MAT Program. Brown University. Providence, RI. |
| 2010 | Assistant Facilitator. Urban Teachers Collaborative (a week-long summer professional development). Brown University. Providence, RI. |
| 2006 | Graduate Teaching Assistant. Literacy Across the Curriculum. Brown MAT Program. Brown University. Providence, RI. |

Administrative Leadership Experience

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|---------------|--|
| 2013-
2015 | Visiting Director of Elementary Education. Education Department. Brown University. Providence, RI. |
| 2006 | Co-principal. Brown Summer High School. Brown University. Providence, RI. |

- 2001-2004 Co-founder and Program Manager. Francisco Connection Buddy Program. Francisco Middle School. San Francisco, CA
- 2004 Program Head of Assistant Counselor Training. Hidden Villa Farm and Wilderness Summer Camp. Los Altos Hills, CA.
- 2002 Program Head of Day Camp. Hidden Villa Farm and Wilderness Summer Camp. Los Altos Hills, CA.
- 2000-2001 School/Community Coordinator. San Francisco School Volunteers. San Francisco, CA.
- 1998-1999 Program Manager. HIV Education Prison Project. Brown University. Providence, RI.

Teaching Experience

- 2013-2015 Visiting Lecturer. Education Department. Brown University. Providence, RI.
- Philosophy of Education: Educational Thought and Practice
 - Practicum and Seminar in Elementary Education
 - Principles of Teaching and Learning
 - Summer Practicum and Analysis of Teaching
- 2013 Literacy Consultant/Teacher. Project Open Door at Shea High School. Rhode Island School of Design. Providence, RI.
- Writing and Photography (after school elective)
- 2012 Adjunct Faculty. First Year Writing Program. English Department. Rhode Island College. Providence, RI.
- First Year Seminar: Writing and Rhetoric
- 2013 Instructor. Frequency Writers. Providence, RI.
- New Work by New Means
- 2006-2012 English Language Arts Classroom Teacher/Advisor. Blackstone Academy Charter School. Pawtucket, RI.
- Grade 10 and Grade 12 English Language Arts
 - Grades 9-12 Advisor
 - Grade 9 Reading Class
 - Writing for College Elective
 - Peer Education Service Learning Elective
 - Margot Strom Teaching Award (2010).
- 2006 Poetry Teacher. H20 Afterschool Program. Hope High School. Providence, RI.

- 2005 English Language Arts Student Teacher. Hope High School. Providence, RI.
- 2001-2004 Student Success Resource Teacher. Francisco Connection. Francisco Middle School. San Francisco, CA.
- 1995-1998 Tutor/Resident Counselor. Upward Bound. Bennington, VT and Fall River, MA.

Presentations

- 2016 What Does It Mean To Be a Social Justice Educator? Harvard Teacher Fellows Partner Conference. Harvard Graduate School of Education. Cambridge, MA.
- 2014 Preparing to Teach Children about Food Allergies. The Alpert Medical School. Brown University. Providence, RI.
- 2014 Community-Based Learning: What Does Evolving Practice Look Like? Education Department. Brown University. Providence, RI.
- 2014 Teaching for Social Justice. MAT Program Recruitment Presentation. Kenyon College. Gambier, OH.
- 2011 Navigating the Gap Between High School English and College Writing: Writing and Rhetoric. Discussion Facilitator. Navigating the Gap Annual Symposium. Johnson and Wales University. Providence, RI.
- 2010 Navigating the Gap Between High School English and College Writing: Rubric Design. Discussion Facilitator. Navigating the Gap Annual Symposium. Johnson and Wales University. Providence, RI.
- 2010 Teaching Vocabulary with Performance. Fall River Charter School Faculty. Fall River, MA
- 2010 Socratic Seminar as Pedagogical Tool (and other workshops). Urban Teachers Collaborative. Brown University. Providence, RI.
- 2008 Assessment Across Grade Levels. NETworking (institute for new urban teachers). Brown University. Providence, RI.
- 1998 Strategies for Correctional HIV Care. Panel Speaker. Critical Resistance: Beyond the Prison Industrial Complex. Berkeley, CA.

Community Leadership Service

- 2014-15 Advisory Board Member. High School Design Team. Providence Public School District. Providence, RI.
- 2013-2015 Advisory Board Member. D'Abate Elementary School Afterschool Program. Olneyville, RI.
- 2012-2015 Founding Board Member. Montessori Community School of RI. Providence, RI.
- 2010-12 Steering Committee Member. College Writing Collaborative. Johnson and Wales University.
- 2003-04 Conference Planning Committee Member. San Francisco Mentoring Coalition. San Francisco, CA.
- 2001-04 Steering Committee Member. Francisco Connection. Francisco Middle School. San Francisco, CA.

Publications

- De Groot AS, Leibel SR, Zierler S, A Standard of HIV Care for Incarcerated Women: Northeastern United States' Experiences. *J. Correctional Health Care*, 1998, Vol. 5, Issue 2, pp. 139-177.
- De Groot AS, Leibel SR, Reports from the New England Regional Symposium on HIV Infection among Incarcerated Women. *J. Correctional Health Care*, 1998, Vol. 5, Issue 2, pp. 125-127.
- Morrill AC, Mastroieni E, Leibel SR, Behavioral Harm Reduction Programs for Incarcerated Women: Theory and Practice. *J. Correctional Health Care*, 1998, Vol. 5, Issue 2, pp. 225-237.
- De Groot AS, Leibel SR, The Need for Compassionate Care: HIV Infection among Incarcerated Women, *Medicine and Health*, 1998, Vol 81, No. 6, pp. 209-211.
- De Groot AS, Stevens J, Pratt L, Leibel SR, Zierler S, Setting the Standard for Care: HIV Risk Exposures and Clinical Manifestations of HIV in Incarcerated Massachusetts Women, *New England Journal of Criminal and Civil Confinement*, July 1998, Vol. 24, pp. 353-378.

Caitlin Freeman Porter

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Education

- September 2005 – September 2007 **PACE UNIVERSITY, GRADUATE SCHOOL OF EDUCATION** **NEW YORK, NEW YORK**
Masters of Science in Teaching, Childhood Education, Spring 2007
GPA: 3.96
- January 2002 – May 2005 **COLLEGE OF WILLIAM AND MARY** **WILLIAMSBURG, VIRGINIA**
Bachelor of Arts Magna Cum Laude with High Honors in Art History and Theater, May 2005
GPA: 3.78
Awards: Phi Beta Kappa; National Dean's List 2004; 2005 Dean's Prize for Student Scholarship on Women; Golden Key National Honor Society; William and Mary Dean's List 2002-2005, Martha Wren Briggs Scholarship in Art History for 2004, William and Mary Art and Art History Scholarship for 2004
Activities: Choreographer/Dancer for Pointe Blank Dance Company, Costume Designer and Director for William and Mary Theater; Tutor for local elementary and middle school students

Experience

- February 2014 – present **TEACH FOR AMERICA, ALUMNI AFFAIRS** **PROVIDENCE, RHODE ISLAND**
Specialist, Data Operations. Work remotely as a member of the Alumni Affairs National Strategy and Operations team to ensure that data for more than 37,000 alumni is updated and accurate. Manage data accuracy and in Salesforce, use Demand Tools and Business Objects to manage duplicate accounts and automate reporting. Train staff members in use of Salesforce and developed new national data accuracy initiatives. Perform data analysis and research for a wide variety of projects, including deep studies related to the annual alumni survey.
- April 2011 – present **ALMA DEL MAR CHARTER SCHOOL** **NEW BEDFORD, MASSACHUSETTS**
Literacy Specialist. Observed and coached literacy teachers in grades K-3. Developed literacy curriculum for a new charter school. Supported principal in the development of common core aligned standards and long term plans for grades K-4. Created rigorous school-wide interim assessments in literacy. Provided literacy professional development for full staff and smaller learning teams. Introduced individualized literacy instructional model that immediately produced dramatic reading growth.
- August 2010 – Jul 2012 **BLACKSTONE VALLEY PREP MAYORAL ACADEMY** **CUMBERLAND, RHODE ISLAND**
Literacy Specialist/Instructional Coach. Observed and coached literacy, science, and social studies teachers in grades K-6. Developed common core aligned standards, long term plans, unit plans, and assessments for literacy, science, and social studies K-8, including developing new grade levels. Provided network-wide professional development for teachers in literacy, including effective integration of literacy into content areas. Created and implemented intervention plans for struggling readers. Assisted in the hiring and recruitment of new teachers.
- August 2007 – Jun 2010 **EDWARD BROOKE CHARTER SCHOOL** **BOSTON, MASSACHUSETTS**
Teacher. Taught first and third grades. Developed a new social studies curriculum for the third through eighth grades. Planned and facilitated professional development for incoming teachers during summer 2008. Worked on a team to develop curriculum and launch a new grade level. Created an afterschool enrichment program for the third graders. Assisted in the hiring and recruitment of new teachers. Served as a mentor teacher to a new teacher during 2009-2010 school year.
- Summer 2005 – June 2007 **NYC DEPARTMENT OF EDUCATION** **NEW YORK, NEW YORK**
Teacher. Taught third grade general education at C.S. 44 in the Bronx as a Teach For America corps member. As grade-level leader, organized group planning and tracking of students' progress. Started and ran an after-school drama program for third through fifth graders that culminated in the production of a musical each year. Chosen as a New York City semi-finalist for the national Sue Lehmann Excellence in Teaching award.

AMY WALSH CURRICULUM VITAE

73 Harrison Street | Providence RI 02909 | 215-519-1637 | awalsh09@gmail.com | www.amywalsh.net

SELECTED EXHIBITIONS & PROJECTS

Rhode Island State Council for the Arts <i>Grant Winner: for Neighborhood Artists Residency</i>	2014
RISD Museum, Providence RI <i>Public Event: Locally Made</i>	2013
RISD Museum, Providence RI <i>Public Event: Artists Lab: Listening to the Future (2x)</i>	2012-2013
Brown University JNB Center for Public Humanities <i>Solo Exhibition: The Archive of Desire</i>	2012
Public sites in nine U.S. Cities <i>Public event: Mapping Utopias (at http://www.archiveofdesire.com)</i>	2011
Pennsylvania Academy of the Fine Art, Philadelphia PA <i>Exhibition: Urbanism: Reimagining the Lived Environment</i>	2011
Suitcase Puppetshow Cabaret, Philadelphia PA <i>Performance: The Longest Night</i>	2010
Saint Ann's Warehouse, Brooklyn, NY <i>Exhibition: International Toy Theater Festival</i>	2008
Freeman's Auctioneers, Philadelphia PA <i>Solo Exhibition: The Ministry of Tiny Catastrophes presents a Kaiserpanorama</i>	2007
Fleisher Art Memorial, Philadelphia PA <i>Exhibition: 2006 Wind Challenge Winners</i>	2006
Moore College of Art, Philadelphia PA <i>Exhibition: Five-in-One</i>	2006
Various public spaces, Philadelphia PA <i>Performances: Greenlight and Oatface</i>	2006
The Slought Foundation, Philadelphia PA <i>Exhibition: The Day After</i>	2006
Forest Hills Sculpture Path, Boston MA <i>Exhibition: Dwelling: Architecture, Memory & Place</i>	2006

Pennsylvania Academy of the Fine Arts , Philadelphia PA <i>Exhibition: MFA Thesis Exhibition</i>	2006
Seraphin Gallery , Philadelphia PA <i>Exhibition: Finders Keepers</i>	2006
Esther Klien Art Gallery , UPENN, Phila. PA <i>Exhibition: Urban Life</i>	2005
Afif Gallery , Philadelphia PA <i>Exhibition: The Figure in Context</i>	2004
Cambridge Art Association , Cambridge MA <i>Exhibition: National Prize, Juror: Lisa Denison</i>	2003
Washington Street Art Center , Somerville, MA <i>Curator: The Comix Show</i>	2002
The Somerville Museum , Somerville, MA <i>Exhibition: SAC 2001 Grant Winners Exhibition</i>	2002

TEACHING

Lesley University , Boston, MA INSTRUCTOR: Installation (Juniors and Seniors)	2013-2014
Brown University , Providence RI FELLOW: The John Nicholas Brown Center for Public Humanities and Cultural Heritage For <i>The Archive of Desire</i>	Spring 2012
Roger Williams University , Bristol, RI INSTRUCTOR: Art and Environment, Drawing Foundations, Sculpture Foundations, Mixed Media	2011-2012
University of the Arts , Philadelphia PA GRADUATE CRITIC for New England students in the UARTS low-residency MFA program	2011-2012
University of the Arts , Philadelphia PA VISITING ARTIST in the department of Multidisciplinary Arts	Spring 2012
AS220 Community Art Space , Providence RI INSTRUCTOR / FACILITATOR for Experimental Cartography workshops	2011-2012
Pennsylvania Academy of the Fine Arts , Philadelphia PA GRADUATE CRITIC for 24 students in the Post-Baccalaureate Program, painting & sculpture	2010-2011
Tyler School of Art , Philadelphia PA INSTRUCTOR: 2D Design Fundamentals, Site-Specific Installation Art	2006–2009

Temple University, Philadelphia PA 2009-2011
INSTRUCTOR: Introduction to Visual Language
(Department of Art, Art Education, and Community Arts)

The Washington Street Art Center, Somerville MA 1995-2001
INSTRUCTOR: Drawing and Sculpting the Figure, The Art of Masks and Puppets,
Narrative and Sequential Art
INSTRUCTOR: Boston Refugee Youth Enrichment Programs, 3rd to 5th grade

ENTREPRENEURSHIP & LEADERSHIP

The Apeiron Institute for Sustainable Living (www.apeiron.org) January 2013-present
Interim Executive Director

The Apeiron Institute is a nonprofit with a 15-year history of sustainability education, movement building, and environmental advocacy work in Rhode Island. While Apeiron is in transition I am initiating a strategic planning process, helping to reframe the organization's mission to look at sustainability and the environment through the lens of art and culture. I also manage Apeiron's after school education programs.

The United States Department of Art and Culture (usdac.us)
Founding Cultural Agent

I am one of eighteen community engaged artists selected nationally to help build the new US Department of Art and Culture. Not a federal entity, but a performance of one, the USDAC was formed as new new grassroots Culture Corps for the United States with a mission to cultivate the public interest in art and culture and catalyze art and culture in the public interest. As a founding Cultural Agent I host events meant to generate dialogue and raise awareness about the role and potential orle of arts and cultural work in the society at large.

Wondercabinet (<http://wondercabinet.etsy.com>) 2007-2011
Printmaker, painter, small business owner

An online shop of works on paper with over 700 sales. An experiment in operating in the world of the handmade movement, integrating principles of DIY, “cheap art” (accessibility, affordability, self-reliance and merging of “high” and “low” arts) into my art practice.

Pennsylvania Academy of the Fine Arts 2004-2006
Coordinator of the Visiting Artist Lecture Series

The Visiting Artist Lecture series at PAFA hosts up to twenty visiting artists per year. I was responsible for curating the series, and in all aspects of interaction with the artists, as well as promoting and publicizing the program.

Kickball Media Works 1997–2009
Founder, Creative Director

For 10 years I created web sites, interactive projects, and print projects for a number of clients in the educational and nonprofit sector, in particular designing interactive exhibits for museums. Clients have included PBS, MIT, Lesley University, The Boston Children’s Museum, The Denver Art Museum, The Children’s Museum of Manhattan, The Smithsonian National Zoo, and The American Visionary Art Museum.

The Washington Street Art Center (<http://www.washingtonst.org>) 1995–2001

Founder and Executive Director

The Washington Street Art Center (WSAC) is a non-profit community art center and studio building in Somerville, Massachusetts. It houses 18 studio spaces, a darkroom and photography collective, classes and workshops for the public, a gallery, performance evenings, an experimental film series, a poetry collective, critique groups for artist members, and events for the local community. I founded the WSAC in 1995 and directed it for 6 years. It is thriving today.

No Limits for Women in the Arts 1990-2000

Community builder and facilitator

No Limits for Women in the Arts was a national feminist support network for women artists with membership in the thousands. I was one of the youngest in the early 90's. I led local, regional and national groups for women artists focusing on support system building, active listening, and anti-oppression training.

EDUCATION

MFA Sculpture, Pennsylvania Academy of the Fine Arts, Philadelphia PA. 2006

BFA Painting, University of Massachusetts, Amherst MA. 1993

and Amsterdamse Hogeschool Vor de Kunsten, Amsterdam, the Netherlands

AMBER DAY

Bryant University
1150 Douglas Pike, Smithfield, RI 02917
(401) 270-0794 • 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**
 - Associate Professor, Literary and Cultural Studies Department (2013-present)
 - Assistant Professor, Literary and Cultural Studies Department (2007-2013)
 - Courses taught:
 - ◆ Political Satire as Cultural Critique
 - ◆ 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

- ✧ **Book:**
 - ◆ Day, Amber. *Satire and Dissent: Interventions in Contemporary Political Debate*. Bloomington, Indiana: Indiana University Press, 2011.
- ✧ **Book Chapters:**
 - ◆ Day, Amber. "Culture Jamming and Media Activism" *A Companion to Popular Culture*. Ed. Gary Burns. Wiley-Blackwell, **forthcoming** 2015.
 - ◆ 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.

✧ Journal Articles:

- ◆ 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.

✧ Reviews:

- ◆ 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. "Ironic Authenticity: Reverend Billy and the Church of Stop Shopping" In *Media Res*. Jan. 15, 2008.

INVITED LECTURES

- ◆ "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

- ◆ 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 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 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 Research and Publication Award, 2010-2011.
- ✧ Bryant University Merit Award, 2009, 2012, 2014

PROFESSIONAL SERVICE

- ◆ Peer Reviewer for the International Communication Association
- ◆ External Examiner for a Queensland University of Technology Ph.D. defense
- ◆ External Reviewer for a Hampshire College reappointment file
- ◆ Peer Reviewer for Indiana University Press
- ◆ Peer Reviewer for Routledge
- ◆ 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 English and Cultural Studies Department assessment committee (2014-2015)
- ◆ Co-Chair of Faculty Development Committee (2008-2012)
- ◆ Co-Chair of search committee for Director of Faculty Development (2008, 2009, 2010)
- ◆ Member of Women, Gender, and Sexuality Studies Advisory Board (2007-present)
- ◆ Faculty Advisor to the Bryant Players [student theater group] (2008-present)
- ◆ Co-creator of new program concentration and minor in Media Studies
- ◆ Member of WGSS 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-present)
- ◆ 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 University "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
- ◆ National Communication Association

Permanent Address

1808 Beech St.

Wilmington DE 19805

T.J. Delle Donne, MAT

Cell (302) 983-4227

tdelledonne@jwu.edu**Present Address**

59 Harrison St.

Providence RI 02909

Objective

To obtain a position with a corporation that will provide both a strong career path and opportunity for advancement.

Highlights of Qualifications

- Hard working and Dedicated-arrives at work early and eager to begin and willing to work overtime on days off
- Professionalism- serves and presents with a positive attitude
- Cooperative working skills with colleagues allowing for a more efficient working environment
- Honest and Loyal, takes pride in well being of establishment, puts company over self
- Organization and Sanitary habits are well developed allowing for cleaner and safer environment
- Works as part of a team always looking for the betterment of the company

Relevant Experience and Accomplishments

1/11-Present

Johnson & Wales University**Providence RI**Associate Professor

- Developed Wellness and Sustainability curriculum focusing on local foods, farm to table eating and snout to tail butchery and cooking teaching these skills in a class titled Conscious Cuisine
- Teaches proficiency in Stocks, Soups and Sauces, New World Cuisine, Traditional European Cuisine, Classical French Cuisine and International Cuisine
- Directs and mentors students on career paths by setting up one on one meetings with them as a career advisor

1/06-Present

BSI inc. and Flavor & The Menu Magazine**Ventura CA**Executive Chef

- Works hand in hand with editor developing food and flavor trends for our yearly issue, writing and discussing flavor trends in articles to better promote our clients menu sales and directives
- Collaborates with magazine sponsors developing new flavor profiles and recipe idea
- Collaborates with BSI inc. (Business Strategies and Ideas) a face to face marketing firm, to plan and execute *The Flavor Experience*, an event held on behalf of Flavor & the Menu Magazine in Newport Beach CA
- Works hand in hand with The Hyatt Regency Newport Beach in the planning and execution of *The Flavor Experience*

12/09-1/11

Johnson & Wales University

Providence RI

Director of Culinary Events

- Coordinates and oversees events related to the College of Culinary Arts, the University and VIP events
- Establishes relationships with external clients by developing and delivering training programs reflective of the JWU brand
- Prepares and monitors departmental budgets
- Oversees 4 professional staff members and 9 teaching assistant/fellows
- Acts as liaison to our University Chancellor

10/05-12/09

Johnson & Wales University

Providence RI

Assistant Director Culinary Events/Special Projects Chef

- Oversaw Johnson & Wales University's internal events department
- Worked hand in hand with contracted companies, distinguished visiting chefs and VIPs to execute training programs, demonstrations, and upscale service
- Developed and executed original menus for elite groups and guests of the university
- Serves as personal chef to the University Chancellor

9/02-10/05

Johnson & Wales University/Snowden Dining Center **Providence RI**

Supervisor

- Promoted from teaching assistant to university fellow to supervisor
- Managed all 16 teaching assistants and University fellows
- Work hand in hand with Johnson & Wales Practicum students
- Assisted manager with inventory and purchasing
- Oversaw production of 3000 meals daily
- Responsible for grading all practicum students

Seasonal

Hay Harbor Country Club

Fishers Island NY

Executive Sous Chef

- Developed menus bi-weekly on a fine dining and seasonal level
- Assisted chef with inventory and purchasing
- Managed both production and flow of food

3/02-7/02

Alma de Cuba restaurant

Philadelphia PA

Line Chef

- Studied under chef Douglas Rodriquez
- Produced Nuevo Latino cuisine for 200 to 300 covers daily
- Developed skills in ceviche making and authentic Cuban cuisine

First line chef

- Mentored by Chef Dan Dogan
- First developed a love for the culinary arts
- Mastered the art of line service and developed menu ideas daily

Education

Johnson & Wales University

Providence RI

AAS Culinary Arts

Summa Cum Laude 2002

BS Culinary Arts

Magna Cum Laude 2004

MAT Foodservice Education

November 2007

Certifications and Awards

- Alpha Beta Kappa national honor society
- Golden quill honor society
- Who's who among America colleges member
- Certified Food safety manager
- Gold medal New York Food show
- Best young chef Northeast region 2006
- Chef Rotisseur Chaine des Rotisseurs
- Les Amis of Escoffier Society member
- Meals from the Masters Chef liaison
- Gateway healthcare Chef liaison "Top Chef" competition chair
- Bridging Culinary Arts Chef Advisor
- Chaine des Rotisseurs Counselor Culinare of Rhode Island
- Honorary Chair of the Big Toast of Rhode Island
- Certified Executive Chef-American Culinary Federation

References available Upon Request

Vita
Robert Pilkington, Ed.D.
210 Squantum Dr.
Warwick, RI 02888
Phone: 401.378.7007 E-mail: rob@charette.mobi

Education

Ed.D.	Johnson and Wales University, 2009, Doctorate in Educational Leadership
C.A.G.S.	Johnson and Wales University, 2006, Educational Leadership
M.A.T.	Rhode Island College, 1986, Secondary Education
B.A.	Rhode Island College, 1983, English
A.A.	Rhode Island Junior College, 1981, Liberal Arts

Experience

2013 to the present	Superintendent and Founder of Village Green Virtual (VGV)
2011 to 2013	Superintendent and Founder of the RINI Middle College and BeaconArt
2005 to 2011	Principal of the Beacon Charter HS for the Arts, Turnaround Specialist
2002/2009	Author of the Middle College Charter Schools (six), Potowomut Elementary and Village Green Virtual Elementary School charter proposals
<i>1985 to 2005</i>	<i>Providence School Department, serving in the following capacities:</i>
1998 to 2005	Operations Officer, Textron/Chamber of Commerce Charter School
1997 to 1998	Textron/Chamber of Commerce Charter School Acting Director, 1 st charter school administrator in Rhode Island
1996 to 1997	Co-author, with Gary Davis, of the Textron/Chamber of Commerce School's charter
1995 to 1997	English teacher and founding faculty member of the "Greater Providence Chamber of Commerce School to Work Transition High School" Providence, RI.
1994 to 1995	Chamber of Commerce High School Design Team
1985 to 1994	English teacher, Central High School and Roger Williams Middle School, Providence

Honors and Professional Activities

- Founder and past president of the RI League of Charter Schools, 2001
- Longest serving administrator in Rhode Island's charter school movement
- RI State Certified Secondary level Teacher of English, Principal and Superintendent
- RI Dept. of Education External Reviewer of proposed charter schools, 1999 to 2008
- RI Dept. of Education PBGR/Gate's Network Exhibition Toolkit co-author, 2006
- Presenter at 2000 National Charter School Convention, *Building State-wide Organizations*
- Author of the 1995/96 *Work-Prep* RI Charter school application
- Consultant on numerous charter applications; facilitated school re-design teams including the Marriott Hospitality Charter School in Washington DC and the Franklin Career Academy in Franklin, NH (New Hampshire's first charter school).
- Author and publisher of *The Chartered Course*, RI's only charter school newsletter
- 2002 RIC English Alumni of the Year, 1997 PROBE Teacher of the Year
- Founding Board member of the Textron/Chamber School 1998 to 2005
- Providence Teachers Union Executive Board member, COPE Chair 1994-2000
- Active member of the Council of Educational Facility Planners International
- Member of the RI Principal's Association, RIIL, RI League of Charters, NASSP and NADE
- Member of the Juvenile Hearing Board, Office of the Mayor, Warwick, RI (2003 to 2008)
- Woonsocket Rotary's Man of the Year 2011; March 24 2011 was Dr. Rob Pilkington Day in the city

Ayako Takase

35 Arch Street,
Providence, RI 02907
401.497.4818
ayakotaka@gmail.com
www.observatorydesign.com

EXPERIENCE

Co-Founder/Studio Director, OBSERVATORY, Providence, RI *2001-current*
Co-founder and director of a multidisciplinary design consultancy (formally Kaiju Studios) with a focus on industrial design. Responsible for all aspects of the studio operations including client development, project management and the creation of client deliverables. Clients include global firms and small start-ups, including Gillette, Herman Miller, Keilhauer, Samsonite, and Tradeworks of Japan.

Adjunct Faculty, Industrial Design Department, Rhode Island School of Design, Providence RI *2010-current*
Instructor for various design and material guided courses.

Co-Founder/Board Member, West Side Play Space, Providence RI *2013-current*
A founding member of community and play based co-op for families and children aged 0-5. Roles include visual communication, facility and equipment for the play space

Industrial Designer, Olive 1:1 Inc, New York, NY *1999-2001*
Industrial Designer for multi national contract and residential product and furniture market. Clients include Herman Miller, Merati in Italy and Decorum in Turkey.

Freelance Industrial Designer, Williams-Sonoma, New York, NY *1999-2000*
Designer/Drafter for Williams-Sonoma table top collections.

EDUCATION

Rhode Island School of Design, Providence RI
Bachelor of Fine Arts in Industrial Design, 1999

AWARDS AND EXHIBITIONS

Global Innovation Award, Housewares Association
Troika Trivet for Teroforma, 2013

Good Design Award, Chicago Athenaeum
Airia Desk and Media Cabinet for Herman Miller, 2008

International Contemporary Furniture Fair, Editors' Award for Body of Work
Herman Miller Lifework Portfolio, 2008

Panelist, 'Discovering the Japanese Modern' at The Noguchi Museum, New York, NY, 2008

Design Charette, Hytrel Design Charette, Core77, Los Angeles, CA, 2003

I.D. Magazine Design Award
Oscar Sink for Merati, Italy with Ayse Birsel, 2000

Thomas Alva Edison Award
Rhode Island School of Design, Department of Industrial Design 1999

Job Description for:

Co-Director of Instruction

The Co-Director of Instruction will drive outstanding student outcomes by developing and implementing a shared vision for excellence in teaching and learning. He or she will have a passion for the educational philosophy of The Wangari Maathai Community School and its place in the dynamic West End of Providence.

Key Competencies

- Strong academic leadership skills and a deep commitment to improving the quality of public education in underserved communities.
- Effective organizational leadership skills, including, but not limited to the following:
 - Managing a school focused on individualized, competency based learning that educates the whole child
 - Fostering a reflective, collaborative culture that values creativity, positive thinking, exploration, and student achievement 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
- Strong program evaluation skills: The Co-Director for Instruction will develop and implement accountability practices 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
- 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 Individual Learning Plans are setting high expectations for students across all areas of academic and social-emotional development
- Promote effective communications and interpersonal relations among staff, parents, students and community members
- Maintain effective discipline and foster a safe learning environment

Qualifications

- Master's degree and valid Principal license in Rhode Island
- Minimum five years' teaching experience including, but not limited to: knowledge of curriculum, instructional practice, student learning styles, and student assessments
- Three years of school administrative experience with staff management including, but not limited to the hiring, evaluation, and development of teaching faculty, preferably in a Title I school
- Experience in one or more of the following preferred: multi-age classrooms, competency-based learning, project-based education, and sustainability
- 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
- Sense of humor!

Job Description for:

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- Sense of humor!

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	FY2018		FY2019		FY2020		FY2021		FY2022	
	#	%	#	%	#	%	#	%	#	%
PROVIDENCE	112	100%	160	100%	208	100%	256	100%	304	100%
<i>Total Enrollment</i>	112	100%	160	100%	208	100%	256	100%	304	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	FY2018		FY2019		FY2020		FY2021		FY2022	
	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %
PROVIDENCE	87	78%	124	78%	156	75%	186	73%	220	72%
<i>Total FRL Enrollment</i>	87	78%	124	78%	156	75%	186	73%	220	72%

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	FY2018		FY2019		FY2020		FY2021		FY2022	
	per-pupil \$	total \$	per-pupil \$	total \$						
PROVIDENCE	\$4,347	\$486,864	\$4,347	\$695,520	\$4,347	\$904,176	\$4,347	\$1,112,832	\$4,347	\$1,321,488
<i>Average Local Per Pupil</i>	\$4,347		\$4,347		\$4,347		\$4,347		\$4,347	
<i>Total Local Aid</i>		\$486,864		\$695,520		\$904,176		\$1,112,832		\$1,321,488

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 2018		Core Amount: \$9,290							
Name of Community	Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total
PROVIDENCE	\$9,290	\$3,716	87.6%	112	87	\$910,958	\$283,048	\$10,661	\$1,194,006
<i>Average and total</i>				112	87			\$10,661	\$1,194,006

Table 5: Total Aid

	FY2018	FY2019	FY2020	FY2021	FY2022
Total Local	\$486,864	\$695,520	\$904,176	\$1,112,832	\$1,321,488
Total State	\$1,194,006	\$1,704,793	\$2,199,313	\$2,687,327	\$3,188,354
	\$1,680,870	\$2,400,313	\$3,103,489	\$3,800,159	\$4,509,842

STATE OF RHODE ISLAND CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School: _____

Implementation and Operations

	FY2018	FY2019	FY2020	FY2021	FY2022
MAJOR ASSUMPTIONS					
A Average local aid per pupil	4,347.00	4,347.00	4,347.00	4,347.00	4,347.00
B Average state aid per pupil	10,661.00	10,661.00	10,661.00	10,661.00	10,661.00
C Student Enrollment	112	160	208	256	304
D Gross Square Footage (GSF) of facility					
E Staffing					
E1. School Principals/Asst Principals	1.0	1.0	1.0	1.0	1.0
E2. School Support Staff	2.0	2.0	2.0	2.0	2.5
E3. Executive Director/Superintendent	1.0	1.0	1.0	1.0	1.0
E4. Deputies/Administrators	1.0	1.0	1.0	1.0	1.0
E5. Program/Operations Support Staff	0.0	0.0	0.5	2.0	2.0
E6. Teachers	9.0	14.0	18.0	23.0	25.5
E7. Teacher Associates	5.0	7.0	8.0	10.0	11.0
E8. Pupil Support	2.0	2.0	3.0	3.5	3.5
E9. Teacher Support	1.0	1.0	2.0	2.0	2.0
E10. Program Management	0.0	0.0	1.0	1.0	1.0
E11. Special Services	1.0	1.0	1.0	2.0	2.0
E12. Facilities Maintenance					
F Staff FTE	23.0	30.0	38.5	48.5	52.5
Subtotal:	23.0	30.0	38.5	48.5	52.5
OPERATING REVENUES					
1 Local Revenue	486,864.00	695,520.00	904,176.00	1,112,832.00	1,321,488.00
2 State Revenue	1,194,005.95	1,704,793.23	2,199,313.40	2,687,326.73	3,188,353.75
3 Grants - Charter Schools Program	200,000.00	100,000.00			
4 Grants - Private					
5 Federal formula funds (inc. Title I, III and IDEA)		272,000.00	208,000.00	256,000.00	304,000.00
6 Capital Projects Funds					
7 Other:					
8 TOTAL OPERATING REVENUES	1,880,869.95	2,772,313.23	3,311,489.40	4,056,158.73	4,813,841.75

OPERATING EXPENDITURES

School Management

9	Salaries: Principals and Assistant Principals	76,000.00	78,280.00	80,628.00	83,047.00	85,538.00
10	Salaries: Support Staff	70,000.00	72,100.00	74,263.00	76,491.00	78,786.00
11	School Office	500.00	500.00	500.00	500.00	500.00
12	Other:	1,500.00	750.00	1,000.00	750.00	1,000.00
13	Subtotal:	148,000.00	151,630.00	156,391.00	160,788.00	165,824.00

Program/Operations Management

14	Salaries: Executive Director or Superintendent	76,000.00	78,280.00	80,628.00	83,047.00	85,538.00
15	Salaries: Deputies and Administrators	50,000.00	51,500.00	53,045.00	54,636.00	56,275.00
16	Salaries: Support Staff	0.00	0.00	16,000.00	64,480.00	66,414.00
17	Legal	20,000.00	20,000.00	18,000.00	10,000.00	10,000.00
18	School Board	1,500.00	1,000.00	1,000.00	1,000.00	1,000.00
19	Business Operations	45,000.00	48,000.00	51,000.00	35,000.00	38,000.00
20	Information Management and Technology	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
21	Other:					
22	Subtotal:	202,500.00	208,780.00	229,673.00	258,163.00	267,227.00

Instruction

23	Salaries: Teachers	460,530.00	722,644.00	949,003.00	1,233,323.00	1,398,248.00
24	Salaries: Teacher Associates	162,500.00	227,500.00	260,000.00	325,000.00	357,500.00
25	Stipends and Bonuses	0.00	30,000.00	38,000.00	48,000.00	52,000.00
26	Pupil-Use Technology, Hardware, and Software	25,000.00	15,000.00	15,000.00	15,000.00	15,000.00
27	Instructional Materials Supplies	20,000.00	15,000.00	15,000.00	15,000.00	20,000.00
28	Other: Field trip transportation	3,000.00	5,000.00	7,000.00	9,000.00	11,000.00
29	Subtotal:	671,030.00	1,015,144.00	1,284,003.00	1,645,323.00	1,853,748.00

Instructional Support						
30	Salaries: Pupil Support	74,000.00	76,405.00	123,368.00	152,223.00	156,930.00
31	Salaries: Teacher Support	51,719.00	53,271.00	106,588.00	109,786.00	113,080.00
32	Salaries: Program Management	0.00	0.00	51,670.00	53,220.00	54,817.00
33	Salaries: Special Services	47,741.00	49,173.00	50,648.00	100,108.00	103,111.00
34	Guidance and Counseling	2,000.00	3,500.00	4,500.00	5,500.00	6,500.00
35	Library and Media and furniture	16,000.00	10,000.00	8,000.00	8,000.00	8,000.00
36	Extracurricular	5,000.00	6,000.00	7,000.00	8,000.00	9,000.00
37	Student Services, Outreach, Recruitment	8,500.00	7,500.00	5,000.00	5,000.00	5,000.00
38	Student Health Services	1,500.00	2,000.00	2,500.00	3,000.00	3,500.00
39	Academic Interventions	5,000.00	7,000.00	9,000.00	11,000.00	13,000.00
40	Curriculum Development	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
41	In Service, Staff Development, and Support	15,000.00	12,000.00	12,000.00	12,000.00	10,000.00
42	Assessment	1,120.00	1,600.00	2,080.00	2,560.00	3,040.00
43	Other:					
44	Subtotal:	232,580.00	233,449.00	387,354.00	475,397.00	490,978.00
Operations						
45	Salaries: Facilities Maintenance	0.00	0.00	0.00	0.00	0.00
46	Transportation	28,000.00	38,000.00	48,000.00	58,000.00	68,000.00
47	Food Services	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00
48	Safety	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00
49	Building Upkeep and Maintenance	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
50	Maintenance Contracts	0.00	0.00	0.00	0.00	0.00
51	Utilities	7,000.00	7,000.00	10,000.00	10,000.00	10,000.00
52	Lease	232,500.00	271,250.00	327,050.00	404,550.00	441,750.00
53	Debt Service	0.00				
54	Capital Projects	0.00				
55	Other:					
56	Subtotal:	278,000.00	326,750.00	395,550.00	483,050.00	530,250.00
Other Obligations						
57	Fringe Benefits	304,365.00	425,445.00	555,465.00	704,379.00	748,424.00
58	Insurance (non-employee)	25,000.00	28,000.00	31,000.00	34,000.00	37,000.00
59	Retiree Benefits	0.00	0.00	24,449.00	36,645.00	47,553.00
60	Purchased Management Services	0.00	0.00	0.00	0.00	0.00
61	Other:	0.00	0.00	0.00	0.00	0.00
62	Subtotal:	329,365.00	453,445.00	610,914.00	775,024.00	832,977.00
Community Services						
63	Community Service Operations	1,000.00	2,000.00	2,500.00	3,000.00	3,500.00
64	Other:					
65	Subtotal:	1,000.00	2,000.00	2,500.00	3,000.00	3,500.00
66	Budgeted Contingencies	15,000.00	50,000.00	50,000.00	50,000.00	50,000.00
67	TOTAL OPERATING EXPENDITURES	1,877,475.00	2,441,198.00	3,116,385.00	3,850,745.00	4,194,504.00
68	SURPLUS/(DEFICIT)	3,394.95	331,115.23	195,104.40	205,413.73	619,337.75

DRAFT BYLAWS OF
THE WANGARI MAATHAI COMMUNITY SCHOOL

ARTICLE I — NAME AND PURPOSE

Section 1 — *Name*: The name of the organization shall be The Wangari Maathai Community School. It shall be a nonprofit organization and incorporated under the laws of the State of Rhode Island

Section 2 — *Purpose*: The Wangari Maathai Community School is organized exclusively for educational and dissemination/outreach purposes.

ARTICLE II — MEMBERSHIP

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

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

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

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

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

ARTICLE III — MEETINGS OF MEMBERS

Section 1 — *Regular meetings*: Regular meetings of the members shall be held monthly ten times per year designated by the Board President.

Section 2 — *Annual meetings*: Annual meeting of the members shall take place in the month of August, the specific date, time and location of which will be designated by the Board President. At the annual meeting the members shall elect new members and officers, receive reports on the activities of the school, and determine the direction of the school for the coming year.

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

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

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

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

ARTICLE IV — BOARD OF DIRECTORS

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

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

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

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

Section 5 — *Election procedures*: A Nominating Committee shall be responsible for nominating a slate of prospective Board members representing the school's diverse constituency. In addition, any member can nominate a candidate to the slate of nominees.

Section 6 — *Officers and Duties*: There shall be four officers of the board, consisting of a President, Vice-President, Secretary and Treasurer. Their duties are as follows:

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

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

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

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

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

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

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

ARTICLE V — COMMITTEES

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

Section 2 — Finance Committee: The Treasurer is the chair of the Finance Committee, which includes three other Board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plans, and the annual budget with staff and other Board members. The Board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the Board. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the Board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to the membership, Board of Directors, and the public.

Section 3 — Nominating Committee: This committee shall be responsible for the recruitment, review, and orientation of new Board members representing the school's diverse constituency. Voting members of the Board shall not exceed twelve. However, additional, non-voting members shall be recruited as necessary to fill positions on particular committees. In addition, any member can nominate a candidate to the slate of nominees.

Section 4 — *Teaching and Learning Committee*: Responsible for ensuring the best possible learning environment for teachers and students. This committee will ensure: that learning goals are being met through a review of student assessment data each trimester; that the core curriculum is being delivered in alignment with the school mission; that teachers are being supported through the appropriate professional development; and that procedures for giving and receiving feedback on curriculum and instructional design are in place. At least one member of this committee will be an educator.

ARTICLE VI — DIRECTOR AND STAFF

Section 1 — *Co-Directors (2)*: Each Co-Director is hired by the board. Co-Directors have day-to-day responsibility for the organization, including carrying out the organization's goals and policies. Each will carry out the duties described in their job descriptions and perform other such duties as the Board of Directors may designate. At least one of the two Co-Directors will attend all board meetings, report on the progress of the organization, and answer questions from Board members. Co-Directors will act as the liaison between the Board of Directors, staff, students, and families. The salary and benefits and term of office of the Co-Directors will be subject to the approval of the Board.

ARTICLE VII — AMENDMENTS

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

ARTICLE VII — INDEMNIFICATION

Section 1 — *Indemnification*: The Wangari Maathai Community School will indemnify its members, officers, and employees consistent with applicable Rhode Island laws and regulations.

The Wangari Maathai Community School

2017-2018 Draft School Calendar

August 2017						
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 2017						
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 2017						
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				

19 instructional days

21 instructional days

November 2017						
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 2017						
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 2018						
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			

19 instructional days

15 instructional days

20 instructional days

February 2018						
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 2018						
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 2018						
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					

15 instructional days

22 instructional days

16 instructional days

May 2018						
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 2018						
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 2018						
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				

22 instructional days

15 instructional days

TOTAL: 184 instructional days



School Closed/ Holidays

Report cards/parent conferences

Beginning of Trimester



Teacher in-Service Day (no school for students)

First and Last Day of School

End of Trimester

Trimester 1: Sep. 5-Dec. 4 Trimester 2: Dec. 5-Mar. 20 Trimester 3: Mar. 21-Jun. 22



Photo: Peter Goldberg

West Side Solar

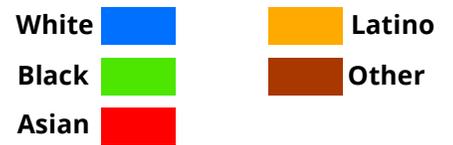
The West Broadway Neighborhood Association (WBNA) has organized residents and businesses on the West Side of Providence for over three decades, providing neighbors and businesses with resources and opportunities to solve community problems and build a sustainable neighborhood. In recent years, the WBNA has been successful in making solar photovoltaic panels financially feasible for many residents and business owners.

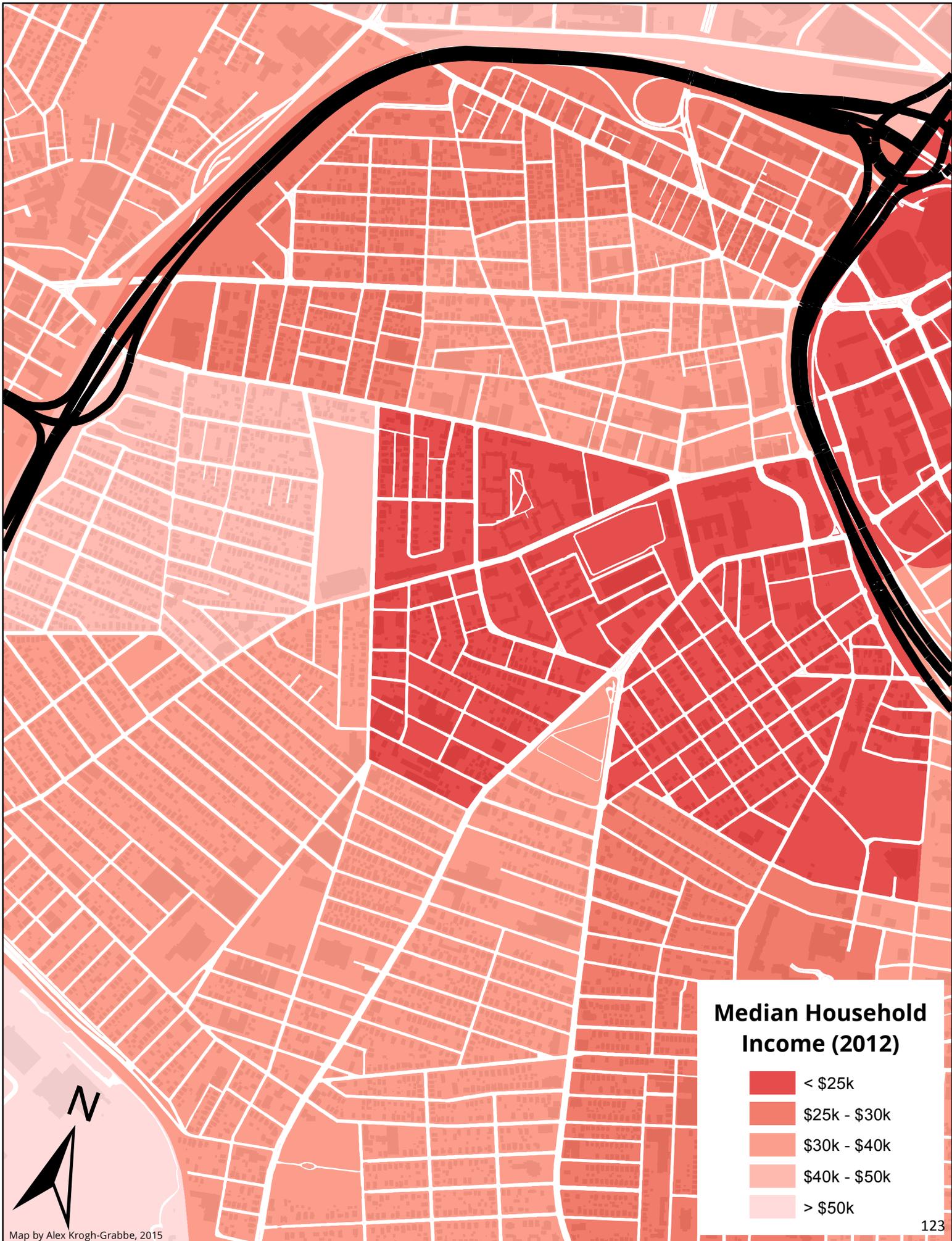
Between the summer of 2011 and the summer of 2012, the WBNA coordinated a bulk purchase of photovoltaic solar panels for 16 of its residents, becoming the first collective solar energy project in the state of Rhode Island. The WBNA purchased the panels and allowed residents to lease the panels from them for the first 10 years. Because the photovoltaic panels produce a large part of each home or business' electricity, participants pay a significantly reduced utility bill, in addition to a fixed payment for their solar panels.

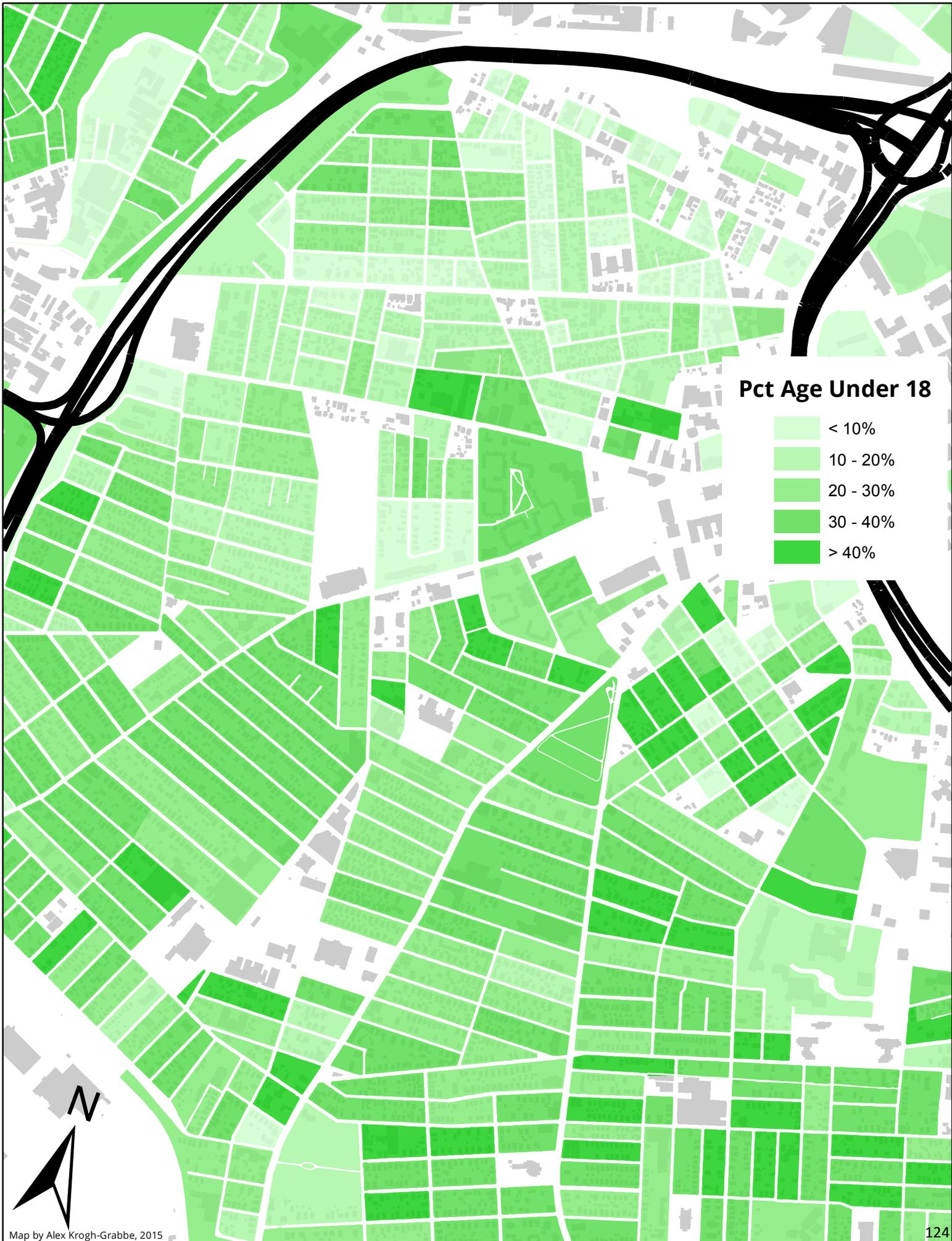
The second round of West Side Solar (2013) had five residents and one business participate; in this round, participants owned the panels, instead of leasing, and borrowed the funds from the WBNA. WBNA is waiting approval for round three and has another six residents eager to participate. Three more residents have signed up for round four. In 2014, WBNA also expects to launch a commercial scale demonstration project with a local business that has a larger roof, and to launch a solar thermal program.



Racial Mix by Block









Apeiron Institute for Sustainable Living

Ring Street Community Garden

Carl Lauro Memorial School

Paul Cuffee Middle School

West Broadway Middle School

Cluck!

Asa Messer Elementary School

Front Step Farm

West Broadway Neighborhood Association

Fertile Underground

Bridgham Community Garden

DownCity Design

Providence Revolving Fund

Parade Street Community Garden

Armory Park Farmers Market

Sidewalk Ends Farm

John Hope Settlement House

Clean Water Action

New Urban Arts

Fellow Workers Farm

Sycamore Community Garden

West Side Montessori School

TAPA Middle School

Parade Street South Community Garden

African Alliance Community Garden

The Avenue Concept

Sankofa World Market

West Elmwood Housing Development Corporation

Southside Community Land Trust Community Gardens

West End Community Center

Gilbert Stuart Middle School

Charles Fortes Academy

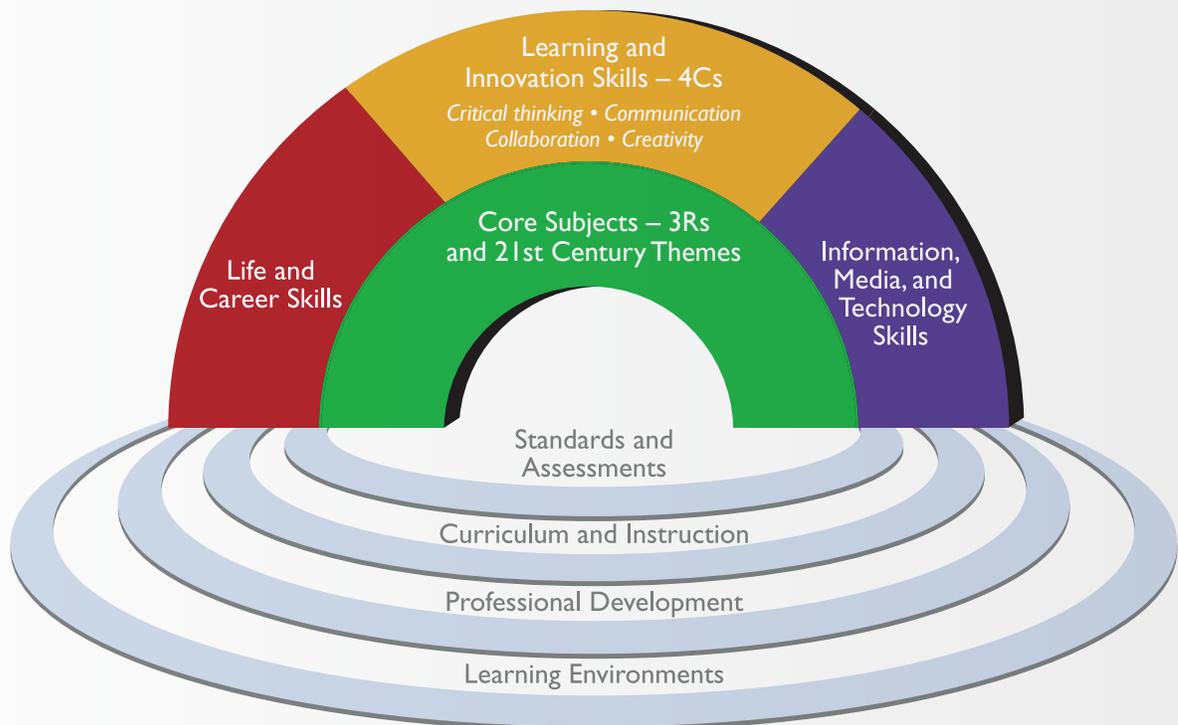
Leviton Elementary School

Lots of Hope Greenhouse

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



Community

A group of living and non-living things sharing a common purpose or space.

Systems

Parts are connected through larger patterns.

Diversity

All systems and places function because of variety.

Interdependence

All living things are connected. Every organism, system, and place depends on others.

Cycles

Every organism and every system goes through different stages.

Change over Time

All organisms, places, and systems are constantly changing.

Limits

Every system has a carrying capacity.

Fairness/Equity

Resources are shared to meet the needs of living things—across places and generations.

Place

Natural and human communities together make up one's place.

Ability to Make a Difference

Everyone has the ability to change or impact a system, community, and themselves.

“Sustainability means doing more good than harm with the people around us and the stuff we have.”

— STUDENT, SUSTAINABILITY ACADEMY, BURLINGTON, VT

Long-Term Effects

Actions have effects beyond immediate reactions.

Equilibrium

A state of balance.



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.



What is Project Based Learning (PBL)?

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. Essential Elements of PBL include:

- **Significant Content** - At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.
- **21st century competencies** - Students build competencies valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation, which are explicitly taught and assessed.
- **In-Depth Inquiry** - Students are engaged in an extended, rigorous process of asking questions, using resources, and developing answers.
- **Driving Question** - Project work is focused by an open-ended question that students understand and find intriguing, which captures their task or frames their exploration.
- **Need to Know** - Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.
- **Voice and Choice** - Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.
- **Critique and Revision** - The project includes processes for students to give and receive feedback on the quality of their work, leading them to make revisions or conduct further inquiry.
- **Public Audience** - Students present their work to other people, beyond their classmates and teacher.

Copied from the Buck Institute for Education (www.bie.org/about/what_pbl), 2 Apr. 2015.



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.