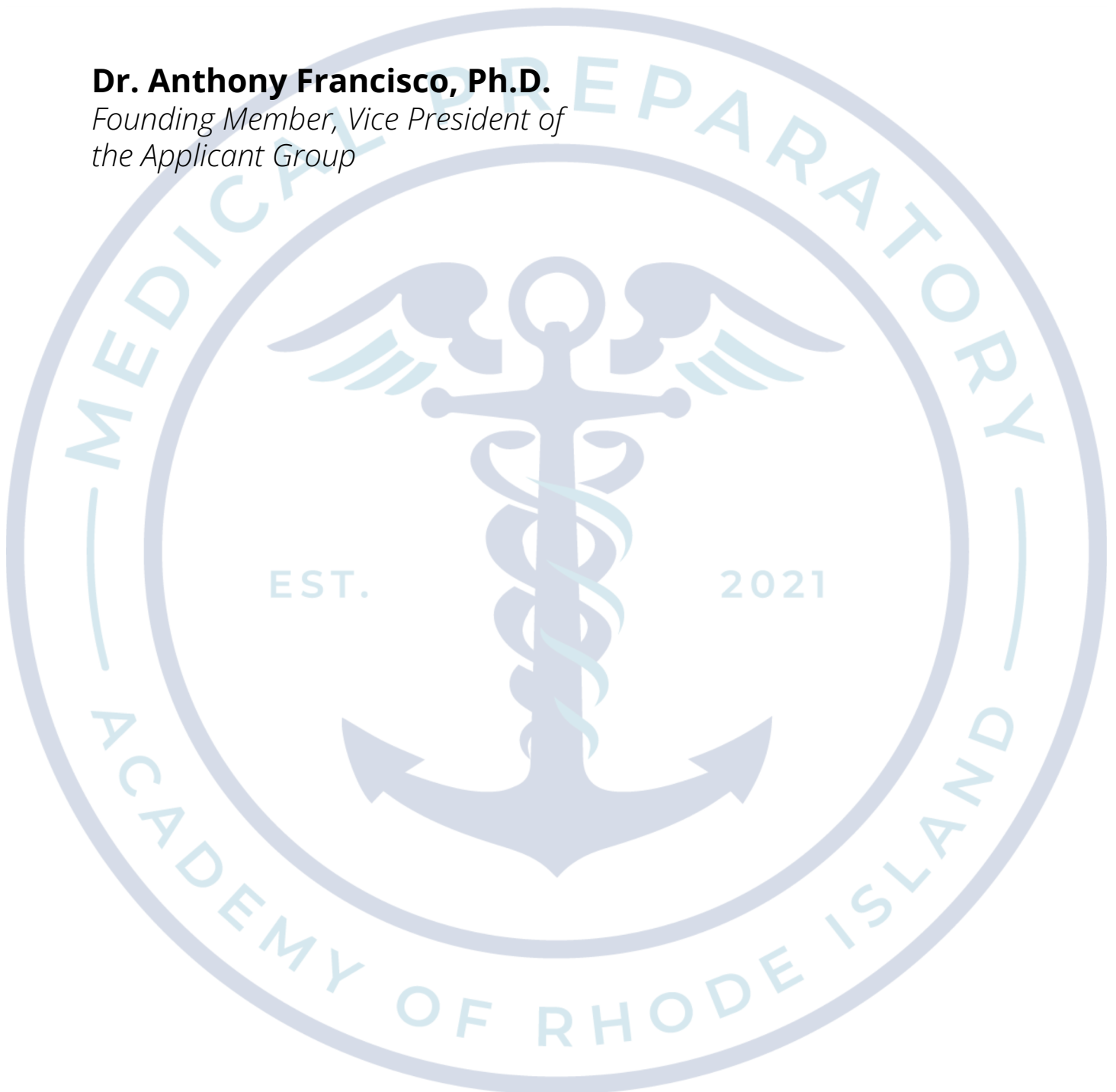


Medical Preparatory Academy of Rhode Island

*Preparing young people to succeed at top universities for careers in
medicine, medical research, and post-graduate medical professions*

Dr. Anthony Francisco, Ph.D.

*Founding Member, Vice President of
the Applicant Group*





MEDPREP

Cover Sheet


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

Charter Type: Independent

Location of Charter School: 143 Power Rd., Pawtucket, RI 02860

Enrolling Communities: Pawtucket, Providence, & Central Falls

Primary Contact Name: Dr. Anthony Francisco, Ph.D.

Primary Contact Signature: 

Primary Contact Role: Founding Member, Vice President Applicant Group


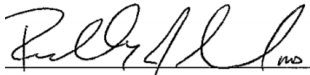
Date: August 8, 2023

Address: 145 Power Rd, Pawtucket, RI 02860

Phone: 401.830.3668 / 401.965.8885

Email: MedPrepRI@gmail.com

School Year	Grade Levels Served	Enrollment	Communities Served
2024-2025	7-8	156	Pawtucket, Providence, Central Falls
2025-2028 (Full Scale)	7-12	468	Pawtucket, Providence, Central Falls

Signature of Board Chair:	
Name:	Dr. Bradley Collins, MD
Organization / Title:	Board Chair, Rhode Island Medical Society
Date:	7/3/2023
Name of Establishing Entity:	Rhode Island Medical Society
Signature of Entity Representative:	
Print Name:	Dr. Bradley Collins, MD
Position Title:	Board Chair, Rhode Island Medical Society
Date:	7/3/2023



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Executive Summary

Our vision: We will reduce the disparity that exists for marginalized youth in medicine and post-graduate medical professions.

Our mission: We will prepare young people to succeed in top universities for careers in medicine, medical research, and post-graduate professions.

In order to reduce the disparity that exists for marginalized youth in medicine and post-graduate medical professions we will prepare our students in grades 7 to 12 to succeed in top universities. Our mission and vision arose from the clear and growing need for healthcare professionals, and the lack of opportunities for historically marginalized students to gain the foundation and skills necessary to enter high wage careers in medical professions. MedPrep is uniquely addressing this need as no current schools in the state or country have a similar vision or mission. MedPrep will provide students with unique opportunities to explore the medical field and address existing disparities in the healthcare system by serving a diverse student body.

According to the Association of American Medical Colleges, 64% of physicians are white; while African Americans, Latinos, and Asians are underrepresented in medicine making up only 6.9%, 5.7%, and 20.6%, respectively. Our goal is to prepare students who are serious about pursuing a career in medicine, with not only the needed academic instruction, but the resilience, confidence, and access to information required to accomplish their goals. The former Bishop Keough Regional High School building in Pawtucket will house state-of-the-art world-class educational services to a diverse student body from the cities of Pawtucket, Providence, and Central Falls.

The school design will include a Junior (grades 7-8) and a Senior (grades 9-12) House. Included in the educational program for students in grades 7 and 8 will be an advisory, mentoring, and medicine-related elective courses designed to provide students hands-on experiences and early exposure to the medical professions. Additionally, they will receive targeted support to address gaps in skills and knowledge and accelerate their learning to support a successful transition to the Senior House. Along with



core courses in math, ELA, science and mathematics, students in grades 9-12 will study various topics in medicine, receive continued mentorship, participate in unique out of school experiences in hospitals, complete internships, and take college courses as high school students. The whole school schedule will be a modified block schedule that will include 70 minute blocks, personal learning time, and physician designed medical courses.

MedPrep's course of study is aligned to RIDE's strategic plan to prepare all students for postsecondary education and work, specifically focusing on preparing students for post-graduate medical professions. As a result, MedPrep students will have the unique opportunity to take courses specific to the medical field, topics that go beyond the state requirements for science. They will have direct contact with practicing local diverse medical professionals representing various areas in medicine. Furthermore, students will have multiple opportunities to achieve success via high quality curricula, in-school and out of school learning experiences, and after school support and enrichment. Throughout grades 7-12, we will capitalize on students' funds of knowledge, providing them with a uniquely personalized, culturally responsive and sustaining learning experience, designed to activate and develop their creativity, critical thinking, problem solving, communication, and advocacy skills. To achieve this, all MedPrep staff will receive job-embedded, ongoing professional development in topics necessary to support the success of all students in the MedPrep model. Additionally, teachers will be provided individual, grade level team, department, and whole school planning time.

MedPrep is endorsed by the Rhode Island Medical Society Foundation (RIMSF) as its establishing agency. We envision a diverse, self-motivated professional staff that is committed to equity and excellence. MedPrep staff will participate in individual, departmental, and school-wide planning periods to ensure that there is ample time for individual teacher preparation and coherence throughout the school. Staff will also participate in weekly professional development on topics referenced in the professional development section of this application. Teachers will be supported consistently through weekly instructional observations and feedback, by grade leads, curriculum leads, or the school leaders.



MedPrep will be led by an Executive Director who will report to and be held accountable by a Board of Directors. The Board will be a diverse group of engaged community members and include voices of families. The financial, technology, and operations staff will support the smooth day-to-day operations of the school. Including all voices will be a core aspect of our governance, and, as such, the structure will include faculty, student, and community voices to ensure MedPrep is living up to its mission and vision. In an effort to continually build school trust and normalize high expectations for the students, the MedPrep faculty, staff, and students will meet weekly as a whole school community. The goal of these meetings will be to surface and emphasize student voices as a part of the MedPrep governance structure. Additionally, MedPrep will establish a Community Advisory Board (CAB), composed of faculty, staff, students, parents, community-based representatives, and administration, to elevate voices across our school community. The CAB will be logistically supported by the Neighborhood Health Plan of Rhode Island and the Lifespan Community Healthcare Institute. Dr. Anthony Francisco, Sr., Ph.D., assembled a diverse team of individuals to serve on the applicant body and to begin school planning operations.

Included in this applicant body are:

- Dr. Bradley J. Collins, M.D., President of the Applicant Group and Staff Hospitalist for Lifespan at R.I. Hospital
- Dr. Nkolika E. Onye, Chief of Equity and Belonging at PPSD and experienced secondary science educator, instructional coach, school and district administrator.
- Dr. Levis M. Guzman, M.D., who contributed to the inspiration of the school's vision with her experiential narrative and who drafted the medical curriculum
- Steven R. DeToy, Director of Government and Public Affairs for RIMSF and primary liaison between RIMSF and MedPrep
- Mak A. Falaye, CPA, MBA, created MedPrep's economic plan and will continue to ensure the solvency of the school
- Rodney Wilson, computer engineer and tech support for MedPrep's model.
- Jeffrey D. Sowa, J.D., education lawyer with vast experience in conflicts of interest, contracts, insurance, board governance, ethics, and constituent voice



MEDPREP

- James Carney, retired lead physician assistant, who will ensure students are afforded mentors and internships
- Brenda Seagrave-Whittle, Chief Marketing Officer for Neighborhood Health Plan of RI, who will ensure MedPrep’s governance includes community voice.

If approved for a charter, MedPrep will have the unique opportunity to benefit students across Pawtucket, Central Falls and Providence by breaking down accessibility barriers to careers in healthcare and increasing students’ confidence through hands-on medical education.

Vision & Mission Statements

Our vision: We will reduce the disparity that exists for marginalized youth in medicine and post-graduate medical professions.

Our mission: We will prepare young people to succeed at top universities for careers in medicine, medical research, and post-graduate medical professions. “We” implies all stakeholders; families, school staff, and the community, will guide students to academic and social excellence prepared for the rigor of post-secondary life in the medical field. Through rigorous learning and high academic expectations all stakeholders will support students to achieve at high levels. We will use a highly personalized learning model designed to address the academic and social emotional needs of our students in a highly supportive environment. Every student in grades 7-12 will have a mentor and engage with authentic experiences with medical professionals from scientific and medical institutions. Aligned with the ancient Hippocratic Oath that medical professionals take, to “first, do no harm” towards others, we will use a restorative justice model as the foundation of the school culture. This implies that the individual takes part in the healing process and not underestimate the capacity to do harm to others.

Proposed New Student Seats & Enrollment

School Year	Grade Levels Served	Total Enrollment	School Districts
2024/25	7 and 8	156	Providence, Pawtucket, Central Falls
2025/26	7, 8, 9	234	
2026/27	7, 8, 9, 10	312	



2027/28	7, 8, 9, 10, 11	390	
2028/29 (at scale)	7-12	468	

To fulfill MedPrep's mission to provide a personalized learning environment for each student, we will keep enrollment at no more than 26 students, on average, per teacher starting with 7th and 8th grades and adding a grade each year, reaching full capacity in 2028. One hundred fifty-six students the first year can sustain basic operational start up. The first year operating budget is estimated to be about \$2,771,000. Starting with the 7th and 8th grades allots time to seek qualified teachers in shortage areas such as math and science.¹ The campus has a main school building at 145 Power Road that housed the former Bishop Keough Regional High School containing 12 full-sized classrooms. Its annex at 165 Power Rd has an additional 6,300 square feet of space for student learning and administrative office space.

The campus is strategically located on the Providence and Pawtucket line. Mobility rates of Rhode Island school students averages 16% with RI charter schools averaging 18%.² Students on the waiting list from Providence, Pawtucket and Central Falls will replace vacated seats. RIDE charter website, social media, television, radio (Spanish, Portuguese, and Cape Verdean Creole), newspapers, community groups, religious and youth centers will be the venues for marketing in conjunction with open houses, annual school marketing exhibitions, and visits to community organizations.³ MedPrep will coordinate with programs like Breakthrough Providence and Generation Teach, programs directed towards middle school students, to reach the families of incoming students. Additionally, school leaders will send information about the school to outreach community centers, recreation centers, and other community agencies to share information. The enrollment process will follow RIDE's published policy. The application questions will be online verbatim from RIDE's requirements in English, Spanish, and Portuguese. Publicly, at the school facility, a bingo drum or comparable device will be used to select

¹<https://www.providencejournal.com/news/20180814/ri-education-chief-proposes-ways-to-hire-teachers-for-hard-to-fill-subjects>

² <http://infoworks.ride.ri.gov/state/ri>

³<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/RIDE%20Lottery%20and%20Enrollment%20Guidance%20FINAL%20MERGED.pdf>



names then administration will send acceptance letters to the families. In the event there are more applicants than available seats a non-weighted lottery will be held. Submission deadlines will constitute three business days before the March 1st lottery date. RIDE will receive enrollment data via RIDemap by April 1st. Children of school founders, teachers, or staff and siblings of enrolled students will be exempt from the lottery and not exceed more than 10 percent of the school population.

The rationale for the school's growth plan that outlines the benefits and challenges of enrolling more or less students per year is outlined below:

Growth per year	Benefits	Challenges
>+78	Provides additional funding for more supplies, services, furniture upgrades, personnel, safety upgrades, and capital improvements. Stable funding every year.	Spacial integrity at full capacity; goes over 26/1 ss to teacher ratio. Small learning community may be at risk if staff is not trained properly.
<-78	Enough space. Intimate small learning community where everyone knows everyone's name. Small learning community conditions.	Does not sustain optimal educational services. Less funding for capital improvements. Dependence on more outside funding increases, which may not be stable from year to year.

Goals

Academic performance will be measured per a comparison of average performance on RI standardized tests in all three communities.

- MedPrep will achieve a minimum scaled score between sending districts' average to state's average on ELA from RICAS (7th-8th Grades) and the SAT (11th grade).⁴
- Achieve a minimum scaled score between sending districts' average to the state's average on RICAS (7th-8th Grades) and the SAT (11th grade).

⁴ <https://lms.backpack.education/public/ride>

- Achieve a minimum scaled score between sending districts' average to state's average for secondary schools on ACCESS language proficiency.⁵
- Achieve at minimum scaled score between sending districts' average to state's average on RI Next Generation Science Assessments in grades 8 and 11.

A deeper understanding of academic progress will be measured through the following criteria:

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

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

- Students in 7th and 8th grade will produce and present a mini-portfolio of their learning at the end of each grade. Students will select work, reflect on their growth, and begin to articulate their understanding of the medical profession and their college and career aspirations. Given that the Junior House is focused on laying a successful foundation for successful transition into the Senior House, these mini-portfolios will prepare students for the more comprehensive portfolio assessment at the end of 12th grade.
- Students shall produce and present a portfolio in 12th grade. At least ninety percent of graduates will pass a student portfolio exhibition that represents a compilation of a student's work developed based on medicine or medical fields of their choice that reflects growth and knowledge over the years.⁶
- At minimum, 75 percent of graduating students will be college ready by achieving SAT section scores, meeting both the Math and the Evidence-Based Reading and Writing benchmarks per The College Board.⁷
- At minimum, 90 percent of incoming 9th graders will graduate in four years.

⁵ <https://lms.backpack.education/public/ride>

⁶ <https://www.aamc.org/download/490258/data/medicalstudentportfolios.pdf>

⁷ <https://collegereadiness.collegeboard.org/about/scores/benchmarks>

To evaluate the organizational strength:

- The school will achieve accreditation status by 2030 through the New England Association of Schools and Colleges (NEASC) or similar school evaluation agency.
- Faculty members will receive professional development based on the vision and mission of the school and its evaluated need. Faculty will demonstrate growth in these areas and share and codify best practices and successes.
- Management and faculty evaluations will focus on growth towards personal and school wide measurable goals as well as adherence to the school wide staff attendance policies.

MedPrep will strive to maintain fiscal health of the organization by meeting the tactical, operational, and strategic benchmarks⁸ below:

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

Community Need and Support

MedPrep has garnered a large amount of community support for the establishment of a medical-based secondary school. In Summer 2023, we partnered with a local advocacy organization Stop the Wait RI, and hosted two community events for families and caregivers and community members from urban core communities: Providence, Pawtucket, and Central Falls families. They expressed their desire for MedPrep. In particular, Yaneli Almonte, a parent of a sixth-grade student in Providence, expressed her support for MedPrep stating *“I’m excited about this school. My daughter will have the opportunity to pursue her dream of becoming a doctor.”* Additionally, this support has been evidenced through 150 signed support letters from community members and parents, active participation in community-led in person and virtual events.

⁸https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/TFPFiscalHealthTool_0.pdf



People of color are under-represented in post secondary graduate professions and the medical field.⁹¹⁰ Likewise, secondary school medical programs in RI (and in the USA) are grossly lacking. People of color make up almost half of the U.S. population yet only single digit percentages of people of color are in postsecondary medical professions.¹¹¹² Medprep aims to bridge these gaps in the Providence, Pawtucket, and Central Falls communities, where the highest per capita levels of educationally disadvantaged students reside. Currently, the RI Nurses Institute Middle College Charter School is the sole medical-related secondary public school in RI but it is limited to nursing and allied health professions. While there are smaller-scaled nursing education programs, no public school in the state offers a specialized focus on post-graduate medical professions such as a medical doctor, physician assistant, dentistry, podiatry, psychiatry, or medical research for educationally disadvantaged secondary-grade students.

The demand for MedPrep is evident, with a core of 150 community members from the target cities petitioning the Rhode Island Department of Education (RIDE) through signed letters expressing their support. Additionally, the demand for charter seats exceeds availability, with only 13% of charter applicants from Providence and Pawtucket being offered seats in the 2020-21 academic year, leaving 2,204 students on a waiting list.¹³ Therefore, the establishment of MedPrep will provide essential educational opportunities for students in these communities who aspire to pursue careers in the medical field but lack suitable alternative school options.

The school will recruit 100% of its students from Providence, Pawtucket, and Central Falls where academic performance is of public concern and the greatest percentage of educationally disadvantaged

⁹ <https://pubmed.ncbi.nlm.nih.gov/28534304/>

¹⁰ <https://pubmed.ncbi.nlm.nih.gov/35710658/>

¹¹ <https://www.aamc.org/data-reports/workforce/interactive-data/figure-6-percentage-acceptees-us-medical-schools-race/ethnicity-alone-academic-year-2018-2019#:~:text=Figure%20%20illustrates%20the%20percentage,Latino%2C%20or%20of%20Spanish%20Origin.>

¹² https://usafacts.org/data/topics/people-society/population-and-demographics/our-changing-population?gclid=CjwKCAJw6MKXBhA5EiwANWLODMC9s_LRhCXMc9fGEsIMace456xj0lJ4zo1olPxvF7uCC7bcZ4MPmBoCqiWQAvD_BwE

¹³

https://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/Proposals_Under_Review/Local%20Impact%20Analyses/MedPrep_RIDE_LIA.pdf?ver=2020-11-05-205501-357



students reside in the state. A significant portion of this demographic are children of color, often first to third-generation immigrants, who are in dire need of excellent educational opportunities to bridge the community's cultural competency healthcare gap. In November 2019, RIDE took control of the Providence Public School District where 85% and 75% did not meet expectations on SAT math and English Language Arts respectively.¹⁴ Pawtucket suffered a similar performance.¹⁵ The graduation rate in Providence in 2018 was only 74% and Pawtucket's rate dropped by 10% from 2016 to 79%.^{16 17} Providence has 13 and Pawtucket has three one star Comprehensive Support and Improvement schools. Providence consists of approximately 64% Hispanic, 17% Black, 9% White, 5% Asian, 3% Multi-racial and 1% Native American students¹⁸ of which 25% receive English language services¹⁹ (ELL) and 16% receive special education services. Nearly 60% of students come from homes where English is not the primary language spoken. Pawtucket consists of 35% White, 30% Hispanic, 27% African American, 6% multiracial, and Native American, and Asian at 1% each²⁰ of which 11% receive English language services and 15% special education services. Sixty-nine percent from Pawtucket and 86% from Providence qualify for subsidized lunch. Central Falls has similar performance and demographics. The graduation rate in Central Falls stands at 65.1%, indicating a need for improvement in ensuring more students successfully complete their education.²¹ Only 4% of students meet or exceed expectations in RICAS Math, and merely 6% meet or exceed expectations in ELA RICAS. Central Falls has two schools, a middle and high school identified to be under the Comprehensive Support and Improvement Schools category.²² Demographically, Central Falls is predominantly composed of 72% Hispanic, 5% Black, 20%

¹⁴<https://www.ride.ri.gov/InsideRIDE/AdditionalInformation/News/ViewArticle/tabid/408/ArticleId/629/State-Intervention-Begins-in-Providence-Schools.aspx>

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

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

¹⁷ <https://tableau.ride.ri.gov/t/Public/views/GRADRATES/GraduationStory?iid=1&isGuestRedirectFromVizportal=y&embed=y>

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

¹⁹ <http://infoworks.ride.ri.gov/search/data?category=student-characteristics&q=state%2Fri&year=2016>

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

²¹ <https://reportcard.ride.ri.gov/202122/DistrictProfile?DistCode=04>

²² <https://reportcard.ride.ri.gov/202122/DistrictProfile?DistCode=04>



White, and 2% Multi-racial students.²³ Approximately, 57.8% of students are eligible for the federal free and reduced price meal program, and 23.6% of students are english language learners.²⁴

To create opportunities and support the mission, MedPrep will collaborate and partner with several broader Rhode Island community organizations.²⁵ Representatives from Lifespan will also visit MedPrep as guest speakers to allow student groups to engage in depth with health professionals. These core community partners will provide all students with mentoring and all Junior House students with presentations at conferences and college dual enrollment courses. These partners will serve as the community advisory voice including the Neighborhood Health Plan of Rhode Island will partake in the governance by ensuring community voice on our community advisory board. The Rhode Island Medical Society Foundation (RIMSF) provided input into the delivery of the educational program and organizational management. As a community stakeholder, RIMSF's future contribution will be guaranteed through a permanent seat on MedPrep's school board. Our organization will solicit local universities, like Brown University and Rhode Island College, to support the educational program. Bringing to bear their academic programs, community partnerships, and teacher training. RIMSF's professional relationships with medical doctors, medical students, physician assistants, and universities will seek assistance in academic programming and partnerships. Lifespan will extend youth and workforce development opportunities, including paid on-the-job learning (grades 10-12), workplace readiness, and shadowing opportunities (grades 9-10), to MedPrep students to facilitate student exposure to health professions and workplace practices. Currently, we have a good foundational relationship and starting point with some key partners and are working to secure further commitments and additional partners in the coming months for our 7th and 8th grades.

MedPrep's applicant group represents a diverse and talented group: educational policy, school management, medical science, political science, law, finance, business, pedagogy, andragogy, and computer engineering. Each member will exercise leadership influence to guide and bring to bear

²³ <https://reportcard.ride.ri.gov/202122/DistrictProfile?DistCode=04>

²⁴ <https://reportcard.ride.ri.gov/202122/DistrictProfile?DistCode=04>

²⁵ See appendix D



community expertise to the school's management and operations. Outreach to medical offices in the sending districts will solicit rotational on site support. MedPrep hopes to foster personal and educational empowerment, community involvement with civic pride, and community service learning for these student demographics.

In the future, MedPrep Charter School envisions a comprehensive and dynamic approach to community engagement that fosters strong connections and collaborations. Recognizing the importance of involving the community in shaping educational initiatives, MedPrep will actively seek input from parents, local residents, community organizations, and healthcare professionals. Regular town hall meetings, focus groups, and surveys will provide opportunities for open dialogue and feedback, ensuring that community voices are heard and valued. The school will also establish a parent and community advisory board comprising representatives from diverse backgrounds and stakeholders, allowing for ongoing discussions and meaningful partnerships. Furthermore, MedPrep will organize health fairs, workshops, and career expos to bridge the gap between students and healthcare professionals, inspiring and empowering the next generation of medical professionals. By fostering a culture of inclusivity and transparency, MedPrep aims to be a driving force in the community's educational landscape and a catalyst for positive change in the healthcare industry.

Educational Program

MedPrep's educational plan is aligned with RIDE's strategic plan to prepare all students for postsecondary education, work and life. In accordance with RIDE's 20 minimum courses towards a diploma, MedPrep will offer, at minimum, four English Language Arts, four math, three science, three social studies, and six locally determined courses (world language, P.E./health, ethnic social studies, computer science and medicine) in addition to a performance-based diploma assessment in the form of a senior project, exhibition, portfolio, or capstone product. Every student will have an Individual Learning Plan (ILP) and a personalized learning environment to help them succeed²⁶ and all courses will provide

²⁶<https://ride.ri.gov/students-families/ri-public-schools/middle-IRIDEevel-education>



multiple opportunities for students to demonstrate proficiency. Our personalized learning model and curriculums will be aligned with Common Core State Standards for all of MedPrep's English, math, history, social studies, computer, and science courses. In addition, the school's science courses will be aligned to the Next Generation Science Standards, and anatomy and physiology courses will also align with The National Health Science Standards²⁷. The World Readiness Standards for Learning Languages by ACTFL will align world language courses.²⁸ All curriculum materials will be chosen to reflect that tight alignment to rigorous content standards from 7th - 12th grade.

Four additional courses and internships are offered to students in addition to the state requirement. As the sole school whose focus is on medicine and medical fields, the school leader and faculty, in consultation with the board or future partners, will prepare our middle-level learners with early course work that will prepare students for Medicine One to Medicine Four which will be offered in 9th - 12th grades. The medicine courses will equip students to embark on a pathway to include field internship experiences in the Senior House in medicine and medical fields. MedPrep will coordinate a pathway internship for students as early as 10th grade who wish to accomplish deep learning in their chosen area of interest combined with academic study, career and interest engagement, and application of skills. Senior students may choose a science course to take in school, concurrently, or via dual enrollment at a postsecondary institution.

While MedPrep's educational program as a whole aligns with best middle school practices²⁹, special attention will be given to making sure MedPrep's model and staff are prepared to meet the unique needs of all early adolescent middle level learners³⁰. Grade level curricular materials that are highly aligned to rigorous middle school standards and take an integrated literacy approach will provide opportunities to build middle school learners' foundational skills, academic language and background

²⁷<https://www.healthscienceconsortium.org/wp-content/uploads/2015/07/NATIONAL-HEALTH-SCIENCE-STANDARDS-May-2015f1-PE2.pdf>

²⁸ <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>

²⁹ https://www.amle.org/wp-content/uploads/2021/01/AMLE_SMS_Summary_Color.pdf

³⁰

https://www.sreb.org/sites/main/files/file-attachments/msw_middlegrades_key_practices_r_nov_2020_0.pdf?1604499988



knowledge necessary for success in the medical field, and for transition into the Senior House. Specific student engagement strategies appropriate for middle level adolescents will be front and center of the Junior House academic and social emotional programs and will include active and democratic personalized learning as well as opportunities for students to engage in authentic, real-world problem-solving.³¹ All student support staff will be trained and current on research based best practices for early adolescent learners and understand the different learning needs Junior House students have as compared to older adolescents in the Senior House. Teachers will also be given ample time to work as middle-level teams to analyze student learning data, collaborate and adjust instruction.

To meet the needs of middle schoolers in their career trajectory, the College and Career Readiness Coordinator will provide students opportunities to explore careers in medicine that align to their ILPs.³² In line with RIDE’s guidance on successful middle school as well as high school practices, “An ILP is a roadmap for a student's school experience, based on interests, needs, learning goals, and graduation requirements.”³³ The ILP is the foundation of MedPrep’s personalized learning model. Students’ ILP will evolve as they grow and will reflect their needs and goals at each stage of their adolescent development. Personalized learning time with teachers and mentors will help determine the support and resources students need to meet the goals of their ILPs. Students are able to work at their own pace to reach their goals with high levels of personalized support from teachers and mentors.

MedPrep will follow guidance from the leader in curriculum evaluation, EdReports, to choose curriculums that give students access to high quality instructional materials:

When it comes to instructional materials, EdReports believes that standards alignment is a prerequisite for all students—but it is not the only thing students need to learn and grow. Grade level content is critical, and materials should support teachers and address the needs of local communities. Curricula should be meaningful and engaging to all

³¹https://www.sreb.org/sites/main/files/file-attachments/msw_middlegrades_key_practices_r_nov_2020_0.pdf?1604499988

³² <https://ride.ri.gov/students-families/ri-public-schools/middle-level-education>

³³ <https://ride.ri.gov/students-families/ri-public-schools/middle-level-education>



students, and attention must be paid to diverse representation in authorship, protagonists, and historical perspectives and support a wide array of learners.³⁴

Teachers will provide scaffolded support to ensure all students can access these rich materials and will take part in ongoing professional development to support successful implementation.

Starting in year one, the Junior House, grades 7-8, will address unfinished student learning via acceleration to ensure a seamless transition into the Senior House. MedPrep's high quality curriculums will support this acceleration in the middle school and continue throughout the high school to sustain high levels of student learning and grade level proficiency. Reading and writing will be integrated across all disciplines. For example, integrated literacy will come from science lab reports, social studies research projects, or conceptual math writing. MedPrep will also strive to address the equity of access to algebra by preparing 7th graders in pre-algebra and offering algebra to qualifying incoming 8th graders the first year. Rigorous academic expectations will be coupled with high systems of support.

MedPrep will activate the 4 C's that are vital to STEM education: creativity, collaboration, critical thinking, and communication. Students will have multiple opportunities to "learn by doing", and we will empower them to ask questions and actively seek answers to authentic, real world problems to support our mission.³⁵

MedPrep will retain world class talent drawn from a strong, diverse applicant pool and will offer competitive salaries and benefits. We will actively seek to employ people who demonstrate a commitment to teaching a diverse student body, and who reflect the growing diversity of students, the community, and the nation³⁶. Teachers will be deeply invested in MedPrep's personalized learning model and will work together within and across disciplines and grade levels to ensure that students are receiving what they need instructionally, as well as socially and emotionally.³⁷ All staff will be committed to creating a school

³⁴ <https://www.edreports.org/resources/article/educators-sound-off-how-i-define-high-quality-curricula>

³⁵ <https://www.ncbi.nlm.nih.gov/articles/PMC7948001>

³⁶ <https://www.journals.uchicago.edu/doi/10.1086/681925>

³⁷ <https://www.air.org/sites/default/files/downloads/report/Graduation-Advantage-Persists-Deeper-Learning-Report-March-2016-rev.pdf>



environment where all students feel a sense of value and belonging and who believe that all students can learn at high levels.³⁸ All teachers will be certified in or will seek certification in one or more of the following areas: multilingual learners endorsed, bilingual dual language certified, or English to speakers of other languages dual certified.

Schedule

Block scheduling will support MedPrep's rigorous educational plan. Classes will start at 8:00 AM and end at 2:45 PM. The student schedule will consist of a modified A/B block schedule which will include eight 70 minute classes; math, science, ELA and social studies will be everyday. Curriculum will include Amplify (science), Kendall Illustrative Math, Odell (ELA), social studies/civics, physical education, semester long medical courses, modern language, and daily Personal Learning Time.³⁹ PLT will serve several developmental purposes including but not limited to: academic support, advisory, mentoring, career exploration, and grade level Town Meetings.

All teachers will instruct three or four classes, have 45 minutes of planning, and have 25 minutes of administrative duty. In both middle and high school, teachers will facilitate an advisory group. All teachers will meet as a content Team or Grade Level each Tuesday and Wednesday from 3:00 PM to 4:00 PM to engage in professional development. Different structures and tools will be used to support professional learning during that time, including DuFour et al. materials and processes for looking at student work (2016, pp. 112-126)⁴⁰ and the Tuning Protocol and other protocols that support feedback and continuous reflection and collective inquiry. Whole School Common Planning time will be every Thursday from 3:00 PM to 4:30 PM. This time will be used to share successes and effective practices, address challenges, look at student work, review data, make and communicate decisions, and engage in collective professional learning. No after school common planning time will take place on Mondays or Fridays.⁴¹

³⁸ <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6586068/>

³⁹ Ed Reports <https://www.edreports.org/>

⁴⁰ Learning by Doing: A Handbook for Professional Learning Communities at Work (DuFour et al., 2016)

⁴¹ See appendix M for Table 7-12 Model & Curriculum

Learning Environment and Pedagogy

In accordance with the RIDE Basic Education Plan (p. 17), all faculty will receive professional development. Using the Danielson Framework as a guide, teachers will be expected to use effective instructional practices before, during and after instruction.

Prior to instruction, teachers will be expected to:

1. Consider where their students are, where they need to be, and create a plan to get them there in an ongoing cycle of planning, teaching, assessing, and using those results to drive instruction
2. Develop learning goals that are based on appropriate standards, represent significant learning in the discipline, and are appropriate for all students
3. Design units, lessons, and activities that are culturally responsive and lead students to attain learning outcomes
4. Create a plan and tools for assessing students' progress towards achieving mastery
5. Consider ways to utilize students' funds of knowledge and capital to develop culturally responsive lessons

During instruction teachers will be expected to:

1. Ensure that students are cognitively engaged in appropriately rigorous content that leads them to reach their learning goals
2. Communicate clearly with students and ask questions that promote high-level thinking and discourse
3. Keep a pulse on the learning and respond as necessary to students' level of understanding throughout the lesson, making appropriate adjustments when necessary
4. Capture student data throughout the lesson and use it to inform reflection, self-assessment, and future planning

Teachers will also be expected to ensure that the learning environment is:

1. Conducive, both physically and emotionally, to learning and intellectual risk-taking
2. Instills high expectations for student learning



3. Conveys the importance and purpose of the work teachers and students are engaged in
4. Maximizes learning time through the effective use of routines, procedures, and behavioral expectations

Additionally, MedPrep will focus on accelerating student learning for students who have significant unfinished learning and are not on grade level. Teachers will identify specific areas for acceleration according to baseline assessments in core classes using iReady in 7th - 8th grade or a similar adaptive technology platform. Individually and in team planning time, teachers will use data from this platform as well as other multiple and varied measures of formative and summative assessments, to target students' areas for growth.⁴² MedPrep's Integrated-Tiered System of Support (ITSS) model is a multi-tiered integrated approach and a response to intervention that provides varying levels of personalized intervention based on student learning needs. These interventions will provide increasingly intense levels of support based on students' response to previous interventions and will accelerate student learning.⁴³ Teachers will provide students with appropriate levels of support and gradually reduce it as they demonstrate progress. Gradually increasing the complexity of tasks will help accelerate learning and build students' confidence and skills. Teachers and staff will recognize and celebrate students' progress and achievements. Positive reinforcement will boost self-esteem and motivation to continue working towards grade-level proficiency.

As part of a highly personalized learning model teachers will purposefully incorporate innovative educational technology through blended learning models. Technology will allow students to access dynamic content and connect with the community and world around them. Students will also be able to use technology as enrichment, to practice grade level skills, learn standards - aligned content in new and different ways, and demonstrate their understanding through diverse tech platforms. Data from adaptive assessment platforms that adjust interventions as students progress will help students understand their level of proficiency and will provide teachers with time efficient and easy to use data to differentiate their

⁴² <https://www.edutopia.org/article/neuroscience-behind-productive-struggle/>

⁴³ https://link.springer.com/chapter/10.1007/978-1-4899-7568-3_9



instruction. Leaders and teachers will regularly assess the quality and effectiveness of tech platforms and practices to ensure they are the right tools to support student learning and MedPrep’s mission.

Teachers will engage students in collaborative inquiry-based learning that exposes them to diverse perspectives and allows them to wrestle with real-world problems. This approach will boost motivation, engagement and deepen understanding of concepts. As students move from elementary to middle school learning, this kind of engaging instruction that supports student motivation is particularly important as findings suggest that “increasing students achievement begins with increasing student effort.”⁴⁴ Peer tutoring and mentoring will be a unique extension of MedPrep’s collaborative learning model. Junior House and Senior House students are matched based on areas of need and common areas of interest for tutoring and mentoring. This will foster a sense of community across the Houses and support positive academic and social outcomes for all students at MedPrep.

Durlak et al. (2011) study indicated that students receiving quality social emotional instruction demonstrated better academic performance, improved attitudes and behaviors, fewer negative behaviors, and reduced emotional distress.”⁴⁵ Supporting students in their social and emotional learning (SEL) is embedded in the school’s personalized learning environment.⁴⁶ Social and emotional skills will be taught by direct and explicit instruction. Every student will be provided a mentor to guide academic, social, and emotional growth. Counseling and mentoring services are aligned with students' unique academic and developmental needs at each grade level, and help students cope with challenges and build resilience as they persist in working towards grade level proficiency. CCSS ELA and SEL speaking and listening standards coupled with CASEL’s framework for social emotional development provide staff ample resources to support students’ social emotional learning.⁴⁷ School leadership will use the CASEL’s

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https://www.sreb.org/sites/main/files/file-attachments/msw_middlegrades_key_practices_r_nov_2020_0.pdf?1604499988

⁴⁵ <https://drc.casel.org/resources/universalinterventions/>

⁴⁶ <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Special-Education/Social-Emotional-Learning/CCSS%20and%20SEL%20links.pdf>

⁴⁷ <https://casel.org/>



School Theory of Action framework and provide staff professional development to ensure consistency across all grade levels and throughout the school.

The school building, grounds, and space will be designed and maintained to be accessible and free of health and safety hazards, and to promote a culture of learning and engagement. MedPrep proposes to accommodate an average 26 students per learning space. Collaborative learning desks with interlocking configurations or mobile adjustable desks ensure that no learning space (classroom) will be the same all the time to meet the personalized learning needs of all students. Learning spaces will foster both independent and collaborative work. The flexible seating and tools within the room will be mobile in order to encourage easy transitions between different styles of teaching and learning. With mobile classroom chairs and sit-stand desks, students will collaborate and form groups and then quickly switch to independent work when needed. Similar to a cafe, a communal space for learning and socializing will be between the main office and the classrooms on the second floor.

All staff will view families and caregivers as essential partners in their child's academic and social emotional learning and work to build powerful partnerships with them⁴⁸. Staff will work together with families and caregivers to build their knowledge of academic and social emotional programming so that they are empowered and comfortable supporting their child outside of the classroom. Regular communication, progress updates, and strategies for support at home will reinforce efforts to get all students on grade level.⁴⁹

MedPrep will require additional learning opportunities beyond a traditional school schedule. This will derive in part from the personalized learning block, summer acceleration academies, after school tutoring, and Saturday Academy to provide extra time for focused learning and catch-up.

Assessment System

MedPrep's comprehensive assessment system will include multiple and varied measures of student performance for the purposes of formative, interim, and summative evaluations of students in all core content areas and will consider the developmental levels of all adolescent learners. Over time, we

⁴⁸ <https://www.panoramaed.com/blog/dr-karen-mapp-strong-family-school-partnerships-reopening-beyond>

⁴⁹ <https://eric.ed.gov/?id=ED593896>



will assess the impact of the instructional programs by examining trends in assessment results, and determine whether student performance is improving, stagnating, or declining. We will analyze the correlation between program implementation, instructional strategies, and student outcomes to gauge the program's effectiveness. These assessments will also be coordinated with the evaluation process for determining student eligibility for an individualized education program and for receiving English Language Learner services. Summative assessments to measure academic performance and college and career readiness will be measured via the RICAS in the Junior House, SAT for math and ELA the Senior House, the ACCESS test for English language proficiency for English Language Learners at all levels, and the RI Next Generation Science Assessments to measure science achievement at all levels. Interim and formative assessments for all courses, particularly, biology and chemistry will be measured. A student portfolio in 12th grade, will measure the extent to which the student has become a self directed learner.⁵⁰

Our personalized learning model will use diagnostic assessments before instruction begins.⁵¹ School leaders will use this data to assess course completion rates, and teachers will use end-of-unit summative assessments to be used as a grade. Students, when given an opportunity to retake an assessment, will be supported by the school in reaching proficiency through our multi tiered system of support. Progress will be tracked and followed up using the aforementioned live digital intervention tracking tool (p.21) that is shared with staff and leaders.⁵² Students will be able to receive added support during the day during PLT and during Saturday Tutorial and Summer support time. A student's grade is a combination of their growth in cognitive skills and their mastery of content, using a collection of standards-aligned rubrics that are integrated into the curriculum. Homework and participation will not be included in grades. Teachers will administer a measure of academic progress assessment two times per year (fall and spring) to all students. The NWEA MAP assessment,⁵³ or similar tool, will give MedPrep teachers, from middle school on, a window into their students' progress and growth, helping everyone

⁵⁰ <https://www.aamc.org/download/490258/data/medicalstudentportfolios.pdf>

⁵¹ See Appendix O Table Standardized Assessments All Grades

⁵² See subsection on page 21 under "Multi Tiered System of Support on academic intervention tracking tool.

⁵³ <https://www.nwea.org/map-growth/>



check in on their goals and refine their personalized learning plans. The fall assessment will serve as a baseline to understand where a student might need differentiation throughout the year. The spring assessment will show progress from where the student was in the fall. Key Evaluation Indicators include:

1. Standardized Test Scores
2. Graduation Rate
3. College Acceptance and Retention Rate:
4. GPA (Grade Point Average)
5. Attendance Rate:
6. Course Pass Rates:
7. SurveyWorks and other Survey Data
8. Advanced Placement (AP) and College Dual Enrollment Participation and Success rates

Professional Development and Support

MedPrep teachers will engage in cycles of continuous, job-embedded and collaborative professional development aligned to MedPrep's personalized learning model. The school schedule allows school leaders and faculty ample opportunities for professional learning so that they remain curious, urgent, and knowledgeable of best and emerging practices. Teachers will meet weekly with teams and as a whole school to receive training that will help them develop deep and not just surface level understanding of the below topics. Faculty will be committed to turning their learning into action both in the classroom with students and in professional learning communities as they discover and share impactful best practices. Leaders will ensure that successful practices are codified and shared widely so that teachers and staff are constantly learning from one another. Teachers will be encouraged to seek out outside professional development from leading organizations in the field aligned to their interests and needs and will be expected to bring that learning back to MedPrep to share with their colleagues. The below professional development topics support MedPrep's mission and personalized learning model. These topics can and will change based on staff needs and some topics will require more time and attention.

- a. Adolescent development for both middle level and high school learners
- b. Curriculum implementation and internalization
- c. Data informed practice to personalize instruction
- d. Culturally responsive and sustaining pedagogy
- e. Rigor and productive struggle
- f. MLLs support through Structured English Immersion
- g. Best practices for students with special needs
- h. Universal Design for Learning
- i. Family and caregiver partnerships
- j. Social Emotional Learning
- k. Academic acceleration at all grade levels
- l. Interdisciplinary literacy instruction

School Culture and Discipline

MedPrep's positive behavior and intervention support (PBIS) program will provide a positive and developmentally appropriate school culture, where all students can be successful both socially and academically. It will focus on recognizing and reinforcing positive behaviors in a restorative environment rather than solely relying on punitive measures for managing misbehavior. In MedPrep's system of Tiered Intervention, the PBIS will employ a multi-tiered approach with different levels of support based on students' needs. By tailoring interventions to meet individual students' needs and involving students in goal-setting, students will receive developmentally appropriate support while still benefiting from recognition and celebration based on their progress.

To maintain a safe and supportive environment, MedPrep will subscribe to a multi-tiered system of support that is based on research and best practices designed to change behavior and decrease repeat negative offenses. We will craft a comprehensive and developmentally appropriate discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a special education discipline policy. In line with our mission to prepare youth to succeed in professional



environments, students will be encouraged to reflect on expected behaviors of a medical researcher, nurse, pharmacist, or medical doctor.

In MedPrep's system of Tiered Intervention, the PBIS will employ a multi-tiered approach with different levels of support based on students' needs. Tier 1 interventions involve universal strategies for all students, such as school-wide expectations and positive reinforcement. Tier 2 will provide targeted support to students who may need additional help in meeting behavioral expectations. Tier 3 will involve intensive, individualized support for students with more significant behavioral challenges (10% or less). Overall, our PBIS system will create a nurturing and supportive learning environment where students are motivated to make positive choices and are recognized for their efforts. Our goal in this system will be to support positive student behavior, enhance academic performance, and create a strong school community.

MedPrep will adhere to an infraction system. Level 1 infractions include student behaviors that do not meet the basic expectations of respect and courtesy. Teachers will be encouraged to address level one behaviors directly. Level 2 constitutes chronic level one suspendable infractions and are handled by the administration. Level 3 infractions include zero tolerance infractions under Rhode Island State Administrative Code and may be police matters. All suspensions and exclusions will follow a due process.

It is paramount to approach each student as an individual and use multiple and varied points of data when designing a personalized behavior intervention plan. Each student will receive mentor sessions during personalized learning time, one-on-one check-ins in order to coach, advocate and support students' development. Our overall goal in this system will be to support positive student behavior, enhance academic performance, and create a strong school community.

Some key components of the PBIS system will include:

1. MedPrep will integrate restorative justice practices that focus on repairing relationships and resolving conflicts in a positive and constructive manner. This approach emphasizes empathy, understanding, and responsibility. Students and teachers will use restorative practices such as



restorative circles and tribunals⁵⁴ to build community and develop strong, healthy student to student and student to adult relationships.⁵⁵ The operating assumption of a restorative culture is that nobody is ever a finished product but rather continues to grow personally and professionally throughout their life and therefore everyone must be afforded an opportunity to make amends for harm they caused others. A restorative framework serves as the basis of reparation within the school community and is the first option taken before detention and or suspensions⁵⁶.

2. MedPrep will provide clear, concise, and consistent expectations for all students throughout the school environment. These expectations will be easy to understand and applicable across all settings within our school but will also ensure that expectations are developmentally appropriate and scaffold from the middle school Junior House to the high school Senior House.
3. MedPrep will offer a variety of positive reinforcements to promote positive student behavior. This will include verbal praise, recognition, rewards, and privileges. MedPrep will ensure that positive reinforcement is consistently applied by all staff members and is aligned to the Restorative Justice model. A unified approach to promoting positive behavior will reinforce MedPrep's expectations.
4. MedPrep will implement incentive programs that allow students to earn rewards or recognition for consistently demonstrating positive behaviors. These programs will be based on individual or group achievements such as academic success, excellent attendance, or meaningfully contributing to the restorative school environment .
5. Teachers will be trained on Restorative Justice practices and will learn effective ways to reinforce positive behaviors and de-escalate challenging situations.
6. MedPrep will regularly collect data on student behavior to monitor progress and identify areas that may need intervention. This process will help MedPrep's educators make data-driven decisions and adjust their PBIS strategies accordingly. MedPrep recognizes that different students

⁵⁴ <https://www.nextgenlearning.org/equity-toolkit/school-culture>

⁵⁵ <https://www.tandfonline.com/doi/full/10.1080/15210960.2016.1159099>

⁵⁶ <https://digitalcommons.lesley.edu/cgi/viewcontent.cgi?article=1106&context=jppp>



may require different types of reinforcement and support. Individualized and developmentally appropriate behavior plans will be created for students with specific behavioral needs.

7. MedPrep will involve families and caregivers and the community in supporting positive behavior at school. This will happen through our Parent Advisory Committee or Community Advisory Board, newsletters, or events that emphasize the importance of positive reinforcement at home and school.
8. Our staff will model the behavior they expect from students. By being positive role models, teachers and administrators will reinforce the importance of positive behavior.

The school board and school leaders will review code of conduct policies and procedures annually. The school leaders will analyze suspension data to identify causes, patterns, and subsequent supports, interventions or training. It will implement a structured system of School-Wide Positive Behavioral Interventions and Supports (SWPBIS) as well as a Restorative Justice program to support positive behavior and mitigate the number of suspensions. To encourage positive behavior, MedPrep will fill the calendar with monthly student centered social events and rewards as advised and supported by school staff and families. The school director will lead the faculty in restorative practices and social emotional learning⁵⁷ and analyze referral data to ascertain the need for faculty training.

For students with special education needs a multi-tiered system of supports (MTSS) will provide Response to Intervention (RTI) and Positive Behavioral Intervention and Supports (PBIS) frameworks.⁵⁸ Behavior monitoring and contracts will be expected for students with more serious behavior challenges. The school administrators will consider out of school suspension alternatives when feasible that will include: detention, restorative justice, parent meetings, community service, loss of privileges, and in-school suspension.

Specific Populations (Differently-abled & Multilingual Language Learners)

Universal Design for Learnings and Structured English Immersion models will address those that have IEPs, 504s, and MLLs through an inclusion model. Students with IEPs will receive instruction in the

⁵⁷ <https://www.iirp.edu/projects/safer-saner-schools#2-restorative-leadership-team-support>

⁵⁸ <https://intensiveintervention.org/>



classroom led by co-teachers: a general education and a special education teacher. If >10% of the school population requires SPED services, we will hire a full time service provider. Students that require small group services outside the classroom receive direct instruction from their special education teacher during personalized learning time, but are not taken out of the classroom during core academic instruction. Students with IEPs and 504s will learn about their plans, including what accommodations work best for them and how to advocate for themselves.

In the Senior House, SAT intervention classes may be provided during or after regularly scheduled classes either after school or as SAT half day academy on the weekend. Teachers will receive extensive training and coaching in various intervention methods and accommodations. These interventions can be based on academics, behavior and student focus and motivation.

Teachers will work together to monitor student progress and provide interventions, as needed. In our intervention-tiered system of support, all students will take grade level standards based diagnostics at the beginning, middle and end of a core class. These assessments will identify areas of proficiency and unfinished learning and will help to create developmentally appropriate plans for growth and support. Teachers will have access to a robust data infrastructure that will allow them to make informed decisions about interventions. Formative assessments will be conducted routinely in every course. Students who are not on grade level are required to receive immediate, developmentally appropriate, personalized, and targeted instruction in any unfinished learning areas at least two times a week for thirty minutes.⁵⁹ Intensive interventions (Tier 3) will address significant gaps in foundational skills on a daily basis while also being given access to grade level learning. This assessment data will also inform teacher instruction for those on grade level and beyond.⁶⁰

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

⁵⁹ <https://intensiveintervention.org/intensive-intervention/diagnostic-data/example-diagnostic-tools>

⁶⁰ DuFour et al. (2016, pp. 133-159, 168)



needed.⁶¹ The Equal Educational Opportunities Act of 1974 statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs. Recently, the capital city of Providence reached an agreement with the United States Department of Justice in favor of English language learners to ensure proper identification, communication, adequate services, sufficient number of ESL certified teachers, monitoring, and assessment.⁶² A home language survey is required by Rhode Island Law (R.I.G.L. § 16-54-2) and the Equal Educational Opportunity Act (20 U.S.C. §1703(f)).⁶³

A student whose English proficiency is limited to such a degree that it impedes his or her academic progress will undergo a language screening. The English Language Learner Identification Procedure developed by RIDE will include a home and language survey, parents' interview, and a review of transcripts and formal schooling.⁶⁴ Placement of ELLs in a specialized instructional program for ELs shall be made within twenty (20) school days of the completion of the Home Language Survey. The identification/placement assessment will be the RIDE approved WIDA Screener (Online or Paper) and WIDA MODEL. A student who scores an Adjusted Literacy Composite Proficiency Level below 4.5 and Comprehension Composite Proficiency Level below 5.0 will be the criteria for identification as an ELL student. All Students eligible for EL services will be entered in the eRIDE ELP Census. If a student does not qualify for ELL services, the student will be monitored for six months. If a recently exited student needs further ELL services, the student will be screened and re-entered into services with parental notification.

As Massachusetts has had success with SEI,⁶⁵ MedPrep will adopt and faculty will be trained in the Structured English Immersion (SEI) model. Research shows that it provides a structured and

⁶¹ <http://blog.tesol.org/know-your-ells-rights-a-quick-federal-law-review/>

⁶² <https://www.justice.gov/opa/pr/united-states-reaches-settlement-providence-schools-ensure-equal-opportunities-english>

⁶³ <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/ELL-Identification-Procedure-Revised-WED-July-2011%5B1%5D.pdf>

⁶⁴ <http://ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/ELL-Identification-Procedure-Revised-WED-July-2011%5B1%5D.pdf>

⁶⁵ <https://www.doe.mass.edu/ele/programs/sei.html>



supportive learning environment that accelerates English Language Learners to become proficient in English, so they can participate fully in classes.⁶⁶ Teachers will include:

- Explicit instruction in English language development, focusing on the development of listening, speaking, reading, and writing skills in English.
- Sheltered Instruction: In a SEI classroom, teachers will use sheltered instruction techniques to make academic content accessible to ELLs. This means using simplified language, visual aids, gestures, and other instructional strategies to help students comprehend the subject matter.
- Limited Use of Native Language: While SEI is primarily conducted in English, some programs may allow the use of the students' native language when necessary for clarification or in certain circumstances. However, the emphasis remains on English language immersion.
- Cultural Responsive: SEI programs are designed to be culturally responsive, recognizing and valuing the diverse backgrounds and experiences of ELLs.
- Content-Based Learning: SEI integrates language learning with content-area instruction. Students will learn academic subjects (e.g., math, science, social studies) while simultaneously developing their English language skills.
- Gradual Transition: As students become more proficient in English, they gradually transition with native English-speaking peers.

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

⁶⁶ <https://eric.ed.gov/?id=ED587686>



self-sufficiency for individuals with disabilities.”⁶⁷ MedPrep is committed to comply with all applicable laws and regulations.

A referral for evaluation by a parent, a teacher, or some other educational professional familiar with a student who feels that the student may require special education services based on unsatisfactory academic performance will be considered. In accordance with R.I. Gen. Laws Chapter 16-24 and the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Chapter 33, 1400 et. seq.) MedPrep will take reasonable efforts to obtain the informed consent from the parent for an initial evaluation to determine whether the child has a disability.⁶⁸ MedPrep will strive to prevent inappropriate diagnosis. If it is determined, under §§ 300.304 through 300.311, that a child has one of the mentioned disabilities, but only needs a related service and not special education, the child is not a child with a disability under this part of the regulations. However, if consistent with § 300.39(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the student would be determined to be a child with a disability. Per regulations, a student must not be determined to be a child with a disability: (1) If the determinant factor for that determination is —

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

The school will use a Teacher Support Team (TST) to conduct “a prereferral intervention process in which teachers are assisted to remediate difficulties in the context of the regular classroom before a special education referral is considered.”⁶⁹ Per RIDE, the student’s current achievement shall be determined after at least two periods of intensive general education interventions are implemented with fidelity.⁷⁰ The TST will seek to answer whether or not the insufficient academic performance is related to second language acquisition and if the curricula and instructional materials are known to be effective for multilingual learners. Teacher, as well as student, characteristics will be explored. All stakeholders’

⁶⁷ <https://sites.ed.gov/idea/about-idea/>

⁶⁸ <https://sites.ed.gov/idea/regs/b/d/300.300>

⁶⁹ https://ncela.ed.gov/files/rcd/BE016426/June88_5.pdf

⁷⁰ 300.307(a) State Criteria. (6.7.3(A)(1))



observations will be considered. Reevaluation will ensure that effective special education services are provided.

The National Association of Gifted Children's (NAGC) defines gifted or advanced students as "those who demonstrate outstanding levels of aptitude (defined as exceptional ability to reason and learn) or competence (documented performance or achievement in top 10% or rarer) in one or more domains."⁷¹ Per RIGL 16-42 gifted students are those who possess superior capabilities in one or more of the following categories of gifts and talents: general intelligence, specific academic aptitude, creative thinking, visual, literary or performing arts, and require additional educational programming.⁷² MedPrep will collect information on both the child's performance and potential through a combination of "objective (quantifiably measured) and subjective (personally observed) identification instruments in order to identify gifted and talented students."⁷³

A systematic, multi-phased process for identification of gifted students to find students who need services beyond the general education program will be employed: 1) nomination or identification phase; 2) screening or selection phase; and 3) placement phase. The response to intervention system will be part of this identification process. It will use a minimum of three of the following identification devices: 1) creativity tests, 2) case studies of students, and 3) nominations: teacher, peer, parent, school psychologist, guidance counselor, principal, self—nomination, 4) judgments by experts appropriate for the category(ies) of gifts and talents, 5) selection team interview of student, 6) behavioral characteristics/personality, inventory rated by several individuals, 7) autobiography, 8) intelligence tests, 9) aptitude tests, 10) achievement tests, and/or 11) other identification devices may be used if approved by the Rhode Island Department of Education. The selection process will be accomplished by a team to include at least three representatives from the following groups of professionals: 1) classroom teachers, 2) staff members from gifted and talented program(s), 3) school psychologists and/or college and career readiness coordinator, 4)

⁷¹ <http://www.nagc.org/sites/default/files/administrators/QuickGuide%20Resources%20REV%201-18.pdf>

⁷² <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Inside-RIDE/Laws-Regulations/Ed-Programs-Gifted-Talented-Children.pdf>

⁷³ <https://www.nagc.org/resources-publications/gifted-education-practices/identification>



experts from the category(ies) of giftedness and/or talents being addressed, 5) school administrators, and 6) parents.

Promotion and Graduation Policy

Middle School (Junior House)

In order for a seventh, or eighth grade student be promoted to the next grade, the student must successfully complete the following requirements:

1. Receive no more than one failing (F) end of the year course grade in the following subjects: reading (grade six), mathematics, language arts, science, social studies.
2. Receive passing grades of C- or better in at least half (50 percent) of all other subjects. If a student fails to meet the above requirements, the student may be promoted upon successful completion of a summer program prior to entering the next grade and/or with the recommendation of the principal.

Summer School Program.

The program for summer school may consist of the following: 1. Mentoring 2. Skill and concept development in the areas of mathematics, science, social studies, and language arts. 3. Specified number of hours of direct teacher/student contact time.

Intervention Strategies

The following procedures will be followed to assist those students in danger of failing grades 6-8.

Mid-Point of Quarter One

1. Students receiving a failing grade in any subject at the midpoint of the first quarter will be given a mid-term potential failure notice by the teacher(s). The student's parents and counselor will be notified.
2. The counselor and teachers will discuss the performance of students who received first quarter mid-term potential failure notices to determine appropriate assistance that can be provided to these students.

End of Quarter One

1. Interdisciplinary teams will discuss the performance of their students who received first quarter failing grades in semester and/or year-long classes to determine an intervention plan to assist the student.



2. The respective grade level counselor will send a letter to the parents of students informing them of the performance concern. Parents will be encouraged by the teachers and/or counselor to help plan strategies that will be utilized to assist students in improving grades.

Mid-Point of Quarter Two Follow the procedures for mid-point of quarter one.

End of Quarter Two

1. Interdisciplinary teams will discuss the performance of students who received second quarter failing grades to determine an intervention plan to assist the student.
2. The principal will send a letter to parents notifying them of the potential consequences of their child's performance. The letter will include an invitation to meet with the teacher, principal, and/or counselor to discuss their child's situation.
3. The counselor will confer with each student who is in danger of retention.

Mid-Point of Quarter Three Follow the procedure for mid-point of quarters one and two.

End of Quarter Four

1. As soon as it can be determined that a student will not meet the criteria for promotion, the team leader, counselor, and principal will meet to make one of the following decisions:
 - a. Promotion to the next grade with no contingencies
 - b. Promotion to the next grade with contingencies
 - c. Placement in an alternative program
 - d. Other arrangements as determined by the principal with input from a guidance counselor and team leader.
2. Parents will be informed by a certified letter and invited to discuss the decision.
3. A summary of the decisions made on all students considered in this situation will be provided to the teachers by the team leaders.

High School (Senior House)

To receive a diploma students must:

1. Pass a minimum of 20 courses in:

- a. 4 English Language Arts
 - b. 4 math
 - c. 3 science
 - d. 3 social studies and
 - e. 6 courses from medicine, world languages, health, and physical education.
2. Complete two performance-based diploma assessments from a combination of:
- a. Comprehensive course assessment
 - b. Exhibition
 - c. Portfolio
 - d. Senior project

Students must pass five courses each year to advance to the next grade level. To be promoted from eleventh to twelfth grade, students must have earned 15 credits, including three core English Language Arts and three core math credits. Research suggests that grade level retention at the secondary level does not increase proficiency and may incur negative outcomes, therefore whole grade retention is not a practice that MedPrep will embrace.⁷⁴ Instead, students will be monitored regularly. If they are unable to pass a course, they will be required to participate in additional courses during the school year and summer until they show proficiency. Students may retake a course regardless of their grade level or age. E. Sd. Students may achieve a MedPrep medical pathway or public service endorsement after having demonstrated a learning in a topic of interest related to the fields of medicine and/or medical doctors.⁷⁵

This will be achieved by successful completion of:

1. coursework in core subjects,
2. all courses in medicine,
3. at least one advanced learning opportunity in the form of:
 - a. placement course
 - b. dual enrollment course
 - c. college level course
 - d. related internship
4. a related performance-based diploma assessment and a

⁷⁴ https://www.rand.org/content/dam/rand/pubs/working_papers/WR1200/WR1259/RAND_WR1259.pdf

⁷⁵ This was still being debated at state level during the drafting of MedPrep's proposal:
<http://www.ride.ri.gov/Portals/0/Uploads/Documents/Diploma-System/CommunityMtgPPT.pdf>

5. four year graduation rate.

The school director or his/her designee shall be responsible for annual communication of graduation requirements to MedPrep students and families. Notice of the requirements for graduation will be provided to students and their families no later than September 15 of the year in which the student first enters the ninth grade, or at which time the student enters MedPrep, whichever comes first. All new families will complete a MedPrep orientation about promotion and graduation requirements.

For students at risk, an early warning system by the end of 9th grade will include course audits and contacting families and caregivers to convene a meeting with faculty and a school leader to explore solutions. Students who continue to be in jeopardy of not earning a diploma will receive multiple notices that will include: information on their academic status, an opportunity to meet and discuss the student's academic progress, support and planned interventions, and regular updates on the student's progress.

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

Strategies

Students with chronic absenteeism will activate a progression of our intervention system. Starting immediately at the beginning of the school year, students with two or more unexcused absences will be listed on MedPrep's chronic absenteeism watch list via a digital intervention tracker. The tool will be shared with all staff and include multiple interventions for staff to review, record, and share. All staff that interact with the student will be expected to deliver an intervention and seek the root cause to outline an achievable plan. The tool will include, but not limited to, a phone call, a student conference, a family conference, RIDE Attendance Tool nudge (text), a contract, a digital letter, a physical letter, a home visit, therapy, and ultimately truancy court (if available). Families and caregivers will assist with the input of a plan or contract. TV monitors, social media, and realia such as t-shirts, pens, refrigerator magnets and



water bottles will contain messages to encourage attendance, academic and behavioral expectations. Once the student's absence is under 10%, the targeted tiered interventions will cease.

Organizational Capacity

MedPrep is an independent charter whose founding board members are professionals from Providence County in the fields of education, medicine, technology, finance, marketing and law. MedPrep will create a governance structure that will include a school improvement team that includes faculty, families and care-givers, community members, and students. Community voice will be solicited via student council, the parent-teacher organization, teacher leaders, and our Community Advisory Board. Specific culture and climate strategies will also be informed through annual surveys administered by administrators to the whole MedPrep community.

Establishing Persons or Entities

The Rhode Island Medical Society Foundation (RIMSF) is aligned with MedPrep's mission to graduate young people who are college ready and be able to compete nationally in America's top medical colleges, and research institutions by virtue of RIMSF's "scientific, educational, charitable and peer review foundation."⁷⁶ It was approved by the Internal Revenue Service on June 6, 1983, as a 501(c)(3) organization. Under this designation, it may "promote health and welfare in the community by engaging in charitable, educational and scientific activities related to the field of medicine." The Rhode Island Medical Society's mission states that it involves "a voluntary association of physicians, physician assistants and medical students" by which "it advocates for all Rhode Island physicians in their efforts to provide the best possible care to their patients. The RIMSF is the vehicle by which the medical community in Rhode Island meets the evolving challenges of medical practice and quality patient care. The Society represents the interests, values and needs of the medical profession and promotes enlightened public policy in the field of health care."⁷⁷ There are no previous affiliations between members of the Rhode Island Medical Society Foundation as the establishing agency and the other applicant group members.

⁷⁶ <http://www.rimedicalsociety.org/rims-foundation.html>

⁷⁷ <http://www.rimedicalsociety.org/about-us.html>



If the school is approved, Rhode Island Medical Society Foundation will be guaranteed a permanent position on the school's board. Its representative will ensure that the vision and mission of the school is pursued with fidelity by crafting and refining its educational policy. RIMSFS will advocate the use of its prestige in RI by MedPrep's school management to connect students to resources in the fields of medicine and medical doctors. This may include, but not be limited to: mentors, internships, job shadowing, pre and post secondary academic experiences, scholarships, guest speakers, and connection to colleges and universities. RIMSFS will assist to locate and obtain content experts to help with specialized classes pertaining to the medical portion of the curriculum. This will be a partnership with no financial relationship. All agreements made with content experts/instructors will be made between the individual and MedPrep as it would be with any teacher contract.

Applicant Group

Dr. Anthony Francisco, Sr., PhD, a native Providencian, assembled a diverse team of charterpreneurs. Having served as a school administrator and educator in both Providence and Pawtucket, his contribution has been the oversight and coordination of founding applicant group activities and school planning operations. He worked to forge partnerships, specifically with Rhode Island Medical Society. He will continue to coordinate, support, and promote the applicant group's agenda and school's vision and mission in the state.

Dr. Bradley J. Collins, M.D. is President of the Rhode Island Medical Society (RIMSFS) Executive Board and Staff Hospitalist for Lifespan at R.I. Hospital. Together with Mr. DeToy, he facilitated the vision and mission and has been a lead broker between the applicant group and the RIMSFS' board of directors to secure it as the establishing agency. He will continue to develop his passion for charter public education through his consultation with experts in the field, the contribution of the draft proposal's refinements, and facilitation of the school and university mentor relationship.

Steven R. DeToy is the Director of Government and Public Affairs for the Rhode Island Medical Society (RIMSFS). His experience lies in student internships, state and federal law, legislation and regulation, media relations, political action, and American Medical Association delegation. He and



Anthony Francisco forged the seminal relationship that coalesced the RIMSF and applicant group. Mr. DeToy will continue to serve as a primary liaison between them.

Dr. Nkolika E. Onye has served in several school-based and executive cabinet roles, including teacher of chemistry, anatomy and physiology and biology, instructional reform coach, high school and middle school principal, Deputy Superintendent/Zone Executive Director. Her background in science instruction, school redesign, school management, leadership and instructional coaching, and central office executive level leadership, has helped to guide our educational program design. She participated in the development of the vision and mission statements. Her continued support will ensure that the school's educational plan is rigorous, and supportive of all students.

Dr. Levis M. Guzman, M.D. 's experiential narrative contributed to the inspiration of the school's vision and mission. Her major focus was the drafting of the community need and medical curriculum sections. As an entrepreneur she is founder and chief medical doctor at Professional Internal Medicine in Pawtucket, RI. Her continued involvement will ensure that experiences related to the school's theme are relevant.

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

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

Jeffrey D. Sowa, J.D., a native Providencian, is a trial lawyer who has conducted educational related cases before the RI Department of Education. As an entrepreneur he is the principal founder and operates his own practice, LaPlante, Sowa, and Goldman in Providence. His contribution rests with conflicts of interest, contracts, insurance, board governance, ethics, and constituent voice. He will



continue to stay abreast with developments in legal issues related to the business of education and ensure that the MedPrep organization contracts the proper legal services to mitigate litigious activity against it.

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

Board Development and Duties

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

The founding board members and the establishing entity have achieved a level of professional success that has established a network of professionals in their respective spheres from which to draw potential future board candidates. In its incipient stages, the MedPrep applicant group exercised prudence with its selection of partnerships due to overwhelming support from professionals in the medical field. As the sole public school whose theme is related to medicine and medical doctors, the board anticipates a plentiful pool of volunteers and candidates.

An application for board membership is required.⁷⁸ A signed statement to fulfill the board's conflict of interest policy, ethics compliance, mandatory attendance, sub committee work as volunteer, submission of current resume, and social security number will be required for candidate consideration. It is also expected that candidates know that they may be subject to investigation for Medicaid fraud by the RI Department of Human Services, registration with the RI Ethics Commission is obligatory, and their names furnished to the RIDE. They are also expected to know that they may be subject to sanctions for failure to comply in a timely fashion to these requirements and expectations. The board will adhere to state policy in terms of duties and requirements. Currently, there is no comprehensive management provider in this plan.

⁷⁸ Appendix P Table Board Constituency



At minimum, the MedPrep applicant group intends to apply for the start up grant for board training and building improvements. An architect and/or interior designer may be contracted. The board will conduct observational visits on a periodic basis.

Teachers and families and caregivers will be encouraged to present their disagreement to the board. If an mutual agreement has not materialized, charter school board decisions may be appealed directly to the commissioner of education per charter regulations⁷⁹

The founding Executive Director (ED) will recruit a School Director (SD) during year one, 2024-25. The board will hold the School Director and additional school leadership, including the Executive Director, accountable to mutually agreed upon expectations for performance excellence, using standards outlined in the Rhode Island Standards for Educational Leadership.⁸⁰ The purpose of this evaluation will be to measure leader effectiveness, and the extent to which the goals and plans outlined in this charter proposal are achieved.⁸¹ Additionally, the board will establish the following committees, at a minimum: a Finance committee, an Academic Excellence Committee, a Governance Committee, and a Development committee. The Executive Director will also present the school performance report at each board meeting and make recommendations. The organization's CPA will present the status of the school finances and make recommendations.

The Finance Committee will provide appropriate board oversight of school finances, ensure accurate and comprehensive financial reporting to the board, and raise strategic financial issues for board discussion.

The Governance Committee will ensure the board is governing effectively. Its responsibilities include but are not limited to providing leadership for board education, orienting new board members, ensuring an effective governance structure, and ensuring an effective board self assessment process.

⁷⁹<http://www.ride.ri.gov/InsideRIDE/LegalSupport.aspx#1843913-where-am-i-in-this-dispute-resolution-process>

⁸⁰http://www.ride.ri.gov/Portals/0/Uploads/Documents/RI_Standards_for_Educational_Leadership.pdf

⁸¹ See example of executive director performance rubric in appendix.



The Academic Excellence Committee will provide appropriate board oversight of the academic program by ensuring that the school's educational program is positively impacting student achievement and by raising strategic academic issues for board discussion. It's responsibility will include:

1. Assuming responsibility for ensuring that students are achieving at the highest levels
Agree on a definition of academic excellence for the school
2. Understanding how student achievement is measured at the school and build board-wide understanding of the most critical measures
3. Monitoring student achievement by reviewing and analyzing external, standardized tests and internal assessments, and other forms of data.

The committee's primary function will be to ensure that MedPrep is meeting its educational goals and objectives, while continuously striving for excellence in teaching and learning. Its specific responsibilities and functions of an Academic Excellence Committee will be:

1. Curriculum Review and Development: The committee will review and provide input on curriculum materials, textbooks, and instructional resources to ensure they align with academic standards and best practices.
2. Instructional Practices: Examine instructional methods and strategies used by teachers to enhance student learning. This may involve discussing innovative teaching approaches and professional development opportunities for educators.
3. Assessment and Data Analysis: Analyze student performance data, standardized test results, and other assessment measures to assess the effectiveness of instructional programs and identify areas for improvement.
4. Goal Setting: Collaborate with MedPrep administrators to set academic goals and benchmarks for student achievement, as well as develop strategies to achieve those goals.
5. Program Evaluation: Assess the effectiveness of existing academic programs, initiatives, and interventions. It recommends adjustments or enhancements based on research and data analysis.



6. Special Education and Inclusion: Review our approach to special education and inclusion, ensuring that students with diverse learning needs receive appropriate support and accommodations.

7. Professional Development: Discuss and recommend professional development opportunities for educators to stay updated on best practices, teaching methods, and educational trends.

8. Community Engagement: Communicates with parents, community members, and stakeholders about academic initiatives, curriculum changes, and educational goals. It seeks input from the community to ensure a collaborative approach.

9. Policy Development: Participate in the development of academic policies and guidelines that shape the district's educational practices and standards.

10. Technology Integration: Explore the integration of technology into the curriculum and evaluate its impact on teaching and learning.

11. Gifted and Talented Education: Oversee programs for gifted and talented students, ensuring that their unique educational needs are met.

12. Continuous Improvement: Maintain a focus on continuous improvement, regularly assessing the district's academic performance and making recommendations for enhancements.

The Development Committee will provide leadership in engaging the board in regular fundraising activities for the school, and provide direction, oversight, and accountability for the board's fundraising activities. It will also oversee and advance the fundraising, financial support, and external partnerships of MedPrep. The committee's function revolves around generating resources, cultivating relationships with donors and sponsors, and ensuring the financial sustainability of the district's educational initiatives and community engagement. The specific functions will include:

1. Fundraising Strategy: Develop a comprehensive fundraising strategy to generate financial support for the school district's various programs, projects, and needs.

2. Donor Cultivation: Identify and cultivate relationships with potential donors, sponsors, philanthropic organizations, alumni, and community members interested in supporting MedPrep's educational vision and mission.



3. Campaign Planning: Launch specific fundraising campaigns (e.g., capital campaigns, scholarship funds, technology upgrades), help plan and execute these campaigns to meet targeted fundraising goals.

4. Grant Writing and Applications: Oversee the process of researching, applying for, and managing grants from governmental agencies, foundations, and other grant-making entities.

5. Stewardship: Once funds are received, the committee ensures proper stewardship of donations by acknowledging donors, providing progress updates on funded projects, and maintaining transparent communication about the impact of their contributions.

6. Partnerships and Sponsorships: Seek opportunities to establish partnerships and sponsorships with local businesses, organizations, and community groups and families that align with the district's educational priorities.

7. Endowments and Scholarships: If applicable, the committee manages endowment funds and scholarships, ensuring that they are distributed in accordance with established criteria and contribute to the educational mission of the district.

8. Events and Engagement: Plan and organize fundraising events, such as galas, auctions, and community gatherings, to engage donors and raise funds for the district. 9.

Financial Oversight: While the committee primarily focuses on fundraising and development activities, it may also provide input on MedPrep's financial strategies and budget allocation to ensure alignment with fundraising goals.

10. Communication and Public Relations: Communicate the district's funding needs, fundraising successes, and impact stories to the broader community to build awareness and support.

11. Alumni Relations: May be involved in cultivating and maintaining relationships with alumni, coordinating alumni events, and facilitating alumni contributions.

12. Long-Term Planning: Collaborate with district administrators and school board members to align fundraising efforts with the district's long-term strategic plan and educational goals.



13. Compliance and Legal Considerations: Ensure that fundraising activities and financial practices adhere to legal and ethical standards, including tax regulations and donor privacy.

The Governance Committee will ensure effective governance practices, policies, and processes within the MedPrep organization. The committee's primary function will enhance the overall efficiency, transparency, and accountability of the school board's operations and decision-making.

The specific functions of a Governance Committee will include:

1. Policy Review and Development: Review existing policies and recommend updates or new policies to address emerging issues, legal changes, and best practices in education and governance.

2. Board Composition and Structure: The committee may assess the size, composition, and structure of the school board, making recommendations for any necessary adjustments to ensure diverse representation and optimal functioning.

3. Board Training and Development: Coordinate training and professional development opportunities for board members to enhance their understanding of governance roles and responsibilities, legal requirements, and effective leadership practices.

4. Board Self-Evaluation: Facilitate regular self-assessment processes for the school board, helping members reflect on their performance, identify areas for improvement, and implement strategies for enhancing their effectiveness.

5. Code of Ethics and Conduct: Develop and oversee a code of ethics and conduct for board members, ensuring that they uphold high standards of integrity, professionalism, and ethical behavior.

6. Conflict of Interest Management: Provide guidance and oversight on managing potential conflicts of interest among board members to maintain transparency and avoid any appearance of impropriety.

7. Meeting Procedures: Establish and review meeting protocols, agendas, and minutes to ensure efficient and productive board meetings that prioritize important matters and foster open dialogue.

8. Communication and Stakeholder Engagement: Develop strategies to enhance communication between the school board, district administrators, educators, parents, students, and the broader



community. This includes seeking feedback, addressing concerns, and sharing information about board decisions and initiatives.

9. Governance Audits: Conduct periodic reviews of the school board's governance practices, policies, and procedures to assess their effectiveness and recommend improvements.

10. Legal and Compliance Oversight: Ensures that the school board operates in compliance with applicable laws, regulations, and policies, addressing any legal matters or potential liabilities that may arise.

11. Evaluation of Superintendent/CEO/Executive Director: Oversee the evaluation process for the district's superintendent or chief executive officer, collaborating with other board members to provide constructive feedback and set performance goals.

12. Succession Planning: Engage in succession planning, identifying potential board leaders and supporting their development for future leadership roles.

13. Community Trust and Confidence: Play a role in maintaining and enhancing the community's trust and confidence in the school board's decision-making processes and overall governance.

Staffing Plans

Year 1:

The Executive Director (ED) overseeing all aspects of the school will report directly to the Governing Board and will strive to hire a School Director (SD) to oversee the instructional program by July 1, 2024 to be ready for the first operating school year. In the event that a SD is not hired by July 1, 2024, the ED will serve as the Interim SD until one is selected.⁸² A Director of Finance and Operations (DFO) will be hired to establish and oversee all operations dealing with transportation, USDA National School Breakfast and Lunch and program, business office, human resources, accounting, procurements, and IT. Both administrators will report to the ED. The custodian, an administrative assistant and part time food server will report to the DFO. Eight classroom teachers, an administrative assistant, the nurse teacher, and special education director will report to the school director.

⁸² See Appendix Q for full Faculty Chart

Year 2:

Five additional staff members will be added by the beginning of Year 2. A full time teaching assistant, College and Career Coordinator and 3 teachers will report to the SD.

Year 3:

By the beginning of Year 3, 6 additional staff members will be hired. An additional part-time food service worker, 3 teachers, a social worker and Partnerships & Community Coordinator will report to the SD.

Year 4 and 5:

Prior to the beginning of Year 4, 2 teachers and a nurse-teacher will be added to support the medical curriculum.

ELL and Special Education Faculty

Based on the student population demographics of sending districts, MedPrep may receive up to 18% of English language learners and up to 15% of students (12 per 78 students) who qualify for special education.⁸³ To support these students, all teachers will receive professional development in Structured English Immersion (SEI) and one Special Education Director service provider has been included in our staffing plans. However, if enrollment numbers deem necessary, additional staff will be hired to support ELL students and students receiving Special Education services.⁸⁴

Leadership

The Executive Director must have demonstrated experience, and success, in teaching and school administration, and they must possess a RIDE K-12 Building Level Administrator certificate.⁸⁵ A master's degree is required and a doctorate is preferred. The board has already endorsed an individual who will oversee all operations of school business, promote the vision and mission, and report to the board. The Executive Director will be evaluated using the RISEL Standards.⁸⁶ The Executive Director job description

⁸³ See section "Community Support and Need".

⁸⁴ See Appendix L for the organizational chart.

⁸⁵ <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Certification/Cert-main-page/Regulations-Governing-the-Certification-of-Educators-in-Rhode-Island.pdf>

⁸⁶ http://www.ride.ri.gov/Portals/0/Uploads/Documents/RI_Standards_for_Educational_Leadership.pdf



is attached to the appendix section. Leaders will create systems designed to allocate educational resources equitably, thinking critically when making decisions and creating policies.^{87 88}

Online recruitment sites, like Schoolspring, and a video asynchronous interview product like Sparkhire will be tools for recruitment. Dr. Francisco, Dr. Onye, and Mr. Sowa also have a network through professional organizations such as the Rhode Island Superintendents Association (RISSA) and the Rhode Island Association of School Principals (RIASP) from which to draw candidates. The process will follow a progression from outreach, application collection, phone interview, finalist interview, and reference check.⁸⁹ Outreach may include a scheduled visit to the MedPrep facility. A video interview will take place at the application and resumé collection stage. The candidate may record a demo teacher coaching session for the hiring committee. Feedback on the coaching session may be provided to test the candidate's disposition for receiving feedback.

The Executive Director will report to the school board and is responsible for overseeing the administration, programs and strategic plan of MedPrep. Other key duties include fundraising, marketing, and community outreach. They will evaluate all operations of the school, and make informed recommendations to the school board in a timely fashion based on data. He or she will evaluate both the School Director and Director of Finance and Operations and may assist with faculty and staff evaluations.

The School Director will implement the board's strategic direction for the school. They will lead faculty and staff, assess teaching methods and teacher performance, monitor student achievement, encourage parent involvement, revise policies and procedures, hire and evaluate staff and oversee facilities. The School Director must possess a RIDE Building Level Administrator certificate and will be evaluated based on the RISEL Standards.⁹⁰

The Director of Finance and Operations will supervise and manage the financial, human resource, transportation, and food service operations of the school. He or she will develop and administer the budget as well as manage insurance/risk management programs. This role will include the procurement

⁸⁷ <https://journals.sagepub.com/doi/abs/10.1177/0013161X15590658>

⁸⁸ <https://us.corwin.com/en-us/nam/growing-into-equity/book239031#description>

⁸⁹ <http://www.doe.in.gov/sites/default/files/turnaround-principles/recruitmentandhiring03.12final3.pdf>

⁹⁰ http://www.ride.ri.gov/Portals/0/Uploads/Documents/RI_Standards_for_Educational_Leadership.pdf



and payment to any vendors or companies that support MedPrep's operations, through marketing, accounting or HR services. Experience in financial operations, payroll, and human resources is required. This position will be primarily evaluated based on the Association of School Business Officials International standards⁹¹ A RIDE School Business Administrator certificate or its equivalent is preferred⁹²

The College and Career Readiness Coordinator is responsible for the coordination of the Junior House's transition activities into high school and the Senior House's transition into postsecondary studies or employment. The College and Career Readiness Coordinator will work collaboratively within a team composed of the student, parent/guardian, educators, and service providers. This person ensures that transition activities and services are addressed and implemented for each student and is responsible for state testing coordination. The College and Career Readiness Coordinator must possess a guidance counselor degree, as well as a RIDE School Counselor certificate and will report to the School Director.

The Partnerships & Community Coordinator will work to promote the vision and mission of MedPrep through collaboration with faculty, community members, local partners, and volunteers in developing programs and opportunities related to medicine to enhance child, student and family success. This includes communicating and promoting opportunities within the school to community members, families, local media, and others to increase community engagement within our schools. This position actively seeks to procure partnerships for the school and provides clear communication between school staff, families and caregivers and community by conveying information regarding school activities, procedures, and services available to students and parents. This position works in tandem with the College and Career Readiness Coordinator to secure mentorship, internships, and post secondary opportunities for students. Multilingual skills and college degrees in a related area are required.

The lead administrative assistant represents the school as its primary point of contact for outside individuals. This position manages the office services by establishing efficient procedures while monitoring and coaching the administrative assistant. The office manager will work under the finance/HR

⁹¹ <https://asbointl.org/asbo/media/documents/learning/Observer-Assessment-Prof-Stand.pdf>

⁹²(p. 73)

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



director to assist with financial records, accounting, and procurements and will report to the School Director.

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

Teachers

The Special Education Director teaches core subjects for students with special needs to increase performance outcomes. They coordinate and manage the special education services for eligible students, maintain computerized records, build relationships with parents, and work collaboratively with school staff and faculty to ensure the student's success. The SPED Director will also facilitate appropriate completion of all required paperwork and data gathering for each child to ensure relevant information is gathered for student outcomes measurement; this includes child outcome summaries. This position reports to the School Director.

The nurse-teacher teaches portions of the medical curriculum and identifies and treats health disorders among students and provides academic instruction in the maintenance of good health and disease prevention. This person is responsible to evaluate the physical conditions of students and refer students to appropriate resources as needed. This position requires an all grades School Nurse Teacher RIDE certificate and reports to the School Director.

MedPrep will seek to hire teacher's whose experience or interests align with MedPrep's mission and vision. In particular, MedPrep seeks to build a faculty body consisting of individuals dedicated to providing personalized learning environments for students and who want to work collaboratively with student guardians. Due to the innovative nature of our school, successful teacher candidates will have a growth mindset and a desire to be coached. They will be flexible and transparent, and will be ready to master the competencies outlined in iNACOL.



Recruiting for teachers will follow a similar process and cadence as recruitment of leadership positions, as noted above under the “Leadership” section. This process will include, at minimum, a phone interview, finalist interview, and reference check. Most often, teachers will also be asked to submit a demo lesson that will be evaluated.

Teachers will possess their respective secondary school teacher certificate (7-12) based on content per RIDE regulations.⁹³ MedPrep requires that all teachers possess current RIDE certifications, which sustain rigorous standards to produce highly qualified faculty. Teaching service is subject to annual contracts and RIGL 16-13-2 on teacher tenure, which requires a layoff letter be sent to teachers by March 1 or June 1.⁹⁴ Background checks, copy of certificate, and I-9⁹⁵ are requisites for employment. Customary to charter schools, a lean employee manual will outline all working conditions.

Teachers will work from eight in the morning to four o'clock in the afternoon, one hundred and ninety days each year. Each school day, six hours will be allocated to teaching duties, one hour for lunch, forty-five minutes for planning, and fifteen minutes for providing student supervision during transitions. All teachers instruct students in academic subject matter as well as social, emotional, and behavioral skill areas. Teachers will serve as student advisors and will communicate with families on a daily basis. Each teacher will be responsible for monitoring student performance, and adapting instructional plans as needed to ensure student needs are met. Teachers will promote a school atmosphere that promotes the intellectual, physical, social, and emotional development of all students. All teachers are expected to participate fully in a professional community including common planning, professional development, and self-reflection and evaluation exercises. Teachers will be expected to continually develop their teaching practices, and provide developmental support to colleagues as able; they will support the School Director and leadership team and promote the mission and vision of MedPrep.

⁹³ (p.53)

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

⁹⁴ <http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-13/16-13-2.HTM>

⁹⁵ <https://www.uscis.gov/i-9>



In order to retain talented teachers, MedPrep will provide teachers with a competitive benefits package, and will promote a professional atmosphere that respects and rewards the work of our faculty. The starting salary for MedPrep teachers will be equally competitive or greater than Providence Public School teachers and will include up to a 3% raise each year, up to year twelve. Per RI regulations, a state retirement contribution will be provided. Based on The New Teacher Project (TNT) research, monetary rewards are not sufficient. Non-monetary recognition, a manageable workload, career growth opportunities, survey teacher voice, collaboration, and inclusive leadership are research based strategies that MedPrep will practice to retain talent.⁹⁶

Teachers will be evaluated using the RIDE's Educator Performance and Support System through its RIDemap online system. Non-faculty staff will be evaluated using mutually agreed tools established between the board and the executive director. The International Association for K-12 Online Learning (iNACOL) and the personalized learning model online platform will be competencies teachers will need to master. Powell, Rabbitt, and Kennedy's (2014) personalized learning model Teacher Competency Framework provides the necessary personalized learning model competencies MedPrep will contribute to teacher professional development.⁹⁷

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

MedPrep teachers will play a role in the governance and decision-making processes. Their involvement is valued, and they are seen as key stakeholders in shaping our school's vision, policies, and overall direction. Teachers will engage in:

⁹⁶ https://tntp.org/assets/tools/Retaining_High_Performers_03.12_Final_4.pdf

⁹⁷ <https://www.inacol.org/wp-content/uploads/2015/02/iNACOL-Blended-Learning-Teacher-Competency-Framework.pdf>



- **Shared Leadership:** Medprep will promote shared leadership where they are actively involved in decision-making alongside school administrators. Teachers will serve on various committees, including the Community Advisory Board, Parent Advisory Committee, and the School Improvement Team. They may choose to co-chair a committee.
- **Collaborative Decision-Making:** Teachers will be encouraged to participate in discussions and decision-making processes that affect their classrooms and the overall school environment. This collaborative approach will allow them to provide valuable insights into the needs and preferences of their students.
- **Common/Complex Planning Time (CPT):** CPT will be where they work collaboratively each week to share best practices, analyze student data, and collectively solve instructional challenges. Complex Planning Time will be meetings and forums where teachers foster a culture of continuous improvement and mutual support, expressing their views, discuss concerns, and provide feedback on school policies and initiatives.
- **Participation in School Improvement Planning:** Teachers will contribute to the development and implementation of school improvement plan. They will offer valuable input on areas of growth, student achievement, and strategies for enhancing teaching and learning.
- **Professional Development Input:** Teachers will be consulted to identify their professional development needs. They will have a say in choosing relevant training opportunities that align with their individual and our collective goals based on MedPrep's vision and mission.
- **Involvement in Hiring:** Teachers may be involved in the hiring process of new faculty members.
- **Data-Driven Decision Making:** Teachers will be expected to use data to inform their instructional practices, actively participating in analyzing student performance data to identify areas of improvement and effective teaching strategies.



- **Teacher Leadership Positions:** Formal teacher leadership positions may be available as MedPrep grows, such as instructional coaches, where experienced teachers take on leadership roles to support and mentor their colleagues.

Community Engagement & Culture

Building a positive and supportive school culture and climate is a fundamental cornerstone of MedPrep. We understand the importance of creating a nurturing environment that fosters academic, social, and emotional growth for our students, as well as promoting the well-being of our staff. To achieve this, we will design a comprehensive approach emphasizing community engagement, collaboration, and open communication.

Central to our strategy is the creation of a Community Advisory Board (CAB). The CAB will provide an inclusive forum for dialogues about governance, operations, and the overall well-being of our school. Through the CAB, we will ensure that diverse perspectives inform decisions and policies by harnessing the collective wisdom and insights of our stakeholders. This approach empowers students, families, and community members to actively contribute to the growth of our school while fostering a sense of ownership and shared responsibility.

Additionally, we will host town hall meetings, workshops, and collaborative projects that promote belonging and mutual respect within our school community. By engaging in constructive dialogues, we aim to create a transparent and trusting atmosphere where every individual feels heard, valued, and included.

Our commitment to a positive school culture extends to the professional development of our staff as well. We will invest in ongoing professional development programs, equipping our educators to provide high-quality instruction and empathetic guidance to our students.

At MedPrep, we are dedicated to cultivating a positive and supportive culture that nurtures the growth and well-being of our students and staff and reaches out to our broader community. We will work



with Community Advisory Board to create programming that values our extended community. Engaging in ongoing collaboration with our community will serve as an asset to our students and staff.

Family-School Partnership

MedPrep will strive to produce a family like atmosphere where all faculty and staff approach families as they would their own. The school's leadership, faculty, and staff will build a strategy to develop more comprehensive programs of school and family partnerships through six types of involvement: parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community (Epstein et al., 2009, pp. 14-17).⁹⁸

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

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

There will be an active PTA/PTO or Parent Advisory Committee. Families and caregivers will be solicited for membership on the school improvement team. The school leadership and families and caregivers can meet on a monthly basis to talk about ideas and issues. The Partnerships & Community Coordinator will lead an action team for partnerships (ATP) (Epstein et al., 2009, p. 101) with families and caregivers as major members to take responsibility for planning and conducting family and

⁹⁸ "School, Family, and Community Partnerships: Your Handbook for Action, third edition", Epstein et al. (2009).



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

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

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

Facilities

The former Bishop Keough Regional High School building, situated between Power Rd. and Smithfield Avenue and the annex at 165 Power Rd in Pawtucket, will be leased from Mt. Sinai church, with a total capacity of just under 500 students. The main building is a rectangular layout that consists of two floors with a total of twelve classrooms that measure about 30'x 30'. The building is approximately 16,000 square feet, not including the cafetorium. It contains an equipped industrial grade cafeteria, performance stage, four office spaces with lavatories, a teachers' lounge, and two student lavatories on each floor. The science lab is equipped with lab tables already connected to gas and water. The library is furnished with cataloged books. There is no gymnasium, however there is a protected student recess area in the middle of the complex. Baseball/recreation field areas are directly across the street. The annex is



6,300 square feet with three floors. There will be an entrance for student drop off on Smithfield Avenue, which will be the main entrance for students. Buses will enter the large parking lot. The cafetorium will be used as a waiting place during periods of inclement weather that inhibit students from leaving the school grounds. Students and staff may park in the parking lots or on the street.

Although the landlord has made significant capital improvements, the Board may hire an architect/interior designer to redesign the facility to mirror MedPrep's theme and to assess future capital investments and improve code compliance, like ADA/OSHA. Conversion from traditional classrooms into learning spaces that resemble a more professional work environment will also be a capital investment goal. Science labs may require updates, such as an eye washing station. The building may be extended contingent upon economic solvency to construct more learning centers and a recreation/exercise space equipped with showers.

The local Pawtucket fire marshall is responsible for annual fire safety inspections under RI State Fire Marshal regulations, which is scheduled annually in September.⁹⁹ In May of 2018 a fire alarm inspector documented that the alarm system was in perfect working order.

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

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

⁹⁹ <http://fire-marshal.ri.gov/units/inspections.php>

Operations

The founding Executive Director will directly supervise the School Director and Director of Finance and Operations (DFO) as they build the infrastructure of the school. The Director of Finance and Operations will be responsible for all operations related to financial processes, accounting, reporting, hiring and compliance in the areas of food service, transportation, and information technology. The School Director will be responsible for supervision of the instructional program, faculty subordinate positions such as nurse, teacher assistants, administrative assistants, teachers, the College and Career Readiness Coordinator, the Partnerships & Community Coordinator and tutors. He or she will oversee parent and community engagement, recruitment, and marketing. The Director of Finance and Operations will assume oversight of the second administrative assistant, custodian, food services employee, transportation employee, and IT employee. This director will oversee human resources, payroll, purchasing functions between hired companies, fundraising, and investments. If the DFO does not have certified public accountant status, a retained CPA firm will report and furnish all financial activities to the board and RIDE, conduct tax reporting, federal grants reimbursement, IRS communication, bank account reconciliation, Department of Labor and Training Relations, etc. Sound fiscal practices such as layers of signatures for purchasing will be implemented. Administration of employee benefits will also be outsourced to a company. An annual review of the system will ensure seamless and effective run of the programs and stakeholders.

The Board, with assistance from the Executive Director and DFO, will develop, maintain, and follow a Hazard Analysis Critical Control Point (HACCP) plan to control potential food hazards, schedule food safety inspections by the RI Department of Health through approved school food safety auditors, and conduct subsequent inspections annually.¹⁰⁰ The director of the school will present a safety and emergency response plan to the board annually by November 1st, record it in eRIDE Portal, and conduct student and staff orientations. A School Crisis Response Team will be formed annually.

¹⁰⁰ <http://www.health.ri.gov/food/for/schools/>



The Executive Director and DFO will seek and recommend to the board at least one school nurse teacher to administer the school's health and wellness plan and teach our medicine courses.^{101,102} A food service director will be hired to administer RIDE's child nutrition program for breakfast and lunch.¹⁰³ It is too early to determine the vendor, but the decision will be made in advance of the start of school. B & M has provided a quote included in the budget.

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

If awarded, the Charter School Program grant may finance capital investments mentioned in this proposal.

Finance and Budget

Major assumptions of the proposed budget from combined local and state revenue starts in Year One at \$2.97 million, \$4.14 million, \$5.50 million, and a final base at \$8.17 million for total operations. The budget forecast was compiled by comparing the latest IRS filings of three similar Rhode Island charter schools--Charette Charter School, Blackstone Academy Inc., and Trinity Academy of the Performing Arts.^{104,105,106} Budget forecast data was also derived from vendor quotes and the property landlord. Increased revenue is reflected as student enrollment increases as grades are added and levels off when all grades are included. All years have a surplus to build a fund balance. The applicant group will apply for the RIDE start up grant. Depending on the award amount, adjustments to the proposed budget will be made. The lease contract is based on the market value of \$10 per square foot. In support of the school, the property owners lease amount will start considerably lower the first years and increase as the

¹⁰¹ <http://webserver.rilin.state.ri.us/Statutes/TITLE16/16-21/16-21-8.HTM>

¹⁰² http://www.thriveri.org/documents/Rules_Regs_School_Health.pdf

¹⁰³ <http://www.ride.ri.gov/FundingFinance/NutritionPrograms.aspx>

¹⁰⁴ <https://projects.propublica.org/nonprofits/organizations/824296249>

¹⁰⁵ <https://projects.propublica.org/nonprofits/organizations/800025718>

¹⁰⁶ <https://projects.propublica.org/nonprofits/organizations/272516469>



school grows to reflect total coverage of about 22,000 square feet. The expenditure budget for facilities will be about 15% per year.

Teachers' salaries will be approximately 55%, and administration and student services will be approximately 35%. Teacher salaries are budgeted at \$73,500 plus 28% for benefits and 8% for payroll tax for a total of about \$100,000.¹⁰⁷ Teachers are added during the first four years until sustainability is met. A food service worker certified to administer the national school breakfast and lunch program will receive the delivery of prepackaged breakfast and lunches from the catering company. Another food service worker will be hired in year two. Students and families may opt for an alternative program once established.

The Board will establish a finance oversight committee. The Director of Finance and Operations will report to the executive director and will present to the board. He or she will prepare all financial records, procure and monitor investments, supervise budget and finance personnel, make recommendations, and implement sound economic practices. He or she will work with the school's business office manager/administrative assistant to maintain records and facilitate purchases. The finance director will submit all financial records and plans for review by the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; and 16-77.4-8. The school board will annually seek and approve an operational budget and cash flow statement and furnish a copy to R.I. Department of Education. MedPrep will complete a fiscal audit each year with an independent firm and furnish a copy to RIDE.

Schedule and Calendar

MedPrep will be on a two semester, four quarter system.¹⁰⁸ During staff state-wide PD, school will be in session virtually via asynchronous lessons. Our timeline reflects a set of tasks and deadlines outlined in the "Rhode Island Charter Public Schools: Readiness Handbook" published by RIDE.¹⁰⁹

¹⁰⁷ Only year one is lower for a balanced budget.

¹⁰⁸ See Appendix R for MedPrep 2024-2025 Calendar

¹⁰⁹ <http://www.ride.ri.gov/Portals/0/Uploads/Documents/Students-and-Families-Great-Schools/Charter-Schools/Charter-School-Readiness-Handbook.pdf>



An A/B four by four block schedule will be implemented to facilitate university dual enrollment courses and internships. Classes run from 8:00 AM and end at 2:45 PM and are 70 minutes in length. After-school programs in the form of electives, intervention, tutoring, and extracurricular activities through 21st Century Community Learning Centers grant will provide programming in: arts, academic supports and clubs, assessment preparation, sports, parent engagement, youth development, health promotion, and college preparation and access.¹¹⁰

Variances

The facility does not have a gymnasium. However, the cafetorium may be utilized for limited physical education instruction having to omit some sports or activities during inclement weather. Based on this circumstance, MedPrep may request a variance of RIGL 16-22-4. Independent physical activity, health instruction, participation in the Rhode Island Interscholastic league, and a balanced diet shall promote healthy academic focus and reduce facility dependence. In addition, MedPrep will make all efforts to promote non-sedentary activity through recess and breaks in the courtyard, the baseball field, and/or in the open spaces in the building such as the morning circle section and cafetorium, and adjustable desks.

Charter School Program Grant Intent to Apply

During the planning period (November 2023 to August 2024), milestone tasks listed in the startup timeline in Appendix A will require funds. Each board member will participate in milestone tasks (from November to March). The founding executive and school directors will lead the facilities preparation, hiring, supplies ordering, student recruitment, accounting setup and marketing. Updated student furniture, pupil-use technology, hardware, and software, instructional materials including interactive boards and specialized medical supplies such as a Syndaver, are estimated at \$236,000.¹¹¹ The facility needs to be retrofitted with intranet/internet technology infrastructure. A climate controlled server room will need to be constructed to contain a dedicated server, racks, modems, switches, UPS battery pack, and security

¹¹⁰ See Appendix M Table Grade 7-12 Model & Curriculum

¹¹¹ <https://syndaver.com/>



camera DVR. Cloud based software will be used for instructional software and management functions. To mitigate data compromise licenses and regular maintenance of the system will be outsourced to a technology firm. An electronic key entry system and several additional video cameras may be installed throughout the facility.

Appendix A Startup Timeline

Anticipated Date of Final Approval: Dec 2023

Anticipated Date of Opening: September 2024

Category	Task	Date Completed	Resources	Subcommittee directors
Management	Select Founding Director (Executive Director)	August 2023		MedPrep board members
November 2023 (30 days after preliminary approval)				
Governance	File articles of incorporation with Office of the Secretary of State	November 2023	<u>Application for Articles of Incorporation</u>	Mak A. Falaye, AF, EC
	Submit names, contact info, and resumes of founding Directors school board	November 2023		AF,BC
	File ethics forms	November 2023	<u>RI Ethics Commission</u>	Jeff Sowa & AF
	Submit bylaws	November 2023		Jeff Sowa & AF
	Submit conflict of interest policies	November 2023		Jeff Sowa & AF
	Apply for (EIN)	November 2023	<u>Application for (EIN)</u>	Mak A. Falaye, AF
	If applicable, review RIDE comments on draft contract with management provider/essential partner	December 2023		
	File for 501(c)3	November 2023	<u>Application to file as a 501(c)3</u>	Jeff Sowa, AF, Mak
Finance	Submit draft financial policies for RIDE review	November 2023		Mak A. Falaye, BC
Facilities	Submit facility acquisition plan;	November 2023		AF, EC



	review milestones with RIDE			
Recruitment	Contact Sending Schools to recruit student support	November 2023		Rodney Wilson & Jim Carney, EC
Enrollment	Submit draft student enrollment procedures for RIDE review; submit finalized student enrollment procedures prior to opening student enrollment	November 2023	<u>Lottery and Enrollment Guidance</u>	AF, EC
January 2024 (90 days prior to intended date of final approval)				
Funds	Apply for RIDE start up funds	February 2024		AF EC NO
Governance	Submit draft of Final Charter	February 2024		AF, BC
	Provide update on 501(c)(3) status	February 2024		Jeff Sowa, AF & Mak
	Submit updated names, contact info, and resumes of Directors and Officers	January 2024		BC, AF
	If applicable, enter into RIDE-approved contract with management provider	February 2024		None at this point
Finance	Submit first year operating budget	February 2024		Mak A. Falaye
	Submit first year monthly cash flow	February 2024		Mak A. Falaye
	Submit Board-approved financial policies	February 2024		Mak A. Falaye
	Submit five-year operating budget	February 2024		Mak A. Falaye
	Schedule training on UCOA financial reporting system	February 2024		Mak A. Falaye
Facilities	Submit evidence of completed milestones from	February 2024		AF, EC



	facility acquisition plan			
Personnel	Submit final staffing plan	February 2024		AF EC NO
	Submit organizational chart	February 2024		AF NO
	Submit name, contact information, and resume for qualified chief administrator	February 2024		AF BC NO
Educational Program	Submit updated course/curriculum outline, if applicable	January 2024	<u>Common Core Standards</u>	AF EC NO
	Submit updated school schedule and school calendar	February 2024		AF EC NO
	Schedule pre-opening training on RIDE data reporting systems	January 2024		AF EC
	Schedule pre-opening training on RIDE assessment systems	January 2024		AF
	Schedule pre-opening training with RIDE coordinators for English language learners	January 2024	<u>RIDE ELL resources</u>	AF EC NO
	Schedule pre-opening training with RIDE coordinators for students with disabilities	February 2024	<u>IDEA discipline guidelines and corresponding statutes</u>	AF EC NO
	Submit evidence of appointment of a qualified special education administrator	February 2024		AF NO EC
	Schedule pre-opening training on health program requirements and reporting	February 2024		AF EC NO
	Schedule pre-opening training	February 2024	<u>RIDE evaluation model</u>	AF EC NO



	regarding educator evaluation system			
March 15, 2024:				
Enrollment	Submit March enrollment lottery report, including accepted and waitlisted students	March 2024		AF EC
30 days prior to intended date of final approval:				
Charter	Prepare copies of Final Charter, including all attachments, for appropriate signatures**	March 2024		AF EC
Governance	Submit complete list of names, contact info, and resumes of Directors and Officers	March 2024		BC AF
	File all Ethics forms as required by the RI Ethics Commission	March 2024		Jeff Sowa & AF BC
	Submit board meeting calendar	March 2024		BC AF
	Schedule RIDE presentation and discussion with school board	March 2024		BC AF
Finances	Provide letter certifying approval of financial plans from Auditor General and/or RIDE	March 2024		AF MF EC
Facilities	Submit address of building to be used for school operations	March 2024		AF EC
	Submit Facilities Requirements and Assurances with appropriate signatures	March 2024		AF EC
	Submit terms and conditions of building use (lease)	March 2024		AF & Jeff Sowa
Enrollment	Provide evidence that student applications have	March 2024		AF BC EC



	been received in a quantity equal or greater than 50% of intended first-year enrollment			
	Enroll new students	March 2024		AF EC
Director	Hire director	October 2023		BC AF EC NO
30 days prior to opening: July 2024				
Finance	Provide evidence of RIDE- approved accounting system in compliance with UCOA regulations	June 2024	<u>UCOA</u>	Mak Falaye
	File ETF/ W-9 forms for direct deposit	June 2024		AF EC
	File first quarterly financial report	July 2024	<u>Office of Municipal Finance</u>	
Personnel	Complete hiring of appropriately credentialed staff	June 2024	<u>RIDE Cert Office</u>	AF EC NO
	Establish staffing policies, including procedures for staff to legally challenge Board decisions	June 2024		AF EC
	Ensure new staff enroll into Employees Retirement System of Rhode Island (ERSRI), as applicable	July 2024	https://www.ersri.org/	AF EC
Students and Families	Enroll all students	July 2024		AF EC
	Establish student discipline policies/codes of conduct	June 2024		N.O. & AF
	Establish procedures for families and caregiversto legally challenge decisions	June 2024		JS BC
Facilities	Ensure that classrooms are furnished with	July 2024		AF EC



	furniture, supplies, and equipment			
	Obtain Certificates of Occupancy for school facilities	July 2024		AF EC
Operations	File Annual Health Safety Report(ASHR)	August 2024	<u>Guidance on school health and safety plans and reporting</u>	LG EC
	Submit evidence of acquisition of RIDE-approved Student Information System and access to all data reporting systems	July 2024		RW EC
	Finalize school safety, fire drill,evacuation and lockdown plans	July 2024	<u>RI School Safety Resources</u>	NO EC AF
	Finalize student transportation services	July 2024	<u>RIDE transportation guidance</u>	AF EC
	Finalize food/nutrition services	July 2024		LG EC
	Finalize school calendar	August 2024		NO EC
	Finalize daily/weekly schedules	August 2024		NO EC
	Finalize appropriate insurance coverage	August 2024		MF
	Finalize plans for health program, including administration of student medication	August 2024	<u>School Health Regulations</u>	LG EC
Educational Program	Finalize professional development plans and calendar	August 2024	<u>RIDE PD resources</u>	NO AF EC
	Finalize plans and calendar for implementing a comprehensive assessment system	July 2024	<u>RIDE assessment resources</u>	NO AF EC
	Finalize instructional and curricular plans and obtain all resources	July 2024		NO AF EC

Appendix B Bylaws

ARTICLE I — NAME AND PURPOSE

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

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

ARTICLE II — MEMBERSHIP

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

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

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

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

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

ARTICLE III — MEETINGS OF MEMBERS

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

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

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

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

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

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

ARTICLE IV — BOARD OF DIRECTORS

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

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



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

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

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

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

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

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

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

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

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

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

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

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

ARTICLE V — COMMITTEES

Section 1 — Committee formation: The board may create committees as needed, such as academic excellence, development, finance, and governance committees. The board chair 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 or the Executive Committee. The fiscal year shall be a July to June. Annual reports are required to be submitted to the board showing revenue, expenditures, and pending revenue. The financial records of the organization are public information and shall be made available to the membership, board members, and the public.

ARTICLE VI — DIRECTOR AND STAFF



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

ARTICLE VII — AMENDMENTS

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

CERTIFICATION

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

Secretary

Date

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

The Executive Director/Founding Director or CEO is responsible for the successful leadership and management of MedPrep (MedPrep) according to the strategic direction set by the Board of Directors. During the charters first two years, the executive or founding director will have a more direct hand in all areas of operations of the enterprise-- management, human resources, finance, marketing, and human capital management. As key administrators and staff are hired, these roles will be delegated and the executive director will assume a supervisory role.

Key Leadership and Management Qualities:

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

Primary Duties and Responsibilities

The Executive Director is expected to successful perform the following:

Leadership

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

Director and staff

- In addition to the Chair of the Board, act as a spokesperson for the school



- Conduct official correspondence on behalf of the Board as appropriate and jointly with the Board when appropriate
- Represent the school at community activities to enhance the school's community profile

Operational planning and management

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

Instructional planning and management

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

Human resources planning and management

- Determine staffing requirements for organizational management and program delivery
- Oversee the implementation of the human resources policies, procedures and practices including the development of job description for all staff
- Establish a positive, healthy and safe work environment in accordance with all appropriate Rhode Island legislation and regulations
- Recruit, interview and select staff that have the right technical and personal abilities to help further the school's mission
- Ensure that all staff receives an orientation to the school and that appropriate training is provided
- Implement a performance management process for all staff which includes monitoring the performance of staff on an on-going basis and conducting an annual performance review
- Coach and mentor staff as appropriate to improve performance
- Discipline staff when necessary using appropriate techniques; release staff when necessary using appropriate and legally defensible procedures
- Oversee the guidance/transition team
- Oversee the community partnership position
- Oversees student attendance and performance based on data

Financial planning and management (together with Business Manager)

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



- Provide the Board with comprehensive, regular reports on the revenues and expenditure of the organization
- Ensure that the organization complies with all legislation covering taxation and withholding payments

Community relations/advocacy

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

Risk management

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

Minimum Requirements:

- Master's Degree in a related field and/or equivalent combination of education, training and experience sufficient to perform the essential functions of the job. Doctoral degree, Professional Educator's License preferred.
- Minimum 3- 5 years administrative experience or an equivalent combination of education, training and experience sufficient to perform the essential functions of the job.
- Reasoning Ability
 - Functional Reasoning: Requires the ability to apply principles of influence systems, such as motivation, incentive, teaching pedagogy, and leadership. Ability to exercise independent judgment to apply facts and principles for developing approaches and techniques to problem resolution.
 - Situational Reasoning: Requires the ability to exercise the judgment, decisiveness and creativity required in situations involving the direction, control and planning of instructional programs.
- Computer Skills: A complete knowledge of Microsoft or equivalent office suite as used in overall management in an educational environment is required.

Appendix D Opportunities from Community Partners

Opportunities from Community Partners					
GRADE	Mentoring	Job Shadow	Internship	Presentations at Conferences	College/Dual Enrollment Courses
7	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Appendix E Resumes

Dr. Anthony Francisco, Sr., PhD

145 Power Rd, Pawtucket, RI 02860

AnthonyFranciscoSr@gmail.com ~ Franciscoa@psdri.net Twitter: @AFranciscoSr Direct: 401.952.2007

EDUCATION

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

CERTIFICATIONS

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

LEADERSHIP EXPERIENCE

Charter School Applicant Group Founder & Vice-President, the Medical Preparatory Academy of R.I.
03/2018-present

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

Assistant Principal, Jenks Middle School

2022-present

- Increased average annual growth in math and literacy to over 100%
- Decreased chronic absenteeism by 6%
- 100% participation rate on the ACCESS standardized test
- Lead school improvement team and supported teachers to accelerate learning.
- Supervised 6-8, 700 pupils, 50 teachers, 9 teacher assistants, & 17 staff members.
- Managed student discipline
- Lead teacher evaluation, classroom instruction observations & feedback
- Lead student achievement data analysis and school improvement planning
- Recruited, lead, and collaborated attendance team
- Created attendance tracker tool school-wide interventions
- Mass robo communication & social media management
- State assessments administration & support
- Chaired 504 and Individual Education Plan teams
- Establish and collaborated with Parent Advisory
- Presented status and goals to district Community Advisory Board

Director of Culture & Community Engagement, Jenks Middle School

10/2019-Aug 2022

- Supervised 6-8, 700 pupils, 50 teachers, 9 teacher assistants, & 17 staff members.
- Title-I budget allocation, purchasing, vendor selection to maximize deliverables.
- Collaborated with district principals for improvement via 10 district meetings to share best practices.
- Appraised policies & annual report card to make recommendations to principal for strategic direction.
- Overhauled communication campaigns to revitalize family & community relationships.
- Solidified relationships by increasing family correspondence from 20% to 90%; launched Twitter, FB, Kinvo
- Reduced absenteeism by 26% by designing a system-wide learning & communication tracker.
- Transformed PTO to PAC Parent Advisory Committee increasing family engagement & organized family workshops directed by school teachers, paraprofessionals, & district community-based partnerships.
- Surpassed previous year Surveyworks parent responses by 17%.

Teacher Coach & Director Fellow, Generation Teach

05/2018-8/2019



Dr. Anthony Francisco, Sr., PhD

145 Power Rd, Pawtucket, RI 02860

AnthonyFranciscoSr@gmail.com ~ Franciscoa@psdri.net Twitter: @AFranciscoSr Direct: 401.952.2007

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

Dept. Chairperson & Instructional Leadership Team, Cooley High School
Supervised 660 learners, 9-12 high school.

07/2016-10/2019

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

Administrator Advanced Course Network Providence,
Supervised 60 pupils, 4 teachers.

09/2016-04/2017

- Raised student achievement by leading Saturday advanced course academy

Assistant Principal, Frank D. Spaziano Elementary School & Annex
Supervised K-5 650 pupils, 45 teachers, 12 teacher assistants, & 18 staff members.

08/2013-06/2016

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

TEACHING EXPERIENCE

Spanish Teacher, William B. Cooley High

07/2016-10/2019

- Boosted academic achievement for grades 9-12 via personalized model.

Teacher, Hope High School

05/2001-07/2013

Spanish instruction, 9-12 grades, 1200 pupils

Teacher, Carl G. Lauro Elementary School

11/2003-05/2004

Spanish bilingual instruction, 1st grade self-contained class

PROFESSIONAL & COMMUNITY AFFILIATIONS

RI Association of School Principals, Member
RI Foreign Language Association, Board Member
Coalition for a Multilingual Rhode Island, Member
Teach Plus Rhode Island, Member
Medical Preparatory Academy of Rhode Island, Board Member
Movimiento Pentecostal Monte Sinai, Inc., Board Member

REFERENCES

Michael Lazzareschi Principal

lazzareschim@bsd-ri.net

401.568.1310 x2200



MEDPREP

Dr. Anthony Francisco, Sr., PhD

145 Power Rd, Pawtucket, RI 02860

AnthonyFranciscoSr@gmail.com ~ Franciscoa@psdri.net Twitter: @AFranciscoSr Direct: 401.952.2007

Michael Gilmore	Principal	Gilmorem@psdri.net	401.456.9161
Dr. Luke Smith, PhD	Dissertation Director	Luke.Smith@ucumberlands.edu	606.304.6588
Dr. Mary Kelly, PhD	Professor	Mary.Kelly@ucumberlands.edu	404.374.5949
Rev. Javier Torres	Pastor	JTorresTrinidad@gmail.com	407.765.9336



MEDPREP

CURRICULUM VITAE
Bradley J. Collins, MD, FACP, FHM

Division of Hospital Medicine
164 Summit Avenue, Providence RI 02906
401-793-2104
401-793-4047 (fax)
bcollins@lifespan.org

EDUCATION

Undergraduate	Gannon University, August 1995-May 1999, BS Chemistry 1999, Magna Cum Laude, Recipient Gannon University Medal of Honor
Medical School	Pennsylvania State University College of Medicine, August 1999-May 2003, Doctor of Medicine 2003, Recipient Leonard Tow Humanism in Medicine Award, Inductee to the Gold Humanism Honor Society

POSTGRADUATE TRAINING

Residency	Brown University Internal Medicine Program at The Rhode Island and Miriam Hospitals, Providence RI, June 2003-June 2006
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POSTGRADUATE HONORS AND AWARDS

Gannon University Distinguished Young Alumni
Award 2006
Leonard Tow Humanism in Medicine Award Penn
State Chapter 2003
Dean's Excellence in Teaching Award, Alpert Medical
School 2012 & 2014
Beckwith Teaching Award, Alpert Medical School
Department of Medicine 2014
Housestaff Teaching Award, Alpert Medical School
Department of Medicine 2014
Family Medicine Inpatient Teacher of the Year, Alpert
Medical School Department of Family and Community
Medicine 2017



PROFESSIONAL LICENSES AND BOARD CERTIFICATION

American Board of Internal Medicine Certification
2006-2016
American Board of Internal Medicine Focused Practice
in Hospital Medicine 2016-2026
Rhode Island Department of Health Medical License
June 2014-June 2016

ACADEMIC APPOINTMENTS

Clinical Assistant Professor of Medicine
Alpert Medical School, Brown University
July 2006-to present

HOSPITAL APPOINTMENTS

Staff Hospitalist 2006-present
Medical Director Case Management, The Miriam
Hospital 2012-2014
Medical Director of Appeals, Lifespan 2014-present

HOSPITAL COMMITTEES

Medical Executive Committee, Member, The Miriam
Hospital 2008-2010
Patient Safety Committee, The Miriam Hospital 2009-
2012
Joint Order Set Committee, The Miriam Hospital
2011-2015
Utilization Review Committee 2012-present, The
Miriam Hospital, Medical Chair 2012-2014
Patient Care Committee, The Miriam Hospital 2012-
2015
Patient Safety Champions, The Miriam Hospital
Physician Chair 2012-2016
Brown Kenya Advisory Committee, The Miriam
Hospital 2012-present
Division of Hospitalist Medicine Operations, The
Miriam Hospital Committee, Chair 2012-2014
Member 2014-present

OTHER APPOINTMENTS AND COMMITTEES

Rhode Island Graduate Nurse Residency Board,
Member 2012-2016
Rhode Island State Quality Steering Committee Board
Member 2013-present
Rhode Island Medical Society Executive Board
Counsellor at Large 2013-2014
Secretary 2014-2015
Vice President 2015-2016
President Elect 2016-2017
President 2017-present



Gannon University National Alumni Board of Directors
2016-present
Society of Hospital Medicine Annual Meeting
Reviewer for Vignette Poster Competition 2016
ABIM Beta Test for Infectious Disease Section 2017
Lifespan Physician Group Board of Trustees
Member 2017
Society of Hospital Medicine Annual Meeting
Reviewer for Vignette Poster Competition 2017
Question Writer for SPARK (Society of Hospital
Medicine Board Prep) 2018
Rhode Island Medical Society Foundation, President
2018
Rhode Island Medical Society Foundation, Board
Member 2018

MEMBERSHIP IN SOCIETIES

American Medical Society 1999-present
American College of Physicians 2003-present
Fellow 2014
Gold Humanism in Medicine Honor Society 2003-
present
Society of Hospitalist Medicine 2010-present
Fellow 2014
Rhode Island Medical Society 2013-present
National Academy of Physician Advisors 2014-present.

INVITED PRESENTATIONS REGIONAL

“Incidence of Hyperlipidemia in the Stroke Population
of a Rural Community Hospital” poster, Pennsylvania
State University College of Medicine, Senior Research
Forum, 2003, Finalist
“Cushing’s Disease from a Pituitary Macroadenoma”,
poster, Rhode Island ACP Annual Meeting, 2004
“Superficial Thrombophlebitis as a Harbinger of
Malignancy”, poster, Rhode Island ACP Annual
Meeting 2012

“Disseminated Staphylococcus Infection in a
Previously Well Managed Elderly Patient”, poster,
Rhode Island ACP Annual Meeting 2013
2016 Rhode Island Annual Cancer Summit; Palliative
Care Roundtable Panelist.



INVITED PRESENTATIONS NATIONAL

“Taking Her Breath Away” clinical vignette poster,
Society of Hospital Medicine National Conference,
2012, Finalist
“Aortitis” clinical vignette poster, Society of Hospital
Medicine National Conference, 2014
“Chief Complaint: I’m Dead” clinical vignette poster,
Society of Hospital Medicine National Conference
2017
“Subacute Paraplegia in a Young Male” clinical
vignette poster, Society of Hospital Medicine National
Conference 2017
“Renal Failure: A Cold Case” clinical vignette poster,
Society of Hospital Medicine National Conference
2018

SCHOLARLY WORK PUBLISHED IN OTHER MEDIA

“Rounding with Bradley Collins, MD, Case of Lyme
Endocarditis” www.QuantiaMD.com, 2010, Non-Peer
Reviewed

UNIVERSITY TEACHING ROLES

Doctoring Mentor 2008-2010
2010-2012
2012-2014
2014-2015
2015-2016
Resident Advisor 2007-2010
Medical Student 3rd year Clerkship Small Group
Instruction May 6-30, 2014
November 5-27, 2014
June 29-July 21, 2015
June 27-July 19, 2016
January 3-27, 2017
Problem Based Learning Instructor 3rd year Medical
Students 2013-Present
Internal Medicine Resident Ethics Instructor 2013-
present (six 1.5 hour sessions per year)
Longitudinal Elective 4th year Medical Student 2014
Longitudinal Elective 4th year Medical Student 2015
Clinical Pathology Conference Discussant Jan 13, 2017
Brown/Kenya Exchange Program, Medical
Coordinator, The Miriam Hospital 2015- present
OSCE preceptor October 18, 2017



HOSPITAL TEACHING ROLES

Internal Medicine Residency Ward Physician 2006-Present
Internal Medicine Clinic Preceptor 2006-2008
Schwartz Rounds Panelist 2007
Schwartz Rounds Panelist 2008
Schwartz Rounds Panelist 2015
Schwartz Rounds Panelist 2016
Morbidity and Mortality Rounds Medicine TMH Presenter 2006-2008
Family Medicine Residency Ward Physician 2016-present
Preceptor Physician Assistant Student Springfield College August 2016 (6 weeks)
Preceptor Nurse Practitioner Student University of Rhode Island August-November 2016 (100 hours)
Preceptor Physician Assistant Student Springfield College May/June 2017 (6 weeks)
Reviewer/Editor Final Nurse Practitioner Paper Rhode Island College May 2017

COMMUNITY INVOLVEMENT

Knights of Columbus 4th Degree 1995-present
LionCARE, PSUCOM student run free clinic, 2002-2003 (Founding Member)
Volunteer Guardian Program 2006-present
DecAID, 501c3 Charity, President and CEO 2006-present
Presentation of the Blessed Virgin Mary Catholic Church, Trustee 2011-present
Honorable Order of Kentucky Colonels 2012-present.
Lincoln Youth Soccer Association Recreational coach U6 boys and girls 2013-2014
U8 boys and girls 2015
High School Athletics Pre-Participation Physical Volunteer (University Orthopedics) 2006
High School Athletics Pre-Participation Physical Volunteer (University Orthopedics) 2007
High School Athletics Pre-Participation Physical Volunteer (University Orthopedics) 2008
High School Athletics Pre-Participation Physical Volunteer (University Orthopedics) 2014
RI Volunteer Guardian Program 2010-present



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Blackstone Valley Prep Art Show/Auction Host
Committee 2014
Blackstone Valley Prep Art Show/Auction Host
Committee 2015
Blackstone Valley Prep Art Show/Auction Host
Committee 2016
Rhode Island House of Representatives District 46,
Candidate 2016
Blackstone Valley Prep Charter School Career Week,
Host Physician February 2017
Manville Farm League Baseball, Coach 2018
Lincoln Parks and Rec Basketball, Coach 2018
Lincoln Middle School, Career Day Presenter, 2018



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HONERS AND AWARDS

Distinguished Fellow
American Academy of Physician Assistants

April 2010 Employee of the Month
The Miriam Hospital
Providence, R.I.

2014 Nurse Advocate of The Year
American Nurses Association, Rhode Island Chapter

REFERENCES: References will be furnished upon request



Dr. Nkolika Etell Onye

(e) Nkoli.onye@gmail.com (c) 401.996.1602 (Twitter) @OnyeNkoli

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

Professional Experience

July 2022-present Chief of Equity and Belonging

- promote a culture of equity and inclusion through the creation of systems, processes, and policies designed to support equity and belonging for students and adults
- identify, foster, and measure progress on initiatives to drive educational equity for all students
- collaborate with other departments within the organization to promote equitable decision-making and outcomes
- create new professional learning content in the areas of cultural responsive teaching, implicit bias, anti-racism, gender support, Title IX
- provide training for school leaders, cabinet members, teachers and students
- create structures at the school and district level that support and promote student agency and advocacy
- collaborate with Human Resources to support recruitment and retention of staff of color
- create tools that support equity in education including equity frameworks, equity lens tool, equity racial lens tool, school and district equity audits
- establish equity metrics, update and create new policies
- create systems and tools that help school leaders develop the capacity to create equity-focused learning environments
- cultivate existing partnerships with national grantors and establish new partnerships for development
- create processes to engage the community, parents in the development of equitable processes and practices

Major Accomplishments: relaunched department that had been paused for almost 2 years with a full staff within 4 months of arrival; successfully reestablished partnerships with Gates Foundation, Nellie Mae, Rhode Island Foundation and received all paused funding; launched first Student Equity Leadership Team of 60 students (RESPECT); launched first Student Equity Leadership Academy; launched first Equity Advisory Council; revised and achieved approval of Racial Equity Policy; created first SOPs for Gender Support Plan; launched equity-focused leadership training for school leaders facilitated by author Dr. M. Gooden; launched culturally and historically responsive professional development series for teachers facilitated by author Dr. Ghoddy Mohammad

Sept 2008-2020 Executive Director (Assistant Superintendent), Providence School Department

Student Support and Equity

- provide supports for students that complement and supplement Teaching & Learning.
- assist the district substantially and effectively in the task of supporting schools to maximize learning
- marshal and align internal resources to support the improvement of student attendance and is charged with reducing chronic absenteeism and suspensions
- ensure that the district is addressing student needs through relevant partnerships, marshaling resources to reduce chronic absenteeism and suspensions and implementing key policies that support positive student climate and culture
- manage relevant partnerships related to the efforts to increase attendance, reduce chronic absenteeism and reduce suspensions
- coordinate and collaborate across the District, especially with the Student Affairs Office, Office of Strategic Partners, Teaching & Learning, and Research, Planning & Accountability
- ensure cross-functional collaboration, communication and coordination in support of schools and student needs to promote a positive and welcoming culture for all
- supervise staff, as needed or assigned
- develop the strategy for incorporating restorative practice across the district
- support district efforts to implement school autonomy, continuous learning and equity based decision-making
- participate in system-wide policy development
- serve as a liaison for in-district charter schools
- serve as a facilitator and trainer of Principals in the National Institute of School Leadership (NISL) Program



Major accomplishments: developed strategy to support new student-teacher/practicum placement process; developed new student-teacher/practicum placement policy; designed implementation plan for districtwide launch of restorative practices; secured contract to support training of all PPSD employees in restorative practices; implemented restorative practices plan districtwide; developed chronic absenteeism guidelines for schools and principals; completed NISL training and passed NISL facilitator training; facilitated leadership trainings for principals and superintendents

Performance Management

- support the recruitment, retention, and development of high quality talent for Providence Public Schools
- lead the development and implementation of systems and processes that support educator effectiveness and leadership development, that include integrated professional development linked to accountability measures

Major accomplishments: launched first Peer Assistance and Review (PAR) in Rhode Island August 2012; designed & launched first comprehensive evaluation management tool; designed & launched first evaluation certification/process for central office and building administrators; designed & launched first comprehensive teacher induction (TIP) and principal induction program (PIP); expanded TIP from a one year to a three-year program; first to contract Dr. Harry Wong as part of the Teacher Induction Program

High School Reform

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

Major accomplishments: developed and implemented an accreditation plan for all high schools, developed and implemented a college ready plan for all high schools which included focus on early warning & grade 9, comprehensive district-wide parent community workshops, transition, college planning and literacy, co-developed new graduation policy, developed and implemented a transition plan for incoming grade 9 students, restructured and implemented New Summer Academy, New Summer School (guidelines, procedures, curriculum), New Advisory Model, New Credit Recovery/Tutorial Program, (increased number of high schools offering AP from 2 to all 10); co-developed and launched first Extended Learning Opportunity (ELO) developed and fully functioning; launched first free, district-wide SAT Preparation Course for PPSD Juniors; piloted universal SAT test day at E-cubed Academy; at Mount Pleasant High School- significantly reduced suspension rate, significantly increased attendance; significantly increased College/FAFSA participation; developed initial-draft transformation plan, developed comprehensive partnership with local university; developed comprehensive plan for the development of a high school academy structure

Committees	Judicial Nominating Committee, Congressman Magaziner's Service Academy Committee, Governor's Vaping Advisory Council, Mayor's African American Ambassadors Committee,
Community	
Organizations	OASIS International, Nigerian Community of RI, Nzuko Anambra Massachusetts, Peoples Club of Nigeria, African Catholic Community of RI
Publications	2021 Dissertation Understanding the Conditions Necessary for Successful Implementation of Personalized Learning in Urban Schools: A Case Study"; 2015 Council of Great City Schools Annual Conference "Investing in Human Capital"; 2015 ASCD Annual Conference "Empowering Educators to Improve Teaching Practices"
Certificates	K-12 Administration; Secondary Chemistry; National Institute for School Leadership (NISL) Certified Facilitator



MEDPREP

RODNEY WILSON

17 Linton St, Providence RI 02908

401-286-0827

rodlee821@gmail.com

EXPERIENCE

Providence Schools

Computer Management Specialist 1997 to present

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

EDUCATION

Bachelor of Arts Degree Highest Distinction

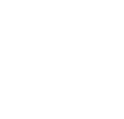
University of Rhode Island August 2000

AWARDS AND ACKNOWLEDGEMENTS

- Phi Kappa Phi honor society



MEDPREP



Revision Date: May 18, 2018

CURRICULUM VITAE

Levis M. Guzman

Professional Internal Medicine Assoc.
139 Benefit Street
Pawtucket, RI. 029861
Tel (401) 475-0002
Fax (401) 475-5111

EDUCATION:

Undergraduate	University of Rhode Island, Major in Microbiology Minor in Chemistry, 1987-1991
Medical School	Universidad Autonoma de Guadalajara, MD 1991-1995 New York Medical College, MD degree, 1999-2000

POSTGRADUATE TRAINING

Residency	Memorial Hospital of Rhode Island 111 Brewster street, Pawtucket R.I. 02861 Internal Medicine, 2000-2003
Fellowship	Rhode Island Hospital Eddy Street, Providence R.I. 02906 Critical Care and Pulmonary 2003-2004

POSTGRADUATE TRAINING AND AWARDS

Military metals of outstanding service
Best Physician Choice award

MILITARY SERVICE

LtCol, Rhode Island Air National Guard, 2001-present

PROFESSIONAL LICENSES & BOARD CERTIFICATION

Rhode Island Medical License 2004-present
Massachusetts Medical License 2004-present

HOSPITAL APPOINTMENTS

Internal Medicine attending, Memorial Hospital, 2004-present
Internal Medicine attending, Kent Hospital, 2007-present

OTHER APPOINTMENTS

The American Legion, 2008- present
Scalabrini Center free clinic volunteer provider 2016-present

MEMBERSHIP IN SOCIETIES

Phi Delta epsilon medical Fraternity, 1992-present

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

Website: www.lsglaw.com
Email: jsowa@lsglaw.com

PROFESSIONAL PROFILE

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

EDUCATION

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

PROFESSIONAL SERVICE

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

PUBLISHED CASES

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

PROFESSIONAL AFFILIATIONS

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

MAK A. FALAYE, CPA MBA

60 Fallon Avenue ~ Providence, Rhode Island 02908

(401)497-6727

mak030197@juno.com

PROFILE

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

EDUCATION:

BRYANT UNIVERSITY, Smithfield, Rhode Island

Master of Business Administration

Concentration in Finance

ONDO STATE POLYTECHNIC, Nigeria

Bachelor of Science in Business Administration

Concentration in Accounting

COMPUTER SKILLS

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

PROFESSIONAL EXPERIENCE

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

Principal/Manager

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

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

CITIZENS FINANCIAL GROUP

Feb 2015 – Aug 2015 Accounting Manager (Contract)

- **Reconcile accounts utilizing various reports and report queries.**



- Identify all activity, product specific and prepare journal entries to re-class on general ledger.
- Perform reconciliation of activity on general ledger posted in Oracle.
- Validate completeness and accuracy of journal entries to supporting detail.
- Created electronic audit trail of all daily activity. Research unresolved out of balance items, communicating with various departments to achieve resolution.
- Monitor items cleared daily.
- Prepare, examine or analyze accounting records, financial statements or other financial reports to assess accuracy, completeness, and conformance to reporting and procedural standards.

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

June 2013-Apr, 2014 Accounting Manager (Contract)

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

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

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



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

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

Senior Accountant

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

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

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

Internal Auditor

- Responsible for periodic operational and financial audit of 10 branches and departments with assets of \$500+million.



MEDPREP

- Reviewed internal control structures, made recommendations for corrective actions of unsatisfactory conditions, report findings to the Board of Directors and senior management.
- Assisted with improvements in operations and costs reductions.
- Monitored vendor contracts for compliance with contractual terms, and reviewed all applicable laws and regulations for all projects and operations.
- Ensured compliance with stated internal operation procedures as well as the requirement of the banking and financial institutions act.
- Developed and implemented audit programs based on an approved scope.
- Designed and appraised internal control systems.
- Traced and recovered \$238,000.

Steven DeToy

27 Edgehill Road, Providence, RI 02906

sdetoy@rimed.org

(401) 331-3207

Experience

Rhode Island Medical Society, Providence, RI

1992-present

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

Local Community

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

Boards

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

CURRICULUM VITAE

James Edward Carney

HOME ADDRESS: 39 Pelham Parkway
North Providence, Rhode Island 02911

CELL Phone: (401) 439-8465

DATE AND PLACE
OF BIRTH: August 30, 1950 - Providence, Rhode Island

EDUCATION:

1979 – 1981 Albany/Hudson Valley Physician Assistant Program
Albany Medical College
Albany, New York

Diploma

1969 - 1974 Springfield College
Springfield, Massachusetts

B.S., Physical Education

1965 - 1969 La Salle Academy
Providence, Rhode Island

Diploma

PROFESSIONAL EXPERIENCE:

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



2008 – 2009 Physician Assistant
Division of Cardiothoracic Surgery
The Miriam Hospital
164 Summit Ave
Providence, RI 02903

PROFESSIONAL EXPERIENCE:

:

1987 - 2008 Chief Physician Assistant
Department of Surgery/Critical Care Medicine
Memorial Hospital of Rhode Island
111 Brewster Street
Pawtucket, Rhode Island 02860

1995 - 2008 Physician Assistant (Consultant)
Center for Behavioral Health
985 Plainfield Street
Johnston, Rhode Island 02919

1995 – 1998 Physician Assistant (Per Diem)
Discovery House of Rhode Island
66 Pavilion Ave.
Providence, RI 02905

1984 - 1987 Physician Assistant
Division of Cardiothoracic Surgery
Miriam Hospital
164 Summit Avenue
Providence, Rhode Island 02906

1983 - 1984 Physician Assistant
Department of Emergency Medicine
St Joseph's Hospital
21 Peace Street
Providence, Rhode Island 02907

1981- 1983 Physician Assistant
Department of Surgery
Roger Williams Hospital
825 Chalkstone Avenue
Providence, Rhode Island 02908



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1977- 1979 Cardiology Technician/Research Assistant
Department of Cardiology
Memorial Hospital of Rhode Island
111 Brewster Street
Pawtucket, Rhode Island 02860

1975.1979 Assistant Athletic Trainer
(Part Time) Athletic Department
Brown University
Providence, Rhode Island

MILITARY EXPERIENCE

1981 – 1986 455th General Hospital USAR
MOS: Physician Assistant
Rank: CWO 2

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

1969 – 1972 Company B 118th MP Battalion RIANG
MOS: Military Policeman
Rank: SP4

PROFESSIONAL LICENSES AND CERTIFICATIONS:

Licensed Physician Assistant (1983 – 2012)
License #PA 00009
Rhode Island Department of Health

Certified Physician Assistant
Certificate #820148
National Commission for Certification of
Physician Assistants
Initial Certification 1982
Re-Certification: 1984; 1986; 1988; 1994; 2000; 2002,
2004; 2006, 2008

Advanced Cardiac Life Support



American Heart Association
1979 - 2012

Fundamentals of Critical Care Support Course
Society of Critical Care Medicine
Completed 2002

Fundamentals of Disaster Management
Society of Critical Care Medicine
Completed 2005

PROFESSIONAL ORGANIZATIONS AND COMMITTEES:

Distinguished Fellow, American Academy of Physician
Assistants

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

Fellow, Rhode Island Academy of Physician Assistants
President 1983-93; 2000-2002; 2011 – 2013; 2017 – 2018

Secretary/Treasurer 1993-2000; 2005 -2007;

Chief Delegate to AAPA House of Delegates 2007, 2008, 2009,
2012, 2014, 2015, 2016, 2017, 2018

Director of Advocacy and Government Relations
1983 - present

PROFESSIONAL ORGANIZATIONS AND COMMITTEES (continued)

Rhode Island Physician Assistants Political Action
Committee, Chair 1999-2005

Rhode Island Medical Society
Physician Assistant Member
Member, Public Laws Committee 1999–Present

Member, Rhode Island Medical Political Action Committee
1998-2006

Society of Critical Care Medicine
Physician Assistant Member

Board of Licensure of Physician Assistants
Rhode Island Department of Health
1984 -1990; 2000 – 2013, 2020 - present
Chair 2000 - 2013

Rhode Island Foundation Physician Assistant/Nurse
Practitioner Primary Care Loan Repayment Advisory
Committee
2010 –present

American Academy of Physician Assistants Task Force on
Revision of Model State Legislation for PAs 2017–2018

American Academy of Physician Assistants Task Force on
Revision of Guidelines for State Regulation of PAs 2016



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HONERS AND AWARDS

Distinguished Fellow
American Academy of Physician Assistants

April 2010 Employee of the Month
The Miriam Hospital
Providence, R.I.

2014 Nurse Advocate of The Year
American Nurses Association, Rhode Island Chapter

REFERENCES: References will be furnished upon request



Served as the district resource liaison for Teaching and Learning responsible for screening, interviewing and selecting staff.

Implemented technological approaches to subject material. Research educational resources on the Internet. Assist with information retrieval.

Experienced Computer Educator

Designed and conducted various faculty and student workshops for training in word processing and spreadsheet software, and desktop publishing, and the use of Ipad technology and other digital media in the classroom.

Computer Skills

- **Software (PC and MAC environments):** Microsoft Windows®, OS X, Microsoft Word, Adobe Creative Suite, Office 365, Finale and digital recording media.
- Working knowledge of the **Internet**.

Employment

Professional Development in Education

- **Supervisor, K - 12, Advanced Academics, Fine Arts, World Languages**
2006 - present, Providence Public Schools, Providence, RI
- **Principal, Nathan Bishop Middle School**
1998-2006, Providence, RI
- **Assistant Principal, Central High School**
1995-1998, Providence, RI
- **Biology/Chemistry Teacher**, 1994-1995
Chamber of Commerce Academy, Providence, RI
- **Biology Teacher**, 1992-1994
Central High School, Providence, RI
- **Program Coordinator, Project Venture/Bryant College**
1990-1992, Smithfield, RI
- **Biology/Chemistry Teacher/Choir Director**, 1986-1990
Shaw High School, Shaw, MS

Professional Affiliations

Association for Supervision and Curriculum Development



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- Develop strategies to improve hospital finance status. Implement strategies and measure outcomes.
- Recruit, organize and facilitate Providence health coalition meetings to ensure systematic change in hospital systems. Encourage key hospital staff to identify problems and work together to develop solutions.
- Partner with Department of Human Service and Department of Health to improve RIte Care health delivery system and enrollment.
- Participate in Consumer Advisory Committee to improve health care in Rhode Island.
- St. Joseph Hospital Patient Advocate-responsible for patient complaints: provide advocacy and support to patients, work with staff to improve customer service goals and review systems to ensure ongoing improvement.

Thundermist Health Care Associates, Inc.
383 Arnold Street
Woonsocket, Rhode Island 02895

July 1991 – October 1999

Manager of Social Services 10/96 – 10/99

- Supervise Social Service staff including Family Resource Counselor, Case Managers, Social Workers, Family Planning Counselors and Mentors.
- Develop and coordinate RIte Care mail-in application program.
- Design health care programs; grant writing and implement new project for high-risk prenatal and pediatric patients.
- Social service case management for pediatric, adult and prenatal patients.
- Prepare monthly statistics and report management for grant programs.
- Participate in many community initiatives and agency meeting to improve health services in Northern Rhode Island.
- Coordinated Reach Out and Read (the first community health center to participate in RI) pediatric literacy program.
- Managed indigent pharmaceutical program.

Mentor Program Coordinator 10/95-10/96

The Thundermist Health Mentor Program was a grant funded by DCYF. The program provided social support to pregnant teenagers and their children with local community volunteers serving as mentors. As the coordinator I recruited, trained and provided supervisors to over 60 volunteers. The grant served over 200 parents and children. Our goal was to reduce child abuse and neglect and improve the health, education and financial status of the participants.

Perinatal Social Service

- Psychosocial assessments, crisis intervention, case management services to high-risk prenatal patients.
- Development of social service treatment plan as a part of a comprehensive health/social service team.
- Care coordination, home visiting to ensure health birth outcomes.
- Program development – prenatal education classes, car seat safety, newborn education classes, smoking cessation classes, and drug and alcohol education.



- Referrals, continued support and case management while working with providers of substance abuse, domestic violence, family violence, child abuse, mental health treatment and DCYF.

State of Rhode Island Department of Employment and Training July 1990 – July 1991
Pond Street
Woonsocket, Rhode Island 02895
Employment Interview Counselor 7/90 – 7/91

Educational Background

Rhode Island College – Providence
Bachelor of Arts in Psychology, 1980

State University of New York – Albany
30 Graduate credits – Agency counseling 1981-82

Board and Community Volunteer Service

City Year Providence- Board of Directors 2017-present
Reach out and Read RI- Board Chair, board member 2005-2016
Thundermist Health Care Associates, Board member 2005-2015
North Smithfield Superintendents Advisory Committee, Slatersville Congressional
Church Youth Group Leader, Girl Scout Leader, Reach Out and Read Advisory
Committee.

Awards

Rhode Island Health Center Association- Community Health Center Star 2012

Certifications

Project Management Certification- Bryant College
HIV/AIDS Counselor, RI Department of Health
Family Planning Counselor, RI Department of Health
Smoking Cessation Educator

References available upon request.



Appendix F Budget

		Charter School:	Medical Preparatory Academy of Rhode Island (MedPrep)				
			Implementation and Operations				
			FY2024/25	FY2025/26	FY2026/27	FY2027/28	FY2028/29
Average local aid per pupil			3,994.00	3,994.00	3,994.00	3,994.00	3,999.00
Average state aid per pupil			13,486.00	13,486.00	13,486.00	13,486.00	13,486.00
Student Enrollment			156	234	312	390	468
Gross Square Footage (GSF) of facility			16,000	16,000	22,000	32,000	32,000
Staffing							
E1.	School Principals/Asst Principals		1.0	1.0	1.0	1.0	1.0
E2.	School Support Staff		2.5	2.5	3.0	3.0	3.0
E3.	Executive Director		1.0	1.0	1.0	1.0	1.0
E4.	Deputies/Administrators		1.0	1.0	1.0	1.0	1.0
E6.	Teachers		8.0	11.0	14.0	17.0	17.0
E7.	Paraprofessionals			1.0	1.0	2.0	2.0
E8.	Pupil Support		1.0	2.0	3.0	3.0	3.0
E11.	Special Services		1.0	1.0	2.0	2.0	2.0
E12.	Facilities Maintenance		1.0	1.0	1.0	1.0	1.0
Staff FTE	Subtotal:		16.5	21.5	27.0	31.0	31.0
OPERATING REVENUES							
Local Revenue			623,032.00	934,548.00	1,246,064.00	1,557,580.00	1,871,714.00
State Revenue			2,103,819.15	3,157,761.89	4,211,704.64	5,261,581.04	6,299,476.94
Grants - Private			250,000.00	50,000.00	50,000.00	50,000.00	
TOTAL OPERATING REVENUES			2,976,851.15	4,142,309.89	5,507,768.64	6,869,161.04	8,171,190.94
Salaries: Principals and Assistant Principals			130,000.00	133,900.00	137,917.00	142,054.51	143,000.00
Salaries: Support Staff			100,000.00	103,000.00	106,000.00	106,000.00	106,000.00
School Office			42,000.00	45,000.00	46,000.00	47,000.00	48,000.00
Subtotal:			272,000.00	281,900.00	289,917.00	295,054.51	297,000.00
Program/Operations Management							
Salaries: Executive Director or Superintendent			140,000.00	144,200.00	148,526.00	152,981.00	153,000.00
Salaries: Deputies and Administrators			120,000.00	123,600.00	127,308.00	131,127.24	132,000.00
Salaries: Support Staff			12,000.00	12,360.00	25,000.00	25,750.00	26,523.00
Legal			8,300.00	8,300.00	8,300.00	8,333.00	8,333.00
School Board			1,000.00	1,500.00	2,000.00	2,500.00	2,500.00
Business Operations			96,300.00	98,880.00	101,850.00	104,902.00	108,050.00
Information Management and Technology			36,000.00	35,000.00	40,000.00	45,000.00	50,000.00
Subtotal:			413,600.00	423,840.00	452,984.00	470,593.24	480,406.00
Instruction							



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Salaries: Teachers	800,000.00	1,124,000.00	1,457,720.00	1,701,451.60	
Salaries: Paraprofessionals		40,000.00	81,200.00	82,436.00	84,910.00
Pupil-Use Technology, Hardware, and Software	63,000.00	40,000.00	45,000.00	50,000.00	60,000.00
Instructional Materials Supplies	80,000.00	120,000.00	180,000.00	210,000.00	240,000.00
Subtotal:	943,000.00	1,324,000.00	1,763,920.00	2,043,887.60	384,910.00
Instructional Support					
Salaries: Pupil Support		100,000.00	209,000.00	218,000.00	227,000.00
Salaries: Program Management	100,000.00	103,000.00	106,090.00	109,272.70	112,550.00
Salaries: Special Services			100,000.00	103,000.00	106,500.00
Guidance and Counseling		100,000.00	103,000.00	106,000.00	109,000.00
Student Services, Outreach, Recruitment	3,600.00	3,700.00	3,800.00	3,900.00	4,000.00
In Service, Staff Development, and Support	50,000.00	65,000.00	70,000.00	75,000.00	80,000.00
Subtotal:	153,600.00	371,700.00	591,890.00	615,172.70	639,050.00
Operations					
Salaries: Facilities Maintenance	42,000.00	43,260.00	44,560.00	45,900.00	47,270.00
Transportation	95,000.00	143,600.00	192,000.00	240,600.00	287,000.00
Food Services	166,500.00	216,450.00	288,600.00	360,750.00	432,900.00
Utilities	10,600.00	15,000.00	17,000.00	20,000.00	25,000.00
Lease	110,000.00	160,000.00	220,000.00	220,000.00	220,000.00
Capital Projects			700,000.00	700,000.00	1,500,000.00
Subtotal:	439,000.00	578,310.00	1,462,160.00	1,587,250.00	2,512,170.00
Fringe Benefits	480,270.00	734,800.00	800,000.00	1,110,000.00	1,110,000.00
Subtotal:	480,270.00	734,800.00	769,095.00	1,110,000.00	1,110,000.00
Budgeted Contingencies	100,000.00	100,000.00	130,000.00	700,000.00	1,000,000.00
TOTAL OPERATING EXPENDITURES	2,801,470.00	3,814,550.00	5,459,966.00	6,821,958.05	6,423,536.00
SURPLUS/(DEFICIT)	175,381.15	327,759.89	47,802.64	47,202.99	1,747,654.94

	FY2025		FY2026		FY2027		FY2028		FY2029	
Name of Community	#	%	#	%	#	%	#	%	#	%
PROVIDENCE	104	67%	156	67%	208	67%	260	67%	314	67%
PAWTUCKET	40	26%	60	26%	80	26%	100	26%	122	26%
CENTRAL FALLS	12	8%	18	8%	24	8%	30	8%	32	7%
Total Enrollment	156	100%	234	100%	312	100%	390	100%	468	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.

	FY2025		FY2026		FY2027		FY2028		FY2029	
Name of Community	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %	#	FRPL %
PROVIDENCE	85	82%	128	82%	171	82%	213	82%	257	82%
PAWTUCKET	28	70%	42	70%	56	70%	70	70%	85	70%
CENTRAL FALLS	10	83%	15	83%	20	83%	25	83%	26	81%
Total FRL Enrollment	123	79%	185	79%	247	79%	308	79%	368	79%

**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.

	FY2025		FY2026		FY2027		FY2028		FY2029	
Name of Community	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$
PROVIDENCE	\$4,610	\$479,440	\$4,610	\$719,160	\$4,610	\$958,880	\$4,610	\$1,198,600	\$4,610	\$1,447,540
PAWTUCKET	\$2,691	\$107,640	\$2,691	\$161,460	\$2,691	\$215,280	\$2,691	\$269,100	\$2,691	\$328,302
CENTRAL FALLS	\$2,996	\$35,952	\$2,996	\$53,928	\$2,996	\$71,904	\$2,996	\$89,880	\$2,996	\$95,872
Average Local Per Pupil	\$3,994		\$3,994		\$3,994		\$3,994		\$3,999	
Total Local Aid		\$623,032		\$934,548		\$1,246,064		\$1,557,580		\$1,871,714

**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.

FY2025	Core Amount:	\$11,876								
Name of Community	Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total	
PROVIDENCE	\$11,876	\$4,750	85.6%	104	85	\$1,057,249	\$345,639	\$13,489	\$1,402,888	
PAWTUCKET	\$11,876	\$4,750	84.9%	40	28	\$403,309	\$112,927	\$12,906	\$516,235	
CENTRAL FALLS	\$11,876	\$4,750	97.2%	12	10	\$138,522	\$46,174	\$15,391	\$184,696	
Average & total				156	123			\$13,486	\$2,103,819	

**Table 5:
Total Aid**

	FY2025	FY2026	FY2027	FY2028	FY2029
--	--------	--------	--------	--------	--------



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Total Local	\$623,032		\$934,548		\$1,246,064		\$1,557,580		\$1,871,714	
Total State	\$2,103,819		\$3,157,762		\$4,211,705		\$5,261,581		\$6,299,477	
	\$2,726,851		\$4,092,310		\$5,457,769		\$6,819,161		\$8,171,191	



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Appendix G Building Availability - Letter of Support



MPMS, Headquarters
155 Power Road
Pawtucket, Rhode Island 02860

Rev. Samuel Francisco, President
Rev. Isabel Francisco, Vice President
Anthony Francisco, Sr., Treasurer
Flor Delaroca, Secretary

7/16/2023

Re: School Building Availability

Dear Chairman Dr. Bradley Collins:

Our leadership team is thrilled that your organization, Medical Preparatory Academy of Rhode Island, endeavors to establish a charter school starting the 2024-2025 school year.

Let this letter serve as a token of support for your noble cause. Our school buildings, the former Bishop Keough Regional High School located at 145 Power Rd and annex building on 165 Power Rd. in Pawtucket, are available to your educational organization for lease.

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

Godspeed,

Rev. Samuel Francisco

President MPMS, Inc.

401.744.2484



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Appendix H Rhode Island College Future Support



Zvart Onanian School of Nursing

February 7, 2023

Bradley J. Collins, MD
Associate Professor of Medicine
The Warren Albert Medical School
Brown University
164 Summit Avenue
Providence, Rhode Island

Dear Dr. Collins,

I am writing this letter as Chair of the Graduate Nursing Program in the Zvart Onanian School of Nursing at Rhode Island College. Our nursing program has served the New England area since 1970. Students and faculty interface with multiple healthcare disciplines and facilities across the region. There is a noticeable lack of diversity in African American and Latino healthcare providers and this greatly impacts the education of our students. Having diversity in the healthcare provider workforce is paramount for educating future providers and improving the health outcomes of all people.

The *Medical Preparatory Academy of Rhode Island* has the potential to support students who might not receive the level of education required for entry into college, and success in the science curriculum necessary to enter graduate and post graduate training. Providing this high level preparatory secondary curriculum will deliver a solid foundation to succeed in college and prepare for medicine, research and post graduate professions. Often times students that struggle are those that enter college with a weak secondary education. With the increasingly complex demands of the college curriculum, catch up is nearly impossible. Students that receive focused academic and emotional support will have a greater chance in succeeding in post graduate education and representing people of color throughout the Rhode Island healthcare delivery system.

This is a very important and innovative initiative, with great potential to impact the face of healthcare delivery in Rhode Island. Please let us know how we can support you in your journey.

Sincerely

Debra Servello
Chair – Graduate Nursing Department
Rhode Island College

600 Mt. Pleasant Avenue · Providence, RI 02908-1996 · Undergraduate (401) 456-8013 · TTY/TDD: 711

Rhode Island Nursing Education Center · South Street Landing · 350 Eddy Street · Providence, RI 02903 · Graduate (401) 456-9612
www.ric.edu



MEDPREP

5/24/2020

Gmail - Monday 6/4 meeting



Anthony Francisco <anthonyfranciscosr@gmail.com>

Monday 6/4 meeting

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

Wed, Aug 29, 2018 at 10:52 AM

To: Anthony Francisco <anthonyfranciscosr@gmail.com>

Cc: "Giroux, Jenifer R." <jgiroux@ric.edu>

Anthony,

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

Thank you,

Clark Greene

Executive Director for Strategic Initiatives

Rhode Island College

600 Mt. Pleasant Avenue

Providence, RI 02908

(401) 456-8440

[Quoted text hidden]



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Appendix I Letter of Financial Support Feinstein Foundation



MEDPREP

1/30/2021

Gmail - MedPrep Charter School



Medical Preparatory Academy of Rhode Island <medprepri@gmail.com>

MedPrep Charter School

Feinstein Foundation <asf@feinsteinfoundation.org>

Thu, Jan 28, 2021 at 2:59 PM

To: Medical Preparatory Academy of Rhode Island <medprepri@gmail.com>

Cc: genvio@aol.com

Dear Anthony:

Please convey to your associates that in light of the advancement of the Senate bill last night (which I had not foreseen) it would be best to delay our agreement until, hopefully, the road ahead to the school has been cleared. Please assure your associates that we will follow through in full with our pending agreement any time next year if/when the pathway to the school has been cleared.

We very much want your school to happen, Anthony — almost as much as you do. But it would obviously not be wise to come out openly now in opposition to the strong sentiments of some of the very people we are funding, which I had not been aware of.

Warmest regards,

Alan

The Feinstein Foundation

37 Alhambra Circle, Cranston, RI 02905

(401) 467-5155

feinsteinfoundation.org



The Feinstein Foundation

From: Medical Preparatory Academy of Rhode Island <medprepri@gmail.com>

Sent: Tuesday, January 19, 2021 4:04 PM

To: asf@feinsteinfoundation.org

Subject: Re: MedPrep Charter School

Mr. Feinstein,

[Quoted text hidden]

[Quoted text hidden]

<https://mail.google.com/mail/u/1?ik=26d74714c3&view=pt&search=all&permmsgid=msg-f%3A1690164958745351074&simpl=msg-f%3A16901649587...> 1/2



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Feinstein Junior
Scholar Scholarships

Feinstein National Campaign
to Fight Hunger - \$2.5 Billion raised

Feinstein International
Famine Center at
Tufts University

183 Feinstein Leadership
Schools in R.I. and Mass

Sister Fran Conway
House of Hope



The Feinstein Foundation

37 Alhambra Circle

Cranston, RI 02905

(401) 467-5155

Follow us on Facebook

www.feinsteinfoundation.org

Feinstein College of Arts and Science
and Legal Institute at Roger Williams University

Feinstein Institute for Public Service
at Providence College

Feinstein School of Education
and Institute for Philanthropic
Leadership at Rhode Island College

Alan Shawn Feinstein
College of Education at The
University of Rhode Island

January 27, 2021

Dear Dr. Francisco and Newell Warde,

Dr. Anthony Francisco of the R.I. Medical Preparatory Academy has requested of and the Feinstein Foundation has agreed to give \$500,000 to support the Academy payable and contingent as follows:

The first \$300,000 will be payable to the RI MEDICAL SOCIETY FOUNDATION(hereinafter SOCIETY) F/B/O/ the Rhode Island Medical Preparatory Academy(hereinafter Med Prep) which will be held in escrow by the SOCIETY until such time as MED PREP is designated a Charter School by the Rhode Island Dept. of Education (hereinafter RIDE) and no later than 12/31/22 and has its designation as a 501 C charitable organization for such purposes by the same deadline, otherwise the donation will be returnable to the FEINSTEIN FOUNDATION by January 30, 2023 and all other obligations of the grant shall cease.

The funds cannot be drawn down until such time as the determination of its charter school status is confirmed by RIDE and the IRS has issued its status as a 501C entity. Further, the funds are given solely on the basis of the representations made in the documents delivered to RIDE, the Feinstein Foundation and to Attorney Arlene Violet on January 26, 2021 entitled Med Prep Charter and Med Prep Draft. It is understood that the Feinstein Foundation is extending this grant solely on the basis of the representations as to the type of school, the purpose of the school, the population to be served, the



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grades to be offered, the curriculum offered, and other representations made in the application to RIDE and that there will be no discrimination on the basis of sex, gender, race, creed, sexual preference, etc. as required by R.I. Law. It is understood that the funds are predicated as a condition precedent of the Med Prep adhering to its stated purpose in those documents.

Thereafter, if the school is operating and in good standing with RIDE, the other \$200,000 will be payable on the following January following the first year of operation, payable as follows: \$50,000 for year 2, \$50,000 for year 3, \$50,000 for year 4, and \$50,000 for year 5 as long as Med Prep is in good standing with RIDE and is accomplishing substantially its goals as outlined in its submission to RIDE.

These payments are also contingent on agreement that the school will be named the ARI FEINSTEIN MEDICAL PREPARATORY ACADEMY permanently and so identified right above its entrance with a readable message, "Helping to build the lives of others "with Alan Shawn Feinstein under the message on the front side of the building.

During the lifetime of the Academy the Feinstein Board which includes Ari Feinstein will receive a semi-annual report on their activities and progress of the Academy, one in January and one in July or August with any other salient points or news for dissemination to the Feinstein Foundation Board, plus copies of any and all written news about the Academy.

Mr. Feinstein and the Board would appreciate a letter from each student as to what they are going to do after their graduation and about his/her experience at Med. Prep.

The Feinstein Foundation reserves the right to cease its support if Med Prep falls into disrepute or any of its administrators commit a crime of moral turpitude or otherwise cause a disgrace upon the school.

Please sign below if you are in agreement.

Alan Shawn Feinstein _____

Date: _____



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Dr. Anthony Francisco _____

Date: _____

Newell Warde _____

Date: _____

Draft



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Appendix J Letter of Support Neighborhood Health Plan of Rhode Island Partnership



8/12/2022

Dear Dr. Anthony Francisco,

Thank you for appointing me as a new member of the Subcommittee Advisory Board Group for the Medical Preparatory Academy of Rhode Island. I believe my experience aligns well with the qualifications of this board appointment. My hands-on experience in creating strategic marketing plans for specific organizational needs, community liaison, and my ability to advocate will contribute positively to this role.

I have a pleasant and personable demeanor to excel at the task at hand. My ability to multitask and problem solve under pressure while maintaining a professional composure has proven to be a great asset in my current role. I believe these qualities will be transferable at Medical Preparatory Academy. I have worked at Neighborhood Health Plan of Rhode Island for over ten years; I believe my experience and skills in Sales, Marketing and community outreach will contribute to the efficient operation of the subcommittee. I am willing to dedicate my time, skills, experience and knowledge to help towards the advancement of this organization.

May I ask for a list of the new duties, which I am expected to fulfill now that I am part of the board?

I look forward to working with you and the other members of the board towards the advancement of Medical Preparatory Academy. Please feel free to contact me at 401-349-1072 (Work), 401-548-2009 (Mobile) or email jcepeda@nhpri.org. It will be a pleasure to serve on the Subcommittee Advisory Board. Thank you.

Best,

Judith Cepeda

Sales and Marketing Associate

Neighborhood Health Plan of Rhode Island
910 Douglas Pike

Smithfield, RI 02917
1-401-349-1072 (direct line)
www.nhpri.org | [Facebook](#) | [Twitter](#) | [LinkedIn](#) | [YouTube](#)

*One of the "highest-rated" health insurance plans in the nation**

* NCQA's Medicaid Health Insurance Plan Ratings 2015-2020





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Appendix K Lifespan Letter of Support Youth Development Partnership



Lifespan

Delivering health with care.

January 9, 2023

Angélica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, R.I. 02903

Administration

593 Eddy Street
Providence, RI 02903

Tel 401 444-5131
Fax 401 444-9917
Email asampson@lifespan.org

Arthur J. Sampson
Interim President and
Chief Executive Officer

Dear Commissioner Infante-Green:

Thank you for the opportunity to submit this letter in support of the Medical Preparatory Academy's charter school application. Lifespan is committed to building a workforce that represents and reflects the diverse community we serve. Programs like this are a win for Lifespan, helping us recruit staff in these areas, and more importantly a win for community members, who can access training programs all leading to quality jobs and dynamic career paths.

Lifespan began building our workforce development programs in 2004 to support underserved populations through life-changing job training and employment opportunities. Over the years these programs have benefited thousands of underserved youth and served a vital role in helping to fill in-demand positions with skilled, engaged and retainable talent that reflect our patient population.

Lifespan Workforce Solutions Training and Teamwork and Lifespan Summer Youth Employment offer paid on-the-job learning, workplace readiness training, mentorship, and networking opportunities. We are building a sustainable program that creates not only entry level jobs but focuses on expanding career-oriented opportunities. The result will be more and better pathways into high-paying jobs and leadership positions for the state's underserved communities.

It's exciting to think we could have a high school focused on students from underrepresented backgrounds in the Providence and Pawtucket areas, and we welcome the opportunity to partner with the Medical Preparatory Academy and expand more services to more youth. We look forward to working with the Medical Preparatory Academy to prepare the next generation of students for college and careers in health care.

Sincerely,

Arthur Sampson
Interim President and Chief Executive Officer, Lifespan



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Lifespan

Delivering health with care.®

July 12, 2021

Angélica Infante-Green
Commissioner
Rhode Island Department of Education
255 Westminster Street
Providence, R.I. 02903

Community Health Institute

335R Prairie Avenue, Suite 2B
Providence, RI 02905

Tel 401 444-8009
Fax 401 444-8061

Carrie Bridges Feliz, MPH
Director

Dear Commissioner Infante-Green:

On behalf of the Lifespan Community Health Institute, I am pleased to submit this letter in support of the Medical Preparatory Academy's charter school application. As the largest employer in Rhode Island, Lifespan appreciates the need to prepare more students to pursue health careers.

The Medical Preparatory Academy promises to focus on underserved, minority communities. Increasing diversity in the health care field is critical to delivering the high quality, accessible services our communities need. Schools designed to expose and prepare students for the academic and professional competencies required to excel in an array of health careers are essential to building a pipeline of talent to meet the workforce needs of today and tomorrow.

Lifespan is the largest employer in Rhode Island and is comprised of four hospital affiliates as well as community-based primary care and behavioral health networks that span southeastern New England. The Lifespan Community Health Institute works across all system affiliates and with strategic community partners to create the conditions that allow all people to achieve their optimal state of health through healthy behaviors, healthy relationships, and healthy environments. We recognize that health begins where we live, learn, work and play and that education is a core determinant of health. For this reason, Lifespan offers mentoring and shadowing opportunities to expose students to health professions and workplace practices, as well as guest speakers to allow groups of students to engage in depth with a health professional. We also operate workforce training programs to increase the number of local candidates for high demand health careers.

The Lifespan Community Health Institute welcomes the opportunity to partner with the Medical Preparatory Academy to extend these youth and workforce development opportunities to its students. We recognize the need to cultivate local talent to meet the persistent demand for health professionals and look forward to partnering with the Medical Preparatory Academy to prepare its students for college and careers in health care.

Sincerely,

Carrie Bridges Feliz, M.P.H.
Director, Lifespan Community Health Institute



CHARTER SCHOOL CEO/EXECUTIVE DIRECTOR EVALUATION RUBRIC

By Charter School Tools

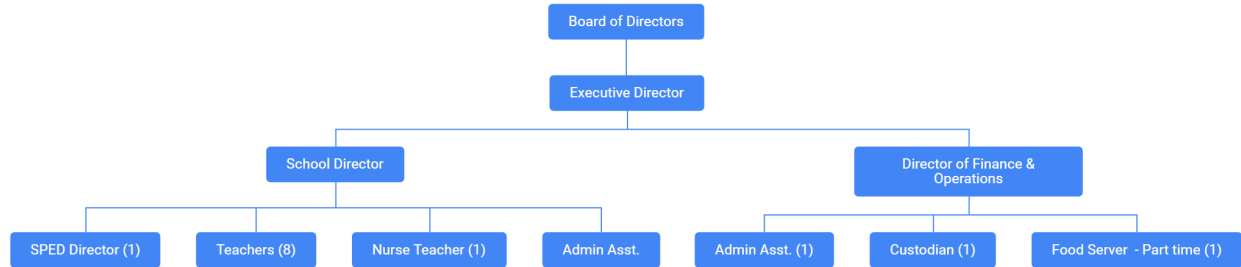
These measures may be adapted to you own charter school organization's goals, charter application, strategic plan, or other criteria agreed by the charter school board. Some organizations may also have growth goals (e.g., new campuses or students served).

Five Criteria and Recommended Weighting	Best in Class	Exceeds Expectations	Meets Expectations	Below Expectations	Unsatisfactory
Academic Performance (40 points)	#1 or 2 school in market serving similar populations	Meets 100% of charter application or contract goals*	Meets 90% of charter application or contract goals*	Meets 50% of charter application or contract goals*	Fails to meet at least 50% of charter application or contract goals*
Financial Management (25 points)	Exceeds paid enrollment target by at least 3%; revenue above budget and expenses below budget; year 3 equity >10% of annual revenue (or 3%/year)	Meets paid enrollment target; revenue on or above budget and expenses on or below budget; year 3 equity >10% of annual revenue (or 3%/year)	Meets enrollment and attendance targets; net operating surplus; year 3 equity >5% of annual revenue (or 2%/year)	Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; at least one instance of non-compliance identified by authorizer	Short of enrollment and attendance targets; net operating deficit; reserves <2% of annual revenue; material control weakness identified by independent auditor
Academic Program Fidelity** (20 points)	Academic program is recognized as exemplary by authorizer, state charter association, and donors/investors	Academic program implementation has gone well beyond the original charter application; special program elements are infused throughout the curriculum	Academic program meets the description in original charter application or in strategic plan adopted by the board; all stakeholders can articulate and identify key elements of the program	Academic program implementation meets some of the elements described in original charter application or strategic plan adopted by the board	Academic program does not meet most of the elements described in original charter application or updated strategic plan; few stakeholders can articulate key elements of the program

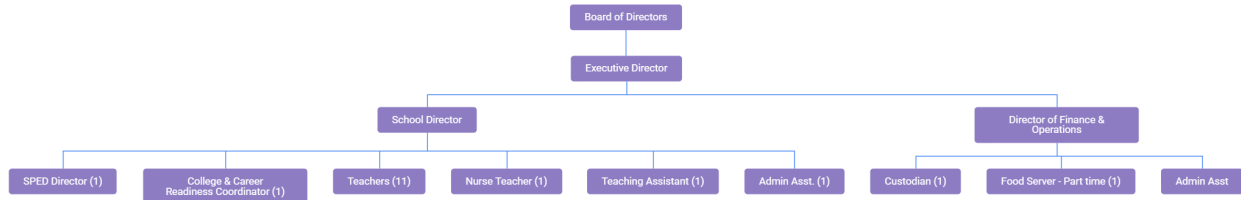
Charter School Tools
www.charterschooltools.org

Appendix L Organizational Chart

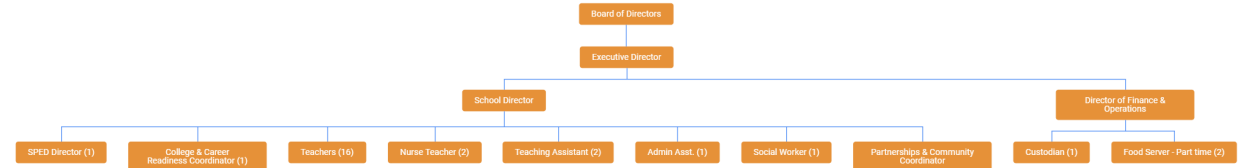
Year 2024-25



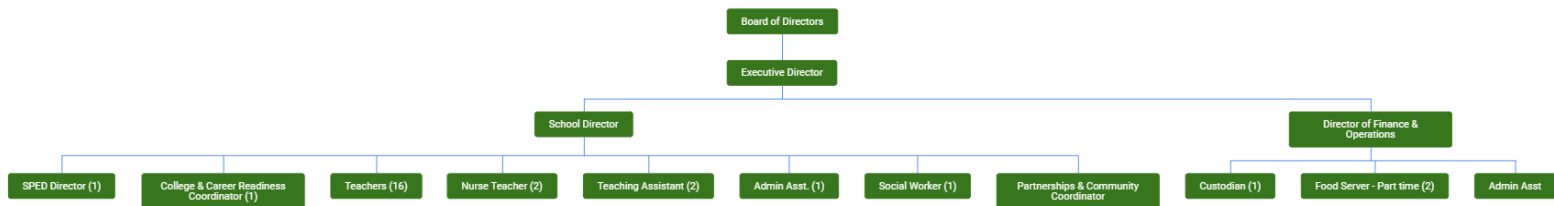
Year 2025-26



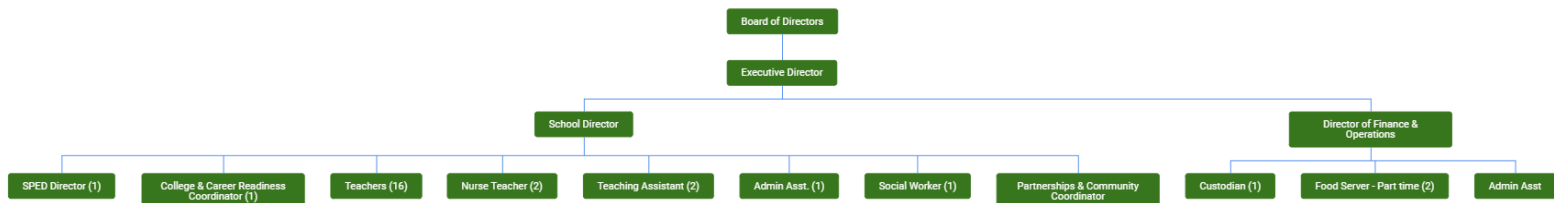
Year 2026-27

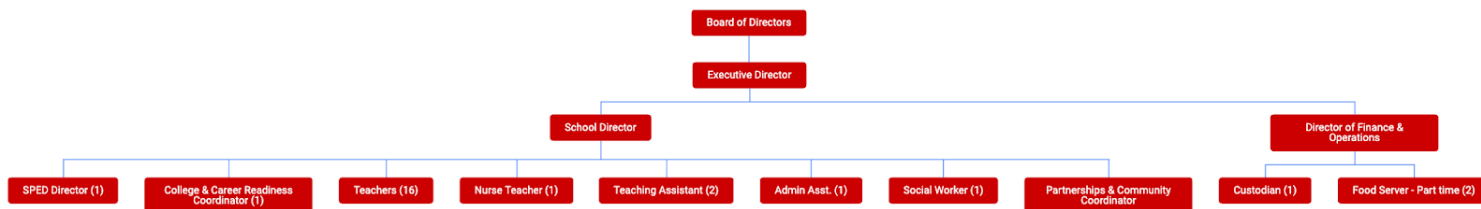


Year 2027-28



Year 2028-29





Appendix M Table Grade 7-12 Model & Curriculum

High Expectations and High Support

Block Schedule (70 min)

Daily Personal Learning Time (PLT)

Grade Level/Team Time

Weekly Common Planning Time (CPT)

Curriculum Resources

- **Science** Amplify (7-12)
- **Math** Kendall Illustrative Math (7-12)
- **ELA** Odell (7-12)
- **Social Studies/Civics** (7-12)

Sample Student Schedule				
Time (70 minute courses)	Period	A DAY	Period	B DAY
8:00-9:10	1	Science	5	Pre-Medical Elective (semesterised)
9:15-10:25	2	English	6	English
10:30 - 11:40		Personal Learning Time (PLT) <ul style="list-style-type: none"> • Advisory • Mentoring • Grade Level Town Meetings • Career Exploration • Academic Support 		Personal Learning Time (PLT) <ul style="list-style-type: none"> • Advisory • Mentoring • Grade Level Town Meetings • Career Exploration • Academic Support
11:45- 1:30 Lunch 30 min)	3	Math/Lunch	7	Math/Lunch
1:35 - 2:45	4	Social Studies/Civics	8	Physical Education

Teacher Schedule



Schedule	Team/Grade Level Time	Whole School CPT
<ul style="list-style-type: none"> All teachers teach 3 out of 4, 70 min classes, daily All teachers have a daily block of 45 min planning time and 25 min admin duty. All teachers have one daily advisory (Naviance). 	<p>All teachers meet from 3:00-4:00, twice per week, on Tuesday and Wednesday.</p> <ul style="list-style-type: none"> Plan Review Lessons LASW Review Data and make decisions 	<p>All teachers meet from 3:00-4:30, once per week, as a whole school on Thursday.</p> <ul style="list-style-type: none"> Share out team decisions and challenges Engage in formalized professional learning

Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Basic Medical Terminology I HIPPA Privacy Training Basic Anatomy	Medical Terminology II Basic Physiology Basic Life Support (with Certification)	Advance Anatomy and Physiology Histology	Cardiovascular, Musculoskeletal and Pulmonary systems Embryology	Gastrointestinal, Genitourinary and Endocrine Systems Genetics	Neuroanatomy Neurologic systems Microbiology

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



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



IV: Common infections: via vectors such as mosquito, viral illness, bacterial, parasite infections Musculoskeletal: muscular diseases and importance of exercise and physical activity, ideal body weight	development, UTI and STDs		diseases: normal and abnormal kidney development, kidney stones, IV: Psychiatry: Anxiety, depression, psychosis, PTSD, ADHD, Autism.	
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Appendix N Table Assessment of Curriculum

Grade 9	Grade 10	Grade 11	Grade 12
English ¹¹²	English	English	English
<p>English</p> <p>To what extent are students able to perform grade level standards with proficiency as it pertains to the College and Career Readiness Anchor Standards for literature, information texts, writing, speaking, and listening?</p>			
<p>Algebra 1 and 2</p> <p>To what extent are students able to perform grade level standards with proficiency as it pertains to the Common Core Standards for Mathematical Practice for algebra?¹¹³</p>		<p>Geometry</p> <p>To what extent are students able to perform grade level standards with proficiency as it pertains to the Common Core Standards for Mathematical Practice for geometry?</p>	<p>Pre-Calculus/Calculus</p> <p>To what extent are students able to perform grade level standards with proficiency as it pertains to the Common Core Standards for Mathematical Practice for calculus?</p>
<p>Modern World History /Ethnic Studies Studies¹¹⁴</p> <p>To what extent can students define the relevance of ethnic studies, understand</p>	Modern World History /Ethnic Studies	<p>Government/Ethnic Studies</p> <p>To what extent do students: demonstrate an understanding of: origins, forms, and purposes of</p>	Ethnic Studies

¹¹² High-quality curriculums as rated by Ed Reports.

¹¹³ <http://www.corestandards.org/Math/Content/HSA/introduction/>

¹¹⁴ <https://www.stocktonusd.net/Page/9193>



movement and migrations, power and oppression, social movements and advocacy?		government; authority and use of power, and how they are/can be changed; United States government (local, state, national); the democratic values and principles underlying the U.S. Government; citizens' rights and responsibilities; how individuals and groups exercise (or are denied) their rights and responsibilities; political systems and political Processes; the many ways Earth's people are interconnected; participation in political processes, civil society?	
To what extent are students able to achieve grade level performance tasks with proficiency as it pertains to the College and Career Readiness Anchor Standards for literature, information texts, writing, speaking, and listening related to history and social studies? ¹¹⁵			
To what extent are students politically, socially, and economically conscious about their personal connections to local and national history? To what extent do students identify similar social patterns and universal qualities present in other societies, including their own? ¹¹⁶			

¹¹⁵ http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf

¹¹⁶ <https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/226/Ethnic%20Studies%20Survey%20Course%20.pdf>



<p>World Language¹¹⁷</p> <p>To what extent are students able to communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes, interact with cultural understanding, connect with other disciplines (medical), develop insight into the nature of language to act with cultural competence, to communicate in local communities and around the world?</p>		<p>Pathway Internship (Supervisor Survey)</p> <p>To what extent do students exhibit high quality work, ability to learn, initiative and creativity, character traits, dependability, attendance and punctuality, organizational fit, and response to supervision?</p> <p>To what extent are students able to reflect on their learning experience connecting it to past, present, and future goals?</p>	
Biology	Chemistry	Anatomy or Biochemistry	<p>Science Elective</p> <ul style="list-style-type: none"> ● In school or ● Concurrent or ● Dual Enrollment
<p>To what extent are students able to achieve grade level performance tasks with proficiency as it pertains to the College and Career Readiness Anchor Standards for information texts, writing, speaking, and listening related to science by answering the following thematic questions:</p>			
<p>How do organisms obtain and use the energy they need to live and grow? How do matter and energy move through ecosystems?</p> <p>How and why do living organisms interact with each other and their environment? What are the effects of organisms' interactions with each other and their environment?</p> <p>How do humans depend on Earth's resources? How and why do humans interact with their environment and what are the effects of these interactions?</p> <p>How do the structures of organisms enable life's functions?</p>	<p>How can one explain the structure, properties, and interactions of matter?</p> <p>How is energy transferred and conserved?</p> <p>How do the major Earth systems interact?</p> <p>How do the properties and movements of water shape Earth's surface and affect its systems?</p> <p>How do humans depend on Earth's resources?</p> <p>How do people model and predict the effects of human activities on Earth's climate?</p> <p>How do substances combine or change (react) to make new</p>	<p>Anatomy</p> <p>To what extent do students identify basic levels of organization of the human body, Identify body planes, directional terms, cavities, and quadrants;</p> <p>analyze basic structures and functions of human body systems?</p> <p>-----</p> <p>Biochemistry</p> <p>To what extent can students explain and demonstrate:</p> <p>how large molecules are made and function;</p> <p>how energy is harnessed, used, and stored;</p> <p>mechanism by which enzymes catalyze cellular chemical reactions;</p> <p>mechanism and control of DNA transcription,</p>	

¹¹⁷ <https://www.actfl.org/publications/all/world-readiness-standards-learning-languages/standards-summary>



<p>How are characteristics from one generation related to the previous generation?</p> <p>How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms?</p> <p>What evidence shows that different species are related?</p> <p>How do the major systems of Earth interact?</p>	<p>substances?</p> <p>How does one explain reactions and make predictions about them?</p> <p>How do organisms obtain and use the energy they need to live and grow?</p> <p>What is the universe and what goes on in stars?</p> <p>What is the universe, and what is Earth's place in it?</p> <p>How do Earth's surface processes and human activities affect each other?</p>	<p>translation and protein synthesis;</p> <p>relationship of impairment in macromolecular structure and function to disease?</p>	
<p>Health and Wellness¹¹⁸</p>			
<p>To what extent are students able to perform grade level standards with proficiency as it pertains to the College and Career Readiness Anchor Standards for information texts, writing, speaking, and listening in Reading Standards for Literacy in Science and Technical Subjects (Health and Wellness).¹¹⁹</p>			
<p>To what extent do students understand and can demonstrate that:</p> <p>wellness is maintained through a healthy lifestyle which includes appropriate physical activity?</p> <p>injuries are not “accidents”, but are predictable and preventable. It is important to understand the relationship between personal risk-taking and injuries and the relationship of individual behaviors and their impact on others. Students will also recognize, understand and abide by basic rules, regulations, procedures and courtesies and deal with interpersonal conflict in constructive, effective and non-violent ways?</p> <p>those elements inherent in healthy sexual development and maturation including: family</p>	<p>To what extent do students understand and advocate for:</p> <p>wellness at the individual, family and community level through practicing and supporting a healthy behaviors which include appropriate physical activity;</p> <p>the importance of human sexuality and that healthy sexuality throughout one's life is dependent on respect and understanding of self, families, sexual growth and development , sexual identity and interpersonal relationships?</p>		

¹¹⁸ http://thrivetri.org/documents/RI_CHI_Outcomes.pdf

¹¹⁹ http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf



communication, relationships, sexual identity, human sexual response cycle, and sexual decision making?			
To what extent do students understand and demonstrate that:			
the level of one’s mental health is manifested by responsible decision-making, the development of healthy relationships, the management of stress and the complex emotional states of adolescence, adaptation to change throughout life and knowing when to seek help;			
injuries are not “accidents”, but are predictable and preventable. It is important to understand the relationship between personal risk-taking and injuries and the relationship of individual behaviors and their impact on others. Students will also recognize, understand and abide by basic rules, regulations, procedures and courtesies and deal with interpersonal conflict in constructive, effective and non-violent ways;			
proper nutrition in the attainment and maintenance of health and the relationship between nutrition and physical and mental performance;			
factors which contribute to disease and illness, their effect on the individual and society, how to prevent the transmission of communicable disease and the development of chronic disease; and			
factors involved in chemical substance use and prevention of substance abuse?			
	Computer Science	Computer science	
PLT	PLT	PLT	PLT
Medicine 1 Grade 9:	Medicine 2 Grade 10:	Medicine 3 Grade 11:	Medicine 4 Grade 12:
Are students able to achieve grade level performance tasks with proficiency as it pertains to the College and Career Readiness Anchor Standards for information texts, writing, speaking, and listening as it relates to medical and medicine topics?			
What are common injuries and care? What do basic physical assessments entail? Describe Standard immunizations by age groups and medication routes of administration. What are common infections and treatment?	What are major skin diseases?: What are the neurologic diseases? Describe gastrointestinal diseases. What does the field of obstetrics/Genitourinary entail?	What are the major respiratory diseases and treatment? What entails endocrinology? What types of diabetes exist? What are genetic disorders and embryology and development?	What is dermatology and treatment? What are the leukemia types by age groups and marrow disorders? Describe cardiac diseases. What are renal diseases? What diseases are associated with psychiatry?



What kind of medical doctors treat each sickness?	What kind of medical doctors treat each sickness?	What kind of medical doctors treat each sickness?	What kind of medical doctors treat each sickness?
---	---	---	---

Appendix O Table Standardized Assessments All Grades

Scored By:	Publisher					Faculty					
	Summative (Norm Referenced)				Interim (Diagnostic & Criterion Refe			Formative (Criterion)			
MedPrep	PSAT	SAT	RINGS	ACCESS	online assessment	online assessment	Teacher Produced	online assessment	Teacher Produced	Observation	Performance
English				7-12	7-12						
Math	10	11				7-12					
History											
Social Studies							7-12				
Science			8 & 11								
World Language					7-12			7-12			
Health											
Medicine							7-12		7-12	7-12	
Internship											
Dual Enrollment							11-12		11 & 12		12

Appendix P Table Board Constituency

Board Constituency	Seats	Members
Establishing Agency RI Medical Society	2	Bradley Collins, MD Steven DeToy
K-12 Education and higher education	2	Anthony Francisco, PhD, Nkolika Onye, EdD
Medical Local Community Liaison & Medical Proprietor of Pawtucket	2	Levis Guzman, MD James Carney, PA
Finance	1	Mak Falaye, CPA
Technology	1	Rodney Wilson
Legal	1	Jeffrey Sowa, Esq.
Community-based representatives\ Marketing	2	Neighborhood Health Plan of RI, Brenda Seagrave-Whittle and Judith Cepeda



Parent		Vacant
Student		Vacant

Officer positions	Status
Chair	Dr. Bradley Collins, MD
Vice-chair	Anthony Francisco, Ph.D.
Treasurer	Mak Falaye, CPA
Secretary	Rodney Wilson

Appendix Q 7-12 Faculty Chart

Teacher	SY2024/25	SY2025/26	SY2026/27	SY2027/28	SY2028/29
Junior House Only					
English	1	1	1	1	1
Math	1	1	1	1	1
Science / SS	1	1	1	1	1
Senior House Only					
English	1	1	2	2	2
Math	1	1	2	2	2
Science	1 (Biology)	2 (Bio/ Chem)	2	2	2
Social Studies	1	1	2	2	2
Health/PE	1	1	1	2	2
World Language		1	1	2	2
Computer Science		1	1	1	1
Teachers	8	11	14	16	16

Whole School Support Staff Chart

Staff Member	2024	2025	2026	2027	2028
Executive Director	1	1	1	1	1



School Director	1	1	1	1	1
Director of Finance/Operations	1	1	1	1	1
SPED Director	1	1	1	1	1
College & Career Readiness Coordinator		1	1	1	1
Partnerships & Community Coordinator			1	1	1
Social Worker			1	1	1
Custodian	1	1	1	1	1
Nurse Teacher	1	1	1	2	2
Teaching Assistant		1	1	2	2
Food Server (Part Time)	0.5	0.5	1	1	1
Admin Asst	2	2	2	2	2
FTE	8.5	10.5	13	15	15



Appendix R MedPrep 2024-2025 Calendar

2024/25 MedPrep Calendar



July 2024							August 2024							September 2024							August						
Mo	Tu	We	Th	Fr	Sa		Mo	Tu	We	Th	Fr	Sa		Mo	Tu	We	Th	Fr	Sa	26-30 Staff Professional Development							
1	2	3	4	5	6					1	2	3		2	3	4	5	6	7	September (20 Days) 1st Quarter-1st Semester Nov 3							
8	9	10	11	12	13		5	6	7	8	9	10		9	10	11	12	13	14	2 Labor Day (No School)							
	16	17	18	19	20		12	13	14	15	16	17		16	17	18	19	20	21	3 First Day of School							
22	23	24	25	26	27		19	20	21	22	23	24		23	24	25	26	27	28								
29	30	31					26	27	28	29	30	31		30													
October 2024							November 2024							December 2024							October (22 Days)						
Mo	Tu	We	Th	Fr	Sa		Mo	Tu	We	Th	Fr	Sa		Mo	Tu	We	Th	Fr	Sa	14 Columbus / Indigenous People's Day (No School)							
	1	2	3	4	5						1	2		2	3	4	5	6	7	November (17 Days) 2nd Quarter-1st Semester Nov 7							
7	8	9	10	11	12		4	5	6	7	8	9		9	10	11	12	13	14	5 Presidential Election (No School)							
14	15	16	17	18	19		11	12	13	14	15	16		16	17	18	19	20	21	11 Veterans Day (No School)							
21	22	23	24	25	26		18	19	20	21	22	23		23	24	25	26	27	28	28-29 Thanksgiving Recess (No School)							
28	29	30	31				25	26	27	28	29	30		30	31												
January 2025							February 2025							March 2025							December (17 Days)						
Mo	Tu	We	Th	Fr	Sa		Mo	Tu	We	Th	Fr	Sa		Mo	Tu	We	Th	Fr	Sa	25-31 Holiday Recess (No School)							
		1	2	3	4							1							1	January (21 Days) 3rd Quarter-2nd Semester Jan 23							
6	7	8	9	10	11		3	4	5	6	7	8		3	4	5	6	7	8	1 New Year's Day (No School)							
13	14	15	16	17	18		10	11	12	13	14	15		10	11	12	13	14	15	20 Dr. Martin Luther King Jr. Day (No School)							
20	21	22	23	24	25		17	18	19	20	21	22		17	18	19	20	21	22	February (15 Days)							
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	17-21 Winter Recess							
														31						March (21 Days)							
April 2025							May 2025							June 2025							April (17 Days) 4th Quarter-2nd Semester April 3						
Mo	Tu	We	Th	Fr	Sa		Mo	Tu	We	Th	Fr	Sa		Mo	Tu	We	Th	Fr	Sa	14-18 Spring Recess (No School)							
	1	2	3	4	5					1	2	3		2	3	4	5	6	7	May (21 Days)							
7	8	9	10	11	12		5	6	7	8	9	10		9	10	11	12	13	14	26 Memorial Day (No School)							
14	15	16	17	18	19		12	13	14	15	16	17		16	17	18	19	20	21	June (9 Days)							
21	22	23	24	25	26		19	20	21	22	23	24		23	24	25	26	27	28	12 Last Day of School							
28	29	30					26	27	28	29	30	31		30						13-18 Make Up Days							
																				19 Juneteenth (No School)							

180 Days of School
2 Semester, 4 Quarter Calendar



MEDPREP

Appendix S Public Support

APOYA LA ACADEMIA MEDPREP Academia Preparatoria Médica de Rhode Island GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

La Academia Preparatoria Médica de Rhode Island, o MedPrep, quiere ayudar a jóvenes marginados que enfrentan desafíos para convertirse en médicos y profesionales de la salud.

MedPrep está solicitando ser una nueva escuela comunitaria autónoma "charter school" para servir a estudiantes de Providence, Pawtucket y Central Falls. La escuela estará ubicada en Pawtucket y ofrecerá oportunidades especiales para que los estudiantes exploren carreras en medicina.

Nos enfocamos en estudiantes de grados 7 a 12 y nuestra misión es prepararlos para las mejores universidades y carreras en medicina, investigación médica y campos de atención médica de posgrado. La idea de MedPrep surgió porque no hay suficientes profesionales de la salud y pocas oportunidades para que los estudiantes de secundaria aprendan sobre el campo médico.

Desde el séptimo grado, los estudiantes en MedPrep aprenderán sobre temas médicos, recibirán tutorías de médicos, participarán en pasantías médicas y tendrán clases desafiantes para aprender más sobre la atención médica desde temprano. Se enfocarán en ser creativos, trabajar bien con otros, pensar críticamente y comunicarse eficazmente.

MedPrep cuenta con el apoyo de la Fundación de la Sociedad Médica de Rhode Island (RIMSF) y están comprometidos a tratar a todos con equidad y realizar un excelente trabajo. El objetivo principal es ayudar a los estudiantes no solo a aprender académicamente, sino también a ser competentes, seguros y tener toda la información que necesitan para tener éxito en sus carreras en el campo médico.

Si quieres que tu hijo se convierta en médico, esta es una manera perfecta de darles una ventaja. Si quieres que los niños de Providence, Pawtucket y Central Falls aprendan sobre el campo médico, esta es la escuela que necesitamos crear. Apoya esta aplicación firmando nuestra carta.

Fecha: 7/30/23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Luis Castillo

Ciudad: providence

Firma: [Signature]

Tel: (401) 516-7878

Correo Electronico: luiscastillo2030@hotmail.com



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APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: Julio, 30, 2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Sonia Arévalo

Ciudad: North pros.

Firma: Sonia Arévalo

Tel: 401 837-2338

Correo Electronico: _____



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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: Julio 30/2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Josifina Ortiz

Ciudad: North Pro

Firma: Josifina Ortiz

Tel: 401-572-0100

Correo Electronico: _____



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Email: _____

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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: July 30, 2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Flore Dela Cruz

Ciudad: Cranston

Firma: [Signature]

Tel: (401) 837-6386

Correo Electrónico: Delacruz1183@gmail



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Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
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Fecha: _____

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Salomón Dela Roca

Ciudad: Cranston

Firma: Salomon Dela Roca

Tel: _____

Correo Electronico: _____



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Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: 30/7/2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: _____

Ciudad: Pawtucket RI

Firma: _____

Tel: _____

Correo Electronico: _____



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Fecha: 7/30/23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Gabriel Portillo

Ciudad: Pawtucket

Firma: _____

Tel: (401) 688-7514

Correo Electronico: gabp



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: _____

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Octaviana Torres

Ciudad: Providence

Firma: [Firma]

Tel: 401-952-6116

Correo Electronico: _____



MEDPREP

Email: Chavo3068.CL@gmail.com

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: _____

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Democrito Alvarez

Ciudad: _____

Firma: _____

Tel: 401-499 3208

Correo Electronico: Chavo3068.CL@gmail.com



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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: 7/30/23

Estimado Rhode Island Department of Education,

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Nombre: Salomón García

Ciudad: Providence

Firma: Salomón García

Tel: 401-4261092

Correo Electrónico: _____



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Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 7-30-23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
the approval of the charter application for MedPrep Academy.

Name: Giddi Salazar

City: Providence

Signature: [Signature]

Phone: 401-337-2355

Email: GiddiSalazar@jhoe.com



MEDPREP

Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7/30/2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Maria Solgar

Ciudad: providence

Firma: Maria Solgar

Tel: (401) 243-5241

Correo Electronico: _____



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Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Nombre: Ana de Leon

Ciudad: providence RI

Firma: Ana de Leon

Tel: (401) 461-6290

Correo Electronico: _____



MEDPREP

Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Nombre: Edgar Salazar

Ciudad: Providence, RI

Firma: Edgar Salazar

Tel: (401) 243-5241

Correo Electrónico: _____



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Nombre: Harwin Salazar

Ciudad: Providence RI

Firma: Harwin Salazar

Tel: (401) 461-6290

Correo Electrónico: _____



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SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 07/30/2023

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
the approval of the charter application for MedPrep Academy.

Name: Aileen Lopez

City: Providence

Signature: Aileen Lopez

Phone: 401-626-9713



MEDPREP

Email: yamiletreyes@gmail.com

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Yamilet Reyes

Ciudad: providence

Firma: Yamilet C. Reyes

Tel: 401-288-2992

Correo Electrónico: yamiletreyes@gmail.com



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Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: 7/30/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
the approval of the charter application for MedPrep Academy.

Name: Merlyn Cruz

City: North Providence

Signature: Merlyn Cruz

Phone: 401-588-9861



MEDPREP

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Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: 73023

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Manuel Ortiz

City: North Providence

Signature: [Signature]

Phone: 401 556-6272



MEDPREP

Email: yaradenisc1@yahoo.com

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

La Academia Preparatoria Médica de Rhode Island, o MedPrep, quiere ayudar a jóvenes marginados que enfrentan desafíos para convertirse en médicos y profesionales de la salud.

MedPrep está solicitando ser una nueva escuela comunitaria autónoma "charter school" para servir a estudiantes de Providence, Pawtucket y Central Falls. La escuela estará ubicada en Pawtucket y ofrecerá oportunidades especiales para que los estudiantes exploren carreras en medicina.

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Desde el séptimo grado, los estudiantes en MedPrep aprenderán sobre temas médicos, recibirán tutorías de médicos, participarán en pasantías médicas y tendrán clases desafiantes para aprender más sobre la atención médica desde temprano. Se enfocarán en ser creativos, trabajar bien con otros, pensar críticamente y comunicarse eficazmente.

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Fecha: 7/30/23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Yaradenise Lorenzo

Ciudad: Lincoln, RI

Firma: Yaradenise Lorenzo

Tel: (857) 544-4566

Correo Electrónico: yaradenisc1@yahoo.com



MEDPREP

Email: rafaelrivas754@gmail.com

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Fecha: 7/30/2023

Estimado Rhode Island Department of Education,

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Nombre: RAFAEL A. RIVAS

Ciudad: Providence RI

Firma: Rafael A. Rivas

Tel: 401/654-8522

Correo Electronico: _____



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Academia Preparatoria Médica de Rhode Island
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Fecha: 07-30-2013

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Sucely Ibarra

Ciudad: North Providence

Firma: [Firma manuscrita]

Tel: (401) 699-8043

Correo Electronico: Sucelyhernandez98@icloud.com



MEDPREP

Email: Ashley5x33@gmail.com

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Fecha: 7-30-23

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Nombre: Marcelino Santos

Ciudad: Providence

Firma: Marcelino Santos

Tel: 401 345-1054

Correo Electronico: _____



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Email: _____

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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Estimado Rhode Island Department of Education,

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Nombre: carlos Vizcartondo

Ciudad: PROV RI

Firma: _____

Tel: 401-390-4435

Correo Electronico: _____



MEDPREP

Email: _____

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Fecha: 7-30-2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Libbania Reyes

Ciudad: Providence

Firma: [Signature]

Tel: (401) 632-5656

Correo Electronico: Reyes.libbania@gmail.com



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

The Medical Preparatory Academy of Rhode Island, or MedPrep, wants to help marginalized youth who face challenges becoming doctors and healthcare professionals.

MedPrep is applying to be a new community charter school serving Providence, Pawtucket, and Central Falls students. The school will be located in Pawtucket and offer special opportunities for students to explore medical careers.

We focus on students in grades 7 to 12 and aim to prepare them for top universities and careers in medicine, medical research, and post-graduate healthcare fields. The idea for MedPrep came about because there aren't enough healthcare professionals and few chances for high school students to learn about the medical field.

From 7th grade, students at MedPrep will learn about medical topics, get mentoring from doctors, participate in medical internships, and have challenging classes to learn more about healthcare early on. They'll focus on being creative, working well with others, thinking critically, and communicating effectively.

MedPrep is supported by the Rhode Island Medical Society Foundation (RIMSF), and they are committed to treating everyone fairly and doing an excellent job. The main goal is to help students not only learn academics but also become strong, confident, and have all the information they need for successful careers in the medical field.

If you want your child to grow up to become a doctor, this is a perfect way to give them a head start. If you want children in Providence, Pawtucket, and Central Falls to learn about the medical field, this is the school we need to create. Support this application by signing below.

Date: 7/30/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Ivelisse Peña

City: _____

Signature: Ivelisse Peña

Phone: _____



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: 07/30/23

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Nombre: Luis R. López

Ciudad: Providence

Firma: [Firma]

Tel: 401.499-5848

Correo Electronico: _____



MEDPREP

Email: gloriadejesus0912@gmail.com

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Fecha: 7 / 30 / 23

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Nombre: Gloria de Jesús

Ciudad: Attleboro, MA

Firma: [Firma manuscrita]

Tel: 714 606-7709

Correo Electronico: gloriadejesus0912@gmail.com



MEDPREP

Email: _____

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Nombre: Manuel E. Fuentes

Ciudad: Attleboro MA

Firma: [Firma manuscrita]

Tel: (774) 417-2896

Correo Electrónico: _____



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Nombre: Carmen Garcia

Ciudad: DHlebar Ma

Firma: Carmen Garcia

Tel: 508-226-4115

Correo Electronico: 333 diez carmen333 @Comail.com



MEDPREP

Email: Annette 2155@gmail.com

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Si quieres que tu hijo se convierta en médico, esta es una manera perfecta de darles una ventaja. Si quieres que los niños de Providence, Pawtucket y Central Falls aprendan sobre el campo médico, esta es la escuela que necesitamos crear. Apoya esta aplicación firmando nuestra carta.

Fecha: 7/30/23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Koucnely

Ciudad: Attleboro MA.

Firma: [Signature]

Tel: 508-496-2091

Correo Electrónico: Annette 2155@gmail.com



MEDPREP

Email: Isabel Arant 20@gmail.com

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 07-30-2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Isabel Arant

Ciudad: Central Falls

Firma: Isabel Arant

Tel: (401) 365-3797

Correo Electrónico: IsabelArant20@gmail.com



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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: 7/30/23

Estimado Rhode Island Department of Education,

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Nombre: Esperanza Chavalier

Ciudad: _____

Firma: Esperanza Chavalier

Tel: 787 487-9377

Correo Electronico: _____



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APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7/30/23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Elizabeth Sandy

Ciudad: Cranston

Firma: Elizabeth Sandy

Tel: 401-595-3744

Correo Electronico: elisandy32@hotmail.com



MEDPREP

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Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 8/1/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Eloisa urena

City: Providence

Signature: Eloisa Urena

Phone: 401. 241. 0854



MEDPREP

Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7/30/13

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Hedy Bonilla

Ciudad: Providence RI

Firma: Hedy Bonilla

Tel: (401) 698 8413

Correo Electronico: B hedy bonilla 48 @gmail.com



MEDPREP

Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7/30/2023

Estimado Rhode Island Department of Education,

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Nombre: Helipede Jean

Ciudad: PROV. R-I.

Firma: [Signature]

Tel: (401) 270-1658

Correo Electronico: _____



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 07/30/2023

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Martina y Felipe Alvarez

City: Providence

Signature: [Signature]

Phone: 401 516-2163-9230



MEDPREP

Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7-30-23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: G. Adams Sanchez

Ciudad: Providence

Firma: [Signature]

Tel: _____

Correo Electronico: _____



MEDPREP

Email: _____

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Fecha: 7-30-23

Estimado Rhode Island Department of Education,

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Nombre: Neris Gamarro

Ciudad: Providence

Firma: Neris Gamarro

Tel: _____

Correo Electronico: _____



MEDPREP

Email: _____

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Academia Preparatoria Médica de Rhode Island
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Fecha: 7-30-23

Estimado Rhode Island Department of Education,

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Nombre: Haroldo Gamarro

Ciudad: Prov.

Firma: [Firma]

Tel: _____

Correo Electronico: _____



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 7/31/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: MARCO Gidici

City: NOR PRov.

Signature: [Signature]

Phone: 401 459 9023



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: 7/30/2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Julio Ortiz

Ciudad: Johnston

Firma: [Firma manuscrita]

Tel: 401-699-6870

Correo Electrónico: J.Ortiz401@gmail.com



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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MedPrep está solicitando ser una nueva escuela comunitaria autónoma "charter school" para servir a estudiantes de Providence, Pawtucket y Central Falls. La escuela estará ubicada en Pawtucket y ofrecerá oportunidades especiales para que los estudiantes exploren carreras en medicina.

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Fecha: Sandra R. Paguero A.

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Sandra Paguero Ciudad: _____

Firma: 95 HANLIN ST Tel: _____

Correo Electronico: prov. RI 02907



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Email: _____

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Fecha: _____

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Nelfa S. Fernández

Ciudad: Providence

Firma: Nelfa S. Fernández

Tel: 401-654-8866

Correo Electrónico: _____



MEDPREP

Email: _____

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Fecha: 07-30-23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Marina Payen

Ciudad: Providence

Firma: Marina Payen

Tel: 401-688-1519

Correo Electrónico: _____



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Fecha: 7/30/2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Dinorah alfaro

Ciudad: Providence

Firma: Dinorah alfaro

Tel: 401 327 2690

Correo Electronico: _____



MEDPREP

Email: _____

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Fecha: 1-30-2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Lisette M. Reyes S.

Ciudad: Pawtucket RI

Firma: Lisette M. Reyes S.

Tel: 978-416-1769

Correo Electronico: _____



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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From 7th grade, students at MedPrep will learn about medical topics, get mentoring from doctors, participate in medical internships, and have challenging classes to learn more about healthcare early on. They'll focus on being creative, working well with others, thinking critically, and communicating effectively.

MedPrep is supported by the Rhode Island Medical Society Foundation (RIMSF), and they are committed to treating everyone fairly and doing an excellent job. The main goal is to help students not only learn academics but also become strong, confident, and have all the information they need for successful careers in the medical field.

If you want your child to grow up to become a doctor, this is a perfect way to give them a head start. If you want children in Providence, Pawtucket, and Central Falls to learn about the medical field, this is the school we need to create. Support this application by signing below.

Date: 07/29/2017

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Ann Valletto

City: Providence

Signature: [Signature]

Phone: 401-264-5334

Email: Ann.Valletto@gmail.com



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SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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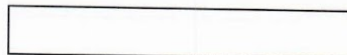
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Date: 7/30/2023

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Jacqueline Gamez

City: Providence

Signature: Jacqueline Gamez

Phone: 401-225-2895

Email: Carress.07@gmail.com



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GRADES 7-12

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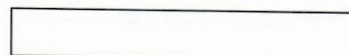
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Date: 7/30/2023

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
the approval of the charter application for MedPrep Academy.

Name: ARMANII GAMEZ-RUIZ

City: Providence

Signature: [Signature]

Phone: 401 996 8621

Email: ARMANII GAMEZ-RUIZ@icloud.com



MEDPREP

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GRADOS 7-12

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Fecha: 7/30/2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Jose M. NAYH

Ciudad: Providence RI

Firma: [Signature]

Tel: 401 996 0720

Correo Electronico: Cielo.nido@55@gmail.com



MEDPREP

Email: _____

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Fecha: 7-29-2023

Estimado Rhode Island Department of Education,

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Nombre: PABLO M. CARABALLO

Ciudad: PROVIDENCE

Firma: PABLO M. CARABALLO

Tel: 401-261-1453

Correo Electrónico: _____



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Estimado Rhode Island Department of Education,

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Nombre: Carlos Javier Garcia Priis

Ciudad: Pawtucket R.I.

Firma: [Firma manuscrita]

Tel: (401) 433-8555

Correo Electronico: cgarcia052679@gmail.com



MEDPREP

Email: _____

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Nombre: Amneris Bolanos Ciudad: Cranston

Firma: [Firma] Tel: _____

Correo Electronico: _____



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GRADES 7-12

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From 7th grade, students at MedPrep will learn about medical topics, get mentoring from doctors, participate in medical internships, and have challenging classes to learn more about healthcare early on. They'll focus on being creative, working well with others, thinking critically, and communicating effectively.

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If you want your child to grow up to become a doctor, this is a perfect way to give them a head start. If you want children in Providence, Pawtucket, and Central Falls to learn about the medical field, this is the school we need to create. Support this application by signing below.

Date: 7-30-23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: ERICK BULANOS

Signature: [Signature]

City: Cranston RI

Phone: 401-954-9136



MEDPREP

Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7-30-2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Lilia de la Roca

Ciudad: Pawtucket, RI

Firma: Lilia

Tel: 4-01 497-9155

Correo Electronico: _____



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 07/30/20

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Julisse M. Labey

City: Pawtucket

Signature: [Signature]

Phone: (781) 209-6993

Email: julissema15@gmail.com



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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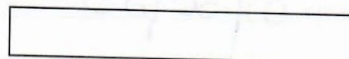
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Date: 07/20/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Catherine Labay
Signature: [Handwritten Signature]
Email: cathylabay@gmail.com

City: Pawtucket
Phone: 401-428-8432



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7-30-08

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Oscar A. Castro

Ciudad: Providence

Firma: [Signature]

Tel: (401) 210-4512

Correo Electrónico: Oscarito0915@gmail.com



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7-30-23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Carlos Gil

Ciudad: Prov. RI

Firma: [Firma manuscrita]

Tel: (401) 4987520

Correo Electrónico: _____



MEDPREP

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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Nombre: Maylin Salazar

Ciudad: Providence

Firma: Maylin Salazar

Tel: 401-497-7700

Correo Electrónico: MaylinSalazar88@outlook.com



MEDPREP

APOYA LA ACADEMIA MEDPREP
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GRADOS 7-12

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Fecha: 7-30-23

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Nombre: Brenda Salazar

Ciudad: Providence

Firma: Brenda A Salazar

Tel: 408-868-7065

Correo Electronico: BrendaSalazar22@Tcloud.com



MEDPREP

Email: _____

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GRADOS 7-12

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Fecha: 7-30-2023

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Nombre: Miguelina Byas

Ciudad: Providence

Firma: [Signature]

Tel: 401 837-5947

Correo Electronico: MiguelinaByas401@gmail.com



MEDPREP

Email: daunymercedes7@gmail.com

APOYA LA ACADEMIA MEDPREP
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Fecha: 7-30-2023

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Nombre: Dauny Mercedes

Ciudad: Providence

Firma: Dauny

Tel: 401 215-8140

Correo Electronico: daunymercedes7@gmail.com



MEDPREP

Email: Nancyr-222@hotmail.com

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7/30/2023

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Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Nancy Rodriguez

Ciudad: Providence

Firma: [Signature]

Tel: 401 450-8249

Correo Electronico: nancyr-222@hotmail.com



MEDPREP

Email: _____

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Nombre: Maria Valentina Santana R. Ciudad: PROVIDENCE, RI

Firma: [Firma] Tel: 401-241-3489

Correo Electronico: Mariavalentinasantana@gmail.com



MEDPREP

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Fecha: 07-30-23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Alexmer Martínez

Ciudad: Providence

Firma: Alexmer Martínez

Tel: 401-255-2749

Correo Electronico: alexmermartinez@gmail.com



MEDPREP

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Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date:

7-30-23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name:

Erasmus Pereira

City:

Woonsocket

Signature:

Phone:

401-516-1974

Email:



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: _____

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Nelson Avriaza

Ciudad: _____

Firma: Avriaza

Tel: _____

Correo Electronico: _____



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Date: 30 julio 2023

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Jaqueline Guillon City: Pawtucket
Signature: [Signature] Phone: 401 4286502
Email: Jaqueline19671967@gmail.com



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GRADES 7-12

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Date: 7/30/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
the approval of the charter application for MedPrep Academy.

Name: M. Sosa

City: Providence

Signature: [Signature]

Phone: 401-256-8940

Email: M.sosa94@hotmail.com



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Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: _____

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
the approval of the charter application for MedPrep Academy.

Name: RAMON LOPEZ

City: _____

Signature: _____

Phone: 401-316-4449

Email: _____



MEDPREP

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Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 7/30/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Josefine Ortiz

Signature: [Signature]

City: Pawtucket, RI

Phone: 401 578-0120



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Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: 7/30/23

Dear Rhode Island Department of Education,

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Name: Josephina Guckel

City: P. Providence

Signature: [Signature]

Phone: _____



MEDPREP

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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 07/30/23

Estimado Rhode Island Department of Education,

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Nombre: Eric Gabriel Matos Torres

Ciudad: Providence

Firma: [Firma manuscrita]

Tel: 401-263-6177

Correo Electrónico: Eric.matos@gmail.com



MEDPREP

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GRADOS 7-12

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Fecha: 07/30/23

Estimado Rhode Island Department of Education,

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Nombre: Giselle Read

Ciudad: Providence

Firma: [Firma manuscrita]

Tel: 401-497-2308

Correo Electrónico: omyread1@gmail.com



MEDPREP

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Fecha: Julio 30. 2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Daisy Francisca

Ciudad: PROV. R.I.

Firma: [Firma]

Tel: 401-390 7705

Correo Electronico: DAISYCastro24@gmail.com



MEDPREP

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GRADOS 7-12

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Fecha: 7-30-23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Allison Flores

Ciudad: Johnston R-I

Firma: Allison Flores

Tel: 401-548-0249

Correo Electronico: fallison05@gmail.com



MEDPREP

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Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 7-30-23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
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Name: Yomar Ventura

City: Providence

Signature: [Signature]

Phone: 401-316-3304

Email: Ventura.Yomar@gmail.com



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Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: 7/30/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Johnny Rivera

City: Providence, RI

Signature:

Phone: (401) 368-4754

Email: Johnnyrivera714@yahoo.com



MEDPREP

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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: 7/30/23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Alemer Martinez

Ciudad: _____

Firma: Ale

Tel: _____

Correo Electronico: _____



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 7/30/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
the approval of the charter application for MedPrep Academy.

Name: Genesis Mayer

City: _____

Signature: GM

Phone: _____

Email: _____



MEDPREP

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Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: 7/30/23

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My signature below indicates my support and interest in
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Name: Carlos Mayen

City: _____

Signature: C.M.

Phone: _____

Email: _____



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: _____

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Nilda Gonzalez

Ciudad: _____

Firma: Nilda Gonzalez

Tel: _____

Correo Electronico: _____



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 30/7/23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Rena Vallejo de Cabern

Ciudad: Providence

Firma: R. V. de C.

Tel: 401-516-2044

Correo Electronico: _____



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Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: 7/30/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
the approval of the charter application for MedPrep Academy.

Name: Grace Gil

City: Providence RI

Signature: [Signature]

Phone: (401) 497-4877

Email: Gracegil7@icloud.com



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Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: 7-30-23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
the approval of the charter application for MedPrep Academy.

Name: Maria I Paz

City: Providence

Signature: Maria I Paz

Phone: 401-499-7084

Email: _____



MEDPREP

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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7/31/23

Estimado Rhode Island Department of Education,

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Nombre: Nancy C. Sandon

Ciudad: Providence

Firma: [Firma]

Tel: 401 545 3735

Correo Electrónico: _____



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Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: 07/30/2023

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Jorge A. Gonzalez
Signature: [Signature]
Email: jorgegon72166@gmail.com

City: Cumberland RI
Phone: 617 943 9175



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: 30/7/2023

Estimado Rhode Island Department of Education,

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Nombre: Gerardo Calvo

Ciudad: Providence

Firma: [Firma]

Tel: 401 952 0714

Correo Electronico: [Firma]



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Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: _____

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in
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Name: CARLOS GALVAN

City: _____

Signature: [Signature]

Phone: 401-787-6471

Email: CSaaa777@gmail.com



MEDPREP

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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: July 30, 2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Carely López

Ciudad: Providence

Firma: Carely López

Tel: 401-699-9064

Correo Electronico: e.carelylopez@gmail.com



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

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Date: 7-30-23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Robbie Pereira

City: Woonsocket

Signature: D. Pereira

Phone: 401-261-0035



MEDPREP

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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: 7/30/23

Estimado Rhode Island Department of Education,

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Nombre: Adrián Jiménez

Ciudad: Cranston R.I.

Firma: [Firma]

Tel: _____

Correo Electrónico: _____



MEDPREP

Email: _____

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GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Desde el séptimo grado, los estudiantes en MedPrep aprenderán sobre temas médicos, recibirán tutorías de médicos, participarán en pasantías médicas y tendrán clases desafiantes para aprender más sobre la atención médica desde temprano. Se enfocarán en ser creativos, trabajar bien con otros, pensar críticamente y comunicarse eficazmente.

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Fecha: Sergio De la Cruz Julio 30, 2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Sergio De la Cruz

Ciudad: Cranston

Firma: Sergio De la Cruz

Tel: 401-559-0899

Correo Electrónico: _____



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

The Medical Preparatory Academy of Rhode Island, or MedPrep, wants to help marginalized youth who face challenges becoming doctors and healthcare professionals.

MedPrep is applying to be a new community charter school serving Providence, Pawtucket, and Central Falls students. The school will be located in Pawtucket and offer special opportunities for students to explore medical careers.

We focus on students in grades 7 to 12 and aim to prepare them for top universities and careers in medicine, medical research, and post-graduate healthcare fields. The idea for MedPrep came about because there aren't enough healthcare professionals and few chances for high school students to learn about the medical field.

From 7th grade, students at MedPrep will learn about medical topics, get mentoring from doctors, participate in medical internships, and have challenging classes to learn more about healthcare early on. They'll focus on being creative, working well with others, thinking critically, and communicating effectively.

MedPrep is supported by the Rhode Island Medical Society Foundation (RIMSF), and they are committed to treating everyone fairly and doing an excellent job. The main goal is to help students not only learn academics but also become strong, confident, and have all the information they need for successful careers in the medical field.

If you want your child to grow up to become a doctor, this is a perfect way to give them a head start. If you want children in Providence, Pawtucket, and Central Falls to learn about the medical field, this is the school we need to create. Support this application by signing below.

Date: 7/30/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Carolina Mates

City: Providence R.I.

Signature: Carolina Mates

Phone: 401 696 0856



MEDPREP

Email: _____

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: _____

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: George

Ciudad: Providence

Firma: George

Tel: 4012863852

Correo Electronico: _____



MEDPREP

SUPPORT MEDPREP ACADEMY
Medical Preparatory Academy of Rhode Island
GRADES 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Date: 2/31/23

Dear Rhode Island Department of Education,

My signature below indicates my support and interest in the approval of the charter application for MedPrep Academy.

Name: Keita Coma

City: Providence, RI

Signature: Keita Coma

Phone: (401) 649-8889

Email: keitaanessa1999@gmail.com



MEDPREP

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: 7/30/23

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: Nelson Martinez

Ciudad: _____

Firma: [Firma]

Tel: _____

Correo Electronico: _____



MEDPREP

Email:

mfanavaller@hrtunnel.co

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha:

07/29/2023

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre:

Melanea Valler

Ciudad:

Pawtucket

Firma:

[Firma manuscrita]

Tel:

401-688-8746

Correo Electrónico:

mfanavaller@hrtunnel.co

401-201-5037



MEDPREP

Email: melaneavalle@gmail.com

APOYA LA ACADEMIA MEDPREP
Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

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Fecha: 07/29/2023

Estimado Rhode Island Department of Education,

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Nombre: Melanea Valle

Ciudad: Pawtucket

Firma: [Firma manuscrita]

Tel: 401-688-8746

Correo Electronico: melaneavalle@gmail.com



MEDPREP

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Academia Preparatoria Médica de Rhode Island
GRADOS 7-12

PROVIDENCE * PAWTUCKET * CENTRAL FALLS

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Fecha: July 30, 2023.

Estimado Rhode Island Department of Education,

Mi firma debajo indica mi apoyo e interés en que se apruebe la aplicación de charter para la Academia MedPrep.

Nombre: David Francisco

Ciudad: _____

Firma: [Signature]

Tel: _____

Correo Electrónico: _____



Timestamp	Email Address	What city do you live in?	Your names as citizen supporters	If you or your child is a student, state the grade?	Student First Name	Student Last Name	Address	Cell Phone Number	Parent Phone Number	Why do you support MedPrep?
10/2/2022 14:17:10	ndoyelebou2@gmail.com	Pawtucket		8th grade	Fama	Ndoye	81 A Power Rd. Pawtucket. RI 02860	401 744 429 2	401 617-601 2	Ndoye2lebou@yahoo.com
2/9/2023 13:23:09	loribarden518@gmail.com	Pawtucket	Lori Barden	8th grade	Tanner	Bardeen		401 -74 9-6 696	401-749-669 6	
2/9/2023 15:45:08	anthonyfrancisco@gmail.com	Providence	Anthony Francisco		Agf			401 952 200 7	401 952 200 7	
2/9/2023 15:59:33	amieamaro4@gmail.com	Central Falls	Amie & Filipe Amaro	7th grade	Liam	Amaro	85 Clay Street Central Falls RI 02863	401 497 712 1	401 497 712 1	
2/9/2023 16:37:03	michaelaconnors@hotmail.com	Pawtucket	Michaela Connors Mare	7th grade	Logan	Marr	36 Lincoln Ave	401 -26 1-9 050	401-261-905 0	
2/11/2023 18:17:21	shelleynco5@yahoo.com	Cumberland	Shelley Cartier	10th Grade	Zackary	Cartier	Stoney View Drive Cumberland , RI 02864	401 527 237 8	401 527 237 8	
2/15/2023 20:35:31	melanevallejo@gmail.com		Melanea vallejo	7th grade	Nyalee	Vallejo	23 homefield Ave providence	401 688 874 6	401 688 874 6	Our kids need this school in our community
2/19/2023 20:03:08	giddelsalazar@yahoo.com	Providence	Giddelsalazar	8th grade	Nicole	Salazar	131 Labán st providence RI 02909	401 -33 9-2 355 5	401-339-235 5	Provide options for students
2/19/2023 20:08:55	ksthecol4@gmail.com	Providence	Katherine salazar	12	Nicole salazar	Salazar	121 Laban st providence ri 02909	401 -40 3-5 355 5	401-403-535 5	Provides better options
2/22/2023 12:09:17	akinladecomfort@gmail.com	Pawtucket	Omowunmi Akinlade	7th grade	ESTHER	AKINLADE	16 Vineyard Street	401 447 027 1	401 447 027 1	I support MedPrep because it is a program that will prepare the aspire Medical students ready for their desire profession and it is future oriented.
2/27/2023 7:28:03	jtorrestrinidad@gmail.com	North Providence	Supporter	Grandson	Jacoby	Njoku	1295 Douglas Ave N. Providence RI	401 378 274 6		Opportunity beyond what is offered by our state.
3/6/2023 22:18:53	slantigua86@gmail.com	Providence	Anthony Francisco					401 -50 0-9 341		
3/7/2023 12:15:10	yofrancis27@gmail.com	Providence	Yovanny	6th grade	Sebastiana	Bautista	42 Hamlin st	804 503 135 4	Same	Is a new program very interesting



3/7/2023 18:10:18	fugam1981@yahoo.com	Providence	Josue Francisco	Kindergarten	Isabella	Francisco	77 Dedham ave	401 575 231 4	401 575 231 4	Great education
3/7/2023 18:20:27	lafhlo903@gmail.com	Providence	Santa	4th	Jared	Brito	15 Armington ave Providence RI	401 -39 009	401-572-684 4	
3/7/2023 18:35:59	marlymar401@icloud.com	Providence	Marlon					401 699 804 2		
3/7/2023 19:45:50	cawtneejean1@gmail.com	Pawtucket	Courtney Mendence	COLLEGE				774 300 001 2		I believe in the vision of MedPrep in their educational journey to reach out and help the extremely diverse community with the opportunity to participate in earning a medical degree. From my experience in the school systems, minorities do not always have the means or confidence to progress in such a wonderful, rewarding field such as medicine. I believe this will be a great place to jump start the careers of future doctors. I am excited to see this school flourish and succeed!!
3/7/2023 23:17:48	arimaseali.de@gmail.com	Cranston	Dawn Ethier/Frank Green	6th grade	Mason	Green	58 Douglas Street Cranston	401 442 709 0	401 603 781 1	I support medprep because for one smaller classes. Preparing children early for the love of medicine, preparing for interviews etc.
3/8/2023 10:32:19	Michaelnina@hotmail.com	Providence	Michael Nina					401 688 628 4		Because education and school options and choices are of immense importance and concern to the local families and children I serve. The more options and choices families and caregivers and students have, the better it is for our society and our future.
3/9/2023 12:04:36	janie.segui@gmail.com	Warwick	Janie segui Rodríguez	4th and 9th				401 787 338 9		families and caregivers need access to more high quality school choice options!
3/21/2023 15:58:28	jsowa@lsglaw.com		Jeff Sowa					401 640 855 2		It will provide a unique opportunity for students in those communities who most need it, with specialized medical education and training.
3/22/2023 17:05:14	jmfeliz1949@gmail.com	Cranston	Júlia Feliz					401 481 940 2		
3/23/2023 9:14:55	julianirizarry27@gmail.com	Providence	Julian Irizarry	College Sophomore	Julian	Irizarry	32 Fisk Street	401 523 391 2		MedPrep is a great opportunity for students to prepare for the medical field. This school's mission aligns with my interests and passion to prepare the youth with resources needed to follow their designated career path.
3/29/2023 10:07:34	libbaniareyes@gmail.com	Providence	Libbania Reyes					401 282 935 9		
3/29/2023 19:56:36	abbygrl118@gmail.com	Providence	Abby	12	Abby	Francisco		401 437	401 952	I feel like we need more nurses and doctors in the world



	mail.com							7043	2007	
3/29/2023 20:03:19	abiamoquendo115@gmail.com	Provide nce	Abiam					4016969593		
3/29/2023 20:40:51	roshnidarnal1980@gmail.com	Provide nce	Roshni Darnal		Mayarose	Espin oza	48 Standish Ave	401-226-5421	401-226-5421	
3/29/2023 21:27:56	anthony.francisco.aoct@gmail.com	Provide nce	Anthony Francisco					4013696273		We need medicine schools
3/29/2023 22:36:46	ramosgershom28@gmail.com	Pawtucket	Gerson Ramos	8th grade	Ilianys	Reyes	21 Whitman St Pawtucket RI 02860	4012882777	Gerson Ramos	Yes
3/30/2023 7:26:50	jgamez47@icloud.com	Provide nce	Jacqueline Gamez	8th grade	Armanii	Gamez-Ruiz	325 Willard Ave Providence	4012252895	4012252895	Great for community and children around R.I
3/30/2023 7:28:57	carress07@gmail.com	Provide nce	Jackie	5th	Gracie	Minaya	325 Willard Ave	4012252895	4012252895	Plenty of Med needed around
3/30/2023 7:37:03	kathecol4@gmail.com	Dayville Connecticut	Katherine Vargas Alvarez	12th	Nicole	Salazar	33 Cardinal Drive Dayville ct 06241	4014035355	4014035355	I think it will be a really good opportunity for our community.
3/30/2023 7:37:30	argentinalara@gmail.com	Provide nce	Argentina Lara					4014508443		Is a good opportunity for the community
3/30/2023 8:23:01	genesis.mayen18@gmail.com	Cranston	Genesis Mayen					4015593700		Better education systems are needed in our communities
3/30/2023 10:24:06	elisakerentorres@gmail.com	Provide nce	Carolina Matos Batista	4th	Elisa Dannieli z	Torres Matos	256 Ohio Av Providence RI 02905	4016960856	4016960856	Porque conozco la escuela que pertenece a la Iglesia Movimiento Pentecostal Monte Sinai y es limpia y mis hijas van a la escuela bíblica los martes y al profesor Anthony Francisco que es un hombre íntegro y honesto y tiene una muy linda familia.
3/30/2023 10:26:54	elisakerentorres@gmail.com	Provide nce	Carolina Matos Batista	2th	Keren Liz	Torres Matos	256 Ohio Av Providence RI 02905	4016960856	4016960856	Porque conozco la escuela y al maestro Anthony
3/30/2023 10:41:21	somayra08@gmail.com	Provide nce	Somayra parra		3 Galvan	Alexa	50 Frances Ave	4017875087		
3/30/2023 10:59:44	cicibaby873@yahoo.com	North Providence	Dawn Chearino	I don't have children				401-316-0875		
3/30/2023 11:51:16	msullivan35690	Provide nce	Michelle Sullivan	Teacher of				401-54		I support MedPrep because our RI community needs such educational



	@gmail.com			secondary grades				5-7 662		opportunities offering students exposure to the field of medicine. I intend on enrolling my grandchildren to such an establishment in years to come.
3/30/2023 12:38:00	dubon952310@gmail.com	North Providence	Alma Deleon	7th grade	Joseline	Dubon	152 Maplewood Ave	401-328-9316	401-241-6701	It would be a great addition to the state of RI.
3/30/2023 12:40:33	aroundtherolex258095@gmail.com	Providence	Natanael Vallejo	8th grade	Mya	Vallejo	23 Homefield Ave	401-261-5037	401-261-5037	We don't have one in the state and it will be a great opportunity for a lot of students to start a career in medical school
3/30/2023 22:20:24	somaly.prak@hotmail.com	Coventry	Somaly	11th	Masiah	Prak-Preaster	645 knotty oak	401-226-8312	401-226-8312	Elevating black and brown communities
3/31/2023 8:36:30	haroldomisore1@gmail.com	Providence	Harold Omisore		None		213 Sackett Street, Providence RI 02907	401-465-4223	401-465-4223	This will be an opportunity to have the bright and best of minority students to go into the medical field
3/31/2023 17:43:35	tojnancy@gmail.com	Providence	Nancy Rodriguez	No			15 luongo sq providence Rhode island 02903	401-450-8249		Because it seems to me that it is a school that would help many young people who live near this area and would not have to travel far to reach their destination .
4/2/2023 9:17:48	sandraflaquita29@gmail.com	Providence	Sandra E Lopez		Elizabeth	Oliver	270 Indiana ave	401-261-2071	401-559-3543	Because I want something better for my community
4/3/2023 13:38:13	powerful7@myyahoo.com	Johnston	Ramón Padilla	2th grade	Kamila	Ester	81 Serrel Sweet Road	401-649-9378	401-649-3782	I Support MedPrep because that what we need for this present and future professional Doctor with passion and wisdom in preparation to give excellent opportunities to save lifes
4/7/2023 21:13:38	pvdvip401@gmail.com	Providence	Chinedu Onye					401-699-2002		Because of Nkoli Onye
4/9/2023 13:17:44	daurymercedes7@gmail.com	Providence	Daury	2nd grade	Isaac	Mercedes	26 Mc Cann Place Providence ri	401-215-8140	401-215-8140	For best education
4/9/2023 18:16:44	elaine0607martinez87@gmail.com	Warwick	Elaine martinez	11th grade	Justhin	Reyes Santa na	936 Warwick Ave Warwick RI 02888	401-996-0546	401-666-0905	Better future for our children
4/9/2023 19:30:46	eliescrogin@gmail.com	Cranston	Eli Escrogin					401-433-8152		We need more technical schools in urban communities to get our students who do not like school interested and getting experience in the community.
4/10/2023 7:02:54	erickpagan1988@gmail.com	Cranston	Erick pagan	pK				401-569-0021		Rhode Island needs better high schools. New options for students and parents. A variety of parent choice, schools designed for specific careers,
4/10/2023 10:52:06	mspena2010@yahoo.com	Providence	Ivelisse Pena					401-339		



	ahoo.com							904 2		
4/10/2023 15:37:01	jasmine.reyes0602@icloud.com	Provide nce	Jasmine Reyes	Sibling: 9th grade	Jasleen	Reyes	312 public street	401 497 327 6	401 288 299 2	I support this school because the vision is clearly one to lift up our children and put them on the road to success
4/11/2023 7:27:59	yield.ri@gmail.com	Provide nce	Dr./Rev.Jenny Tapia Rosario	6th grade	Turrey & Yarieliz	Rosario	934 Narragansett Boulevard,Prov.	401 419 881 6	401 419 881 6	There is significant need to provide a school setting with a multicultural and multilingual approach which emphasizes the area of science. Specially within minorities communities
4/11/2023 10:07:18	julioz.ost@gmail.com	Provide nce	Julio Zuniga	6th grade	Zoe C	Zuniga	150 Texas Ave.	401 626 851 4	401 626 851 4	I believe is good for our children's and community
4/11/2023 11:19:35	gabbyisble7@gmail.com	North Provide nce	Gabriella Rodriguez	10th grade	Gabriella	Rodriguez	93 Waite St	401 376 828 5	401 457 864 8	I supposed MedPrep, because I believe it will be an amazing school and asset to our community. This school will enrich many at-risk students who otherwise without this school wouldn't be able to have the opportunity to be prepped for the medical community.I myself am in the 19th grade and I want to pursue a career in the medical field as a trauma surgeon or primary care physician, and I wish this school would have been available to me.
4/11/2023 15:02:53	mrz.lubi@gmail.com	Provide nce	Lubicristin Lora	11	Jhovana	Gonzalez	29 Barbara st	401 441 431 9	401 44-4 319	I support because we need more schools that provide a hands-on learning experience and alternative program for learning.
4/15/2023 14:52:55	rudolphmoseley@gmail.com	North Provide nce		6th grade	Jace	Mosley	35 Red Cedar Lane	401 580 265 4		Great opportunity
4/15/2023 19:37:46	browngs@hotmail.com	Pawtucket		4th grade and 3rd grade	Samray Browne	Elijah Wood s	403 West Avenue, Pawtucket, Rhode Island 02860	401 536 141 2	401 536 141 2	To adequately prepare our children for better education in their future.
4/15/2023 22:58:24	Srosalino1@yahoo.com	Provide nce	Suelem Rosalino	5th	Tobias	Rosalino Graham	101Grand View street providence RI 02906	401 419 484 6		It's a great idea for a school for those who wish to have a future in the field of medicine. This is a great way for students to learn and love science.
4/16/2023 11:37:45	surbaez8@gmail.com	Provide nce	Samantha Urbaz					401 771 856 5		
4/17/2023 13:09:17	rmccaulley@providence.ri.gov	Provide nce	Raymond McCauley					401 -57 2-4 694		Providence needs good schools to help develop the minds of our children
4/19/2023 7:20:35	Cielomio58@gmail.com	Provide nce	Jose minaya	2nd grade	Gracie	Minaya	325 Willard av	401 996 072 0	401 225 289 5	Yes
4/28/2023 19:07:43	isaacportillo832	Provide nce	Paulino Portillo &	12	Joshua	Portillo	31 , Paolino St Providence	401 286	401 226	We feel as having a school dedicated to preparing students interested in the medical field can help in



	5@gmail.com		Isaac Portillo				Rhode Island	463 0	260 8	benefiting many lives and creating more medical practitioners for the near future.
6/9/2023 12:42:10	azukac@gmail.com	Macungie						401 497 129 5		As a physician I think it's important to expose students to the various health care fields and options for entering them early on in their education. It can save them a lot of time and money in the long run. It can also make learning fun as they can put their hard work into what they are passionate about. This is especially important for students who may be the first to grad high-school/college as they may not have the access to mentorship.
7/15/2023 23:19:53	analiz.c.francisco@gmail.com	Providence	Analiz	8th grade	Analiz	Francisco	59 elmwood avenue	401 -95 2-2 007	401-263-743 9	Because it is a great opportunity to learn about medical school.
7/15/2023 23:37:28	slantigua86@gmail.com	Providence		8th grade	Jaslene	Valenzuela	117 Corinth Street	401 632 789 0		
7/15/2023 23:39:07	slantigua86@gmail.com	Providence	Stephanie Lora	7th grade	Aiden	Valenzuela	117 Corinth Street	401 632 789 0		
7/16/2023 7:28:45	roshnidarnal1980@gmail.com	Providence	Roshni Darnal	Pre school	Mayorse	Espinosa	48 Standish Ave	140 122 654 21	140 122 654 21	Great idea to include students of color in the medical field
7/28/2023 20:55:41	bianco.bautista17@gmail.com	Other	Bianca Bautista					401 362 507 6		To provide options to students.
7/28/2023 20:57:54	karinaeroca@gmail.com	Providence	Karina Roca				43 Chambers St	401 414 843 8	401 347 461 0	Because it gives exposure to students who are interested in the medical field.
8/2/2023 18:56:10	Agifkah@gmail.com	Pawtucket	Agi Gai-Kah	4th	Agi	Gai-Kah	63 Webster st, 02861	401 282 941 3		I want options for my kids and community
8/3/2023 20:08:45	rebeca.moreno.hcm2016@gmail.com	Providence	Rebeca moreno	6th grade	Jesus	Hernandez	42 pope st	401 301 432 0	401 301 432 0	Me parece que es muy buenas sus ideas para ayudar a la comunidad. Y años padres de familia para q los niños tenga una mejor educación y que aprendan mas